Health Benefits of Applying a Mentorship Model in After-School Programs

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Systematic review: After-School Programs Mentor-Ship Model and the Health Outcomes on Youth.

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Abstract

This work summarizes the existing literature on mentorship models and their health impact and outcomes on the students they serve. I apply these findings to evaluate the experience of Community Partnership for Youth, a local after-school program in Monterey County, CA. This work explores the risks students face from 2 pm to 6 pm. Some supporting articles demonstrate the mentorship model's effectiveness, highlighting commonalities and differences between the relative merits of adult-to-youth and youth-to-youth paradigms. This work’s recommendations and implications involve staffing, training, and funding opportunities to ensure these programs' success.
Introduction

In researching how relationships between children and adults develop, one must investigate the impact of adult-child relationships during the ages of kinder through sixth grade. During the first few years of life, the parent is the primary role model for their child, shaping learning cognitive reasoning, language, motor skills, and socio-emotional development (Jeong, 2021). As a child grows, additional relationships such as teachers, peers, coaches, or other adults facilitating extracurricular activities further impact development. For some students, their physical environment also plays a big role in their decisions after school, such as what they can do, like to do, and can do (Berg, 1980). Both the relationships that are being established and the physical environment influence whether those relationships have short- and long-term effects on the development of behaviors of adolescents that can transition to adulthood.

Sociodemographics also play a role. A child’s behavior and development can be influenced by a variety of factors as a student's social class, race, and ethnicity, playing a role in what activities students have available after school (Viner, 2012). These influences immediately impact the child's settings, such as during and after school, affecting long-term behaviors and decision-making (Maggi, 2010). For instance, consider basic economic factors. Some students may have parents who work long hours and cannot tend to them, which can be linked to the student being more prone to risky behavior based on the neighborhood (Coatsworth, 2007). Geographics also play a role, such as neighborhood stereotypes and dangers that influences who a child socializes with, and potential role models join informal groups (Berg, 2013).

With these factors under consideration, as a parent or guardian, one must identify what after-school programs are available and be best suited for the student, especially those that are low-income and live in an at-risk community. In Monterey County, in the city of Seaside, the
local school district identifies the resources available to local families. There are currently an estimated five after-school programs: After School Academy (ASA), the Boys & Girls Club, Palenke Arts, The Village Project, and Community Partnership for Youth (CPY). CPY is a prevention program that provides an alternative to gangs, drugs, and violence in the community (CPY, 2021). CPY uses a mentorship model that creates a positive relationship between adult leaders and the students and allows high school students to mentor elementary school students. Their mission is “To provide a safe, structured environment that encourages healthy boundaries, positive self-esteem, and the ability to make good choices for a full and successful life” (CPY 2021). This adds a relationship for the children participating in this after-school program.

This literature review will analyze the relationship between this mentorship model between adults-to-youth and youth-to-youth and compare which is more effective for after-school programming. The goal also is to demonstrate how these programs benefit the child’s short- and long-term decisions on the overall health of the students enrolled in these neighborhoods, which have a high concentration of low-income families. Additionally, to see any improvement in either model that after-school programs such as CPY can modify and improve to ensure their mission is to continue helping children make positive decisions.

**Background**

*Parents and guardians as role models*

Children start making decisions early on and drawing upon the information and experiences passed on by adults (Whitcombe, 2000). As they continue to develop, they mirror the behavior they see, with their parents or guardians having the most significant influence on their behavior (Umberson, 1989). Therefore, to understand a child’s development and behavior,
educators, clinicians, policymakers, and other vested parties must look at the factors influencing them.

*The Influence of sociodemographic risk factors*

Children do not have any control over the experiences that they face in the household or their environment. Per the CDC, adverse childhood experiences can occur from the child’s birth up to 17 years old (CDC, 2022). Events such as experiencing or witnessing violence and abuse, a death within the family, substance abuse, mental health conditions, and even parental/guardian separation can influence how a child behaves, their health, and well-being (CDC, 2022). Some groups are at higher risk, such as minorities and those living in poverty, and may not have the proper resources to share and cope with these experiences (CDC, 2022). Depending on age and behaviors, some risks can be juvenile crimes that could lead to arrest, sexual activity that could lead to exposure to sexually transmitted diseases and unplanned pregnancies, smoking, drinking alcohol, and drug use (Coatsworth, 2007).

*The influence of the educational environment*

Schools are one of the only environments in which students can come and be distracted from any outside experiences they may be facing. Teachers and school administrators are meant to provide additional support to students to encourage academia and other skills that can benefit the child, with both short and long-term effects. During the school day, the teacher-to-child ratio is estimated to be one teacher to 24 students, making it difficult for them to divide their time equally and be fully positive mentors to the students (California Department of Education, 2021). Multiple people, such as teachers, admin, and school counselors, can observe and identify a child in need due to how they change in emotional behavior and if they are having difficulty paying
attention and self-regulation (Murphy, 2019). Schools have been able to adopt approaches to create a positive environment and establish positive relationships for these students (Murphy, 2019). However, they only have control when the student is in during school hours, making it difficult to practice the after-hours.

**Experience in Monterey County**

Based on a 2022 Community Health Needs Assessment conducted in Monterey County, children comprise 26.2% of the total population, with 18.4% who live in poverty (Montage Health, 2022). Parents/guardians of these children in Monterey County stated they lacked emergency funds, suffered a job loss resulting in insurance coverage, and/or dealt with housing and food insecurity (Montage Health, 2022). As discussed above, children who grow up in poverty are more likely to experience adverse childhood experiences (ACEs). The lack of financial resources limits the scope of activities and subsequent resources available to almost a fifth of the children living in Monterey County.

In Monterey County, the crime rate has been decreasing, with the current crime rate for youth 0-17 being 3.0 arrests per 1000 of the population (Data Share Monterey County, 2021). Teen birth rates are also decreasing, with 22.3 live births per 1,000 females aged 15-19 (Data Share Monterey County, 2022). Although crime and birth rates may not be high risk in Monterey County, one risk associated with youth in the county that is on the rise is exposure to drug use, causing overdoses of drugs and opioids at the nearby hospitals. Local doctors have seen the trend of “seeing, routinely, 15-year-olds and 16-year-olds addicted to prescription medications (Montage Health, 2023). In looking at this issue on a state level, emergency visits, opioid-related overdoses, and fentanyl-related overdoses for ages 10-19 have increased from 2018 to 2020 (California Department of Health, 2022). This could be due to youth living in poverty still facing
other complex risks such as poor physical health, social, emotional, and behavioral problems (Anthony, 2008).

The riskiest time for youth is after-school hours, spanning between 2 pm to 6 pm, with no adult supervision (Coatsworth, 2007). There are limited opportunities for these students to be involved in activities during after-school hours. When identifying alternative activities a child may have, one may think of sports or something creative. In California and across the country, most of these activities come with a fee attached or other expenses, whether in partnership with the school or a private club or institution. Using the example of sports nationally, a 2021 survey demonstrated that 24% of children between the ages of six and twelve with an average household income of $25,000 or less play fewer sports regularly (Aspen Project Play, 2022). One can assume that this affects the number of students in Monterey that cannot afford sports. These barriers to finding activities after school negatively impact children. In Monterey County, parents, educators, policymakers, and advocates worry about the impact on children of the potential lack of positive adult supervision during the 2-6 pm period.

**The mediating role of mental health**

Mental health is also a contributing factor. Mental health influences how youth handle stress, manage relationships, and make positive decisions (CDC, 2023). In Monterey, 18% of children between the ages of 5-12 reported needing mental health care services, and 23.2% between the ages of 13-17 reported needing mental health care services (Montage Health, 2022). In reviewing state data, there is a correlation between children living in poverty and mental health. The child poverty rate in California is 9%, which we can assume includes Monterey County data (Danielson, 2022). Then among children living in poverty in California, 22% report
having a mental, behavioral, or developmental disorder (CDC, 2023). That said, it is still being determined how many children who report needing services receive care.

**The mediating influence of peer groups**

A student’s peer influence is a key piece of the puzzle. If a student has peers making poor decisions, the student themselves can be influenced into practicing bad decision-making, which can cause the student to perform poorer at school and home (Day, 2016). Children experiencing ACEs but also having positive peer relationships were accepted by others for fewer behavior problems (Criss, 2003). But these peer groups can also be broader to kids, not their age, which can also influence them. If the relationship between the older and younger kids is positive, it benefits both students’ prosocial development and social support (Coyne-Foresi, 2020).

**The Afterschool and Safety Act: Subsided after-school programs as one solution**

After-school programs offer students a safe space for students who would otherwise not have a positive role model, offering attainable solutions for these youth that do not have supervision at home or have the option to do extracurricular activities. To address this need, The Afterschool and Safety Act of 2002 was a California act that invested $433 million to fund afterschool programs focused on elementary and middle students (Brown, 2002). In this act, the state saw the value in investing in after-school programs, emphasizing the cost saving from averted costs when youth entering the criminal system. Even with some funds available, some organizations, such as CPY, still had to acquire individual costs of $35 per student to cover some of the school and summer activities per child.

During the time frame after school, if there is no role model to influence positive decision-making, these kids are exposed to risks at an early age, depending on their surrounding environment. Since some risk statistics occur at age ten, in which these kids are still in
elementary school, it is challenging to believe these exposures may be left unattained without positive adult supervision.

Additionally, after-school programs must consider the staff ratio to children and associated staffing costs (e.g., salary and, if any, medical benefits). In the fall of 2022, an estimated 100 students were at each school site, with four full-time staff and part-time high school students. The program's original hours were from 2:30-5:30, with Wednesdays being 12:30-5:30 since it was the school's short days. The Monterey Peninsula Union School District school district provided CPY with a grant for their staff to receive more hours. It allowed CPY hours to be extended until 6 pm, seeing the value these staff brought to the children.

**CPY experience**

After-school programs, such as CPY, focus on these children having a positive role model and a safe environment during these hours. They target the student's behavior and health influence at the individual and interpersonal levels. Most after-school programs have an attendance requirement to avoid families only opting in on a drop-in-by-need basis. This guarantees that the families that need the program have a guaranteed spot. Once the student is enrolled in the program, they get introduced to the leaders and their fellow students and begin establishing a relationship with both. CPY has leaders that are familiar with the program and/or have participated in the past. There are limited after-school programs that are focused on middle and high school students since, at this age, some can argue that students can be home alone without supervision. CPY, however, has created a middle and high school leadership program for the students to mentor younger students and gain leadership skills. What brings these mentorships, such as the ones CPY is trying to develop and establish, is the successful mutuality, respect, and empathy between mentor and mentee (Schenk, 2020).
At the beginning of the CPY, both the leaders and students are meant to learn and understand the organization's standards to know how to be respectful towards each other during their time there. The CPY standards are (2021):

- **#1** In CPY, we greet each other every day with a smile and a handshake to strengthen the relationship between us.

- **#2** In CPY, we honor and respect each other so we address one another with the proper language and speech.

- **#3** In CPY, we value the space of ourselves and others and are careful not to intrude or injure each other.

- **#4** In CPY, we are mindful of what is true and strive to be honest in word and deed.

- **#5** In CPY, we treasure our rich heritage and hold the cultures of all people in high regard.

- **#6** In CPY, we strive to reflect our beauty both inwardly in our understanding and outwardly in our appearance.

Considering these standards from CPY’s model, adult-to-youth and youth-to-youth mentorship provide the foundation for a strong relationship. The adult leaders can share their experiences during their time at CPY and share with them the importance of education and making good decisions. They can also work in sharing progress with parents/guardians and teachers to work on the overall outcome for each student attending the program. CPY activity schedule comes with a component of homework and reading time, then transition to an outside sports activity or arts and crafts for the children to have some time to do that interests them. Middle and high school leaders can be viewed as older peers they can trust and ask for advice.
they may not feel comfortable speaking to an adult about. The middle and high school leaders have a smaller role; however, their bell schedule is later than the elementary schools, but they can still lead activities. CPY also provides activities during the weekend for their students to participate in experiences they may not have at home since some parents state that they work over the weekend or may not financially afford trips. Both leaders are actively collaborating on ideas for activities in field trips for each kid to have an opportunity.

CPY is now observing the manyfold benefits of the program, finding increased more positive outcomes for Monterey County youth, including improved physical and mental health outcomes. In the next section, we will discuss how improvements are measured through this mentorship model.

**Methods**

For this literature review, there was supporting evidence of the success of the after-school mentorship model. However, the goal is to demonstrate a local program that has been successful for over 35 years. I obtained information and observational data from CPY during my participation in Fall 2022 to Spring 2023 as part of my internship requirement for the Master of Public Health program at the University of San Francisco. I was able to see first-hand how implementing this mentorship model affects the mentor and mentee participants of the program short term and examples of long-term success.

**Settings:**

CPY implements its mentorship model at four schools: Dr. Martin Luther King, Jr: School of the Arts, Ord Terrace Elementary, Dual Language Academy of the Monterey Peninsula, and Del Rey Woods Elementary. CPY targets K-12 students in need of a safe
environment; the students can be from low-income families, minority groups, or students in need. Each school has approximately 100 students, four full-time CPY staff, and three to five high school mentors.

**Setting and study sample**

Del Rey Woods leaders in CPY initiated an anonymous questionnaire for their students at the end of the school year to gather input on preferred activities for the following year. Though the survey aimed to capture activities, it collected the impact on how important activities involved their mentors, demonstrating a positive relationship between mentors and students. A total of 27 students responded, with common themes including sports, arts, festivities, and miscellaneous activities. Then during their summer program, they interview students in which they share weekly feedback on their experience in the program thus far. The questionnaire responses are included in *Appendix A*. CPY program exists at three other sites, and the findings are likely to be generalizable to these student communities.

**Description of analysis:**

In the questionnaire CPY conducted, 19 students responded that they would like more activities involving the students and the leaders at the site, regardless of the theme of the activity. This questionnaire is one of many ways CPY gathers feedback from students regarding their student's experience during the year to see how they feel about the program and how their mentorship program impacts them. One student shared their experience in the program,
“This is my first time ever being part of CPY, and I already want to come back next year. I’ve enjoyed playing the piano for my friends and soccer after lunch” (CPY, I 2023)

Another shared a positive interaction activity with their leader,

“Starting a big puzzle with Mr. Javier and friends was so much fun. I can’t wait to till we finish it” (CPY, J, 2023).

Also, in observation, CPY has a long-lasting impact on its alumni, which they like to share with the current CPY students, family, and community. For example, Ben Bruce, a participant in the program, attended UC Davis and returned to be a full-time leader to now their current Program Director. However, in research and observation, the structure of these programs identifies additional gaps in trying to bring the student's families and environment into the mix because of the identified barriers these families face along with some of the mentors in CPY.

**Recommendations**

**Training**

After-school programs like CPY provide a safe environment and positive relationships for students, making it essential for program leaders to be prepared for any situation. CPY follows a mentorship model that provides its leaders with the skills necessary to address children's needs that they may not receive at home. The staff is prepared with general CPR/First Aid and mental health first aid. Over the fall, full-time and high school leaders participated in pre-training and in-person sessions to learn how to recognize and respond to signs of mental illness, substance abuse, and other crises (AIMYMH, 2023).
This training is essential to the CPY leaders since they come from the same community as the students and are aware of some of the risks that the kids are exposed to, they can address and help the students to have a healthier outcome. Those who participated in this training report felt more confident speaking to youth about mental health, recommending and recommending help/self-helping strategies, and providing information about local services (Kelly, 2011). Some leaders in CPY report a better understanding of students and feeling more equipped to identify mental health problems following training. High school leaders also benefited by being able to identify health problems in both the CPY community and outside peer groups. If the funds are available for after-school programs to support their leaders in this type of training, this will benefit the mentor-to-mentee relationship on a new scale.

The mentor/leader program allows the CPY leader to explore other training or education options, both within and outside of CPY. For instance, the Community Foundation in Monterey provides a leadership development program for emerging non-profit leaders each year (CFMCO, 2023). CPY has sent devoted leaders into the program who have impacted the organization and wish to continue growing with them. This benefits the leaders attending a program like this to learn from others in the community and gain skills that CPY may require assistance with, given their focus on day-to-day operations. These leaders can bring newfound knowledge back to CPY, contributing to improving their organizational management skills.

Education

Some training offered is focused on the full-time staff, leaving to find other training opportunities to motivate high school leadership. For instance, in some
programs, such as CPY, high school students get paid for their time, which can be seen as an opportunity to earn money and learn about finances. Still, it is not enough for them to focus on enhancing their relationships with the students. During parts of the observation in CPY, most high school staff were engaged with the students. However, engagement would decrease if they had a friend or acquaintance at their assigned site.

To address this, research states that adults’ opinions influence young adults, including the high school mentors in these programs, to have a more significant influence than their peer group. It is an opportunity for internal staff to have education and career discussions with not just the high school leaders but even the younger student about educational opportunities that benefit them in having long-term goals (Knoll, 2017). Studies have demonstrated that high school mentors know that some communities lack support for both career and education growth. Still, they understand that some of the requirements for them to have an opportunity for growth are good grades, completing high school, and advancing in school or an institution (Ssewamala, 2011). Having the senior staff or organization leadership discuss higher education opportunities at both community college and university levels is mentoring youth and exposing them to alternative educational routes.

In casual conversation with some of the high school students at CPY, when asked what they wanted to study after high school, many stated that they were undeclared or unsure. When sharing my education journey, they felt more comfortable with the educational fields with similar themes to what CPY has provided them. Among those high school mentors who enjoyed being student leaders, organizations can emphasize to
youth mentors that knowledge and experience gained can be applied to educational fields such as teaching, child development, counseling, social work, and public health.

**Parent Engagement**

The program aims to provide students with a safe environment during after-school hours. However, the relationship ends when the students leave home. After the students leave the program at 6 pm, their physical environment and risk are outside the program’s and perhaps even under the student's control. Regardless of the obstacles, for the program to have a better short-term and long-term impact, it is essential to engage the families. There is still an importance to include the relationship between parents and the organizations, whether the school or after-school program, for the focus and priority to be the success of the child's learning environment (Goodall, 2013).

To address this need, CPY conducted a parent engagement survey and a follow-up interview to capture what activities the parents wanted to see in the program. The survey inquired whether parents would be interested in volunteering and other parental involvement opportunities. The survey and interview responses were captured using Google Forms (*Appendix B* and *C* details the survey and interview questions distributed to parents). The survey captured 20 responses from parents from all four sites, and then from those parents, six took the follow-up interview telephonically. Among respondents to the Del Rey Woods administered questionnaire, the activity responses were similar across parents and students. On the survey, 70% of the parents stated they were interested in volunteering, indicating which day works best for them. Among those parents who took the follow-up interview, we asked, “What would you need from CPY for it to be a successful event.” Some of the responses were:
One parent stated: “More participation with parents.” (CPY, 2023)

Another stated: “Let more people attend, the whole community, not just CPY families” (CPY, 2023)

Reflecting on some of the barriers that these families face, a parent stated: “I don't really have an answer, I have not attended any events nor school or city since I work on Saturdays” (CPY, 2023)

In these findings, CPY and other programs can better understand and try to find new ways to bring more families together to be involved with their children and the program serving them. Most days, parents just come to the after-school program and sign the students out for the day and have little knowledge of what their kid did that day unless they ask. When CPY has an event, it is challenging to engage parents since they seem more interested in picking up their child and going; the same challenge occurred in distributing the survey. Hence some of the communication is via flyers in paper form, which can be limited and lead to decreased participation.

Collecting this information on what works best for parents can also capture data on which services families identify as needed. The survey information can also identify broader needs facing families. For example, in the CPY survey and community needs assessment, the organization identified that food insecurity is an issue that can potentially affect their students and families. To address this issue, CPY works with a local organization, All In Monterey, to distribute weekly food at all their school sites for the families to grab any food items needed during the school year and summer program. After-school programs may not be able to solve all the issues their students experience;
that said, when parents share family experiences, CPY, and other programs can partner with other local organizations to address the issues.

**Funding**

For after-school programs, it is essential to find sustainable financial support to continue supporting the program, staff, and the families they serve. Throughout the year, CPY has small and big fundraisers that cover some of the day's day-to-day activities for the kids. Still, shortfalls in funding limits the potential of the program's ability to have a long-lasting impact on its students, which other programs can also be facing. One possible solution: CPY can coordinate with the local school district and county education department to find public or private investment opportunities. Since CPY and the local school district are serving the same students, CPY can utilize existing resources already identified within the community. For example, some school districts draw on investment funding to support behavioral health, including training and increasing staff capacity. Perhaps CPY can explore tapping into some of the investment opportunities. Since some of the after-school programs are already participating in providing training and resources to their staff, including them in some of the funding opportunities at a district level, these efforts parallel work in the CPY program. Bringing both districts and after-school programs together in these efforts the better care and prevention of behavioral health students will receive.

In a specific example, California’s Department of Health Care Services (DHCS) Children and Youth Behavioral Initiative (CYBHI) focuses on well-being, preventing behavioral challenges, and providing services to all youth and their families (DHCS, 2023). The total amount the state has allocated for this initiative is an estimated 4
billion, with a timeline of 2021-2024. One of the components of CYBHI is the Student Behavioral Health Initiative Program (SBHIP) which two local Monterey County school districts and the county are currently participating in. The program aims to improve the coordination of students’ behavioral services through schools, programs, counties, and providers (DHCS, 2023). In looking at the structure of this investment, the state and county departments should consider the involvement of after-school programs to ensure that all programs involving children have the resources to address behavioral needs. In CPY’s case, their school district is not participating in SBHIP; however, the model that the county and the other two school districts are creating can help be applied county-wide. The county can provide resources and funding for any interested districts and programs to have the proper training and tools to address vast health needs that are not a financial burden to the after-school program.

**Implications and Discussion**

In observing the mentorship model at CPY and reviewing the impact of similar programs in related literature, it has access to healthy adult relationships essential to students. While the literature suggests that relationships between youth-to-adult mentors relative to the relationships between youths are stronger, more impactful (Knoll, 2017). The CPY materials collected this past year demonstrated the value of having both types of leaders (i.e., youth and adult). In the CPY program, both types of mentors are actively involved in students' academics and the program’s curriculum. If the leaders have the proper tools and training to serve their students, these mentorship models, such as the CPY programs, can focus on improving students' physical and mental health. Including all or some parts of the mentorship model, such as CPY, can improve the health and well-being of additional students in need across the state and nation.
While we have identified why these programs are successful, some limitations are worth addressing.

**Staffing Limitations**

Some of the limitations that can be identified for these programs relate to staffing and funding. Finding the right staff to be positive leaders within the after-school programs can be difficult, especially if they do not know the students and community the sites are in. Even the schools have difficulty finding the right support staff (e.g., yard staff members for before, during, and a small period after school) (CPY, 2023). There has been a trend in staffing shortages within child education, mainly due to pandemic-related issues (Langreo, 2022). Because of this, school districts are looking at after-school leaders to help in that gap (Langreo, 2022). CPY recruitment efforts center around hiring staff within the community or alumni, but the program faces the challenges of full-time leaders helping the school during the day. As a result, staff finds it difficult to plan activities during CPY hours and be fully prepared as they are pulled in different directions. Even in the best circumstances, children may not engage fully in the activities with the limited time staff has to prepare for their programming.

**Programming and funding Limitations**

Mentor modeling programs help serve low-income neighborhoods; in Monterey County, 18.4% live in poverty (Montage Health, 2022). Given the demand, it is difficult for all students to find a spot in these after-school programs. For example, in the Monterey Peninsula School District, an estimated 1,548 students attend Seaside Elementary Schools; however, CPY only admits around 100 students at each site (Public School Review, 2023). Without access to community programs, students are left vulnerable. Multiple factors drive capacity limitation,
such as funding, staff, or program logistics, a budget constraint can result in programs being unable to pay staff a competitive salary, leading to instability within the program itself (Riggs, 2004).

These programs improve student's academics, social-emotional, computer skills, arts, and physical activities (Riggs, 2004), and educators, policymakers, and public health practitioners must consider actionable solutions addressing these limitations. Programs like CPY might consider coordinating and distributing local community health needs assessments like the one used in this literature review. Programs also can connect with city/county lead coalitions to magnify their platform and push for common local reform involving crime, dating, bullying, and much more (County of Monterey Health Department, 2018). Programs are involved locally, but they can get involved in statewide initiatives involving youth as well, such as collecting health data and addressing disparities. There would be more of an impact to capture and serve more students and families in need. California is constantly creating new programs, incentives, and grants that address improving youth well-being, and these programs that are dedicated to serving kids can bridge the gap in ensuring the kids receive treatment and early detection of any health issues; the more people that are involved and trained, the better chances these students will have in treatment.

**Conclusion**

After-school programs have demonstrated that they have a meaningful impact on the lives of the students they serve. These organizations fill a need in the community. In CPY's case, the community needed to find a solution to the crime affecting the children and youth at that time (CPY, 2021). From their establishment to now, some of the statistics have changed. However,
CPY and after-school programs have impacted the students’ lives by providing a safe environment for all the new risk exposures they face.

The mentorship model CPY has practiced over the years has demonstrated highlights of how such programs can support students and provide a leadership role for older youth to participate in. In public health, we must utilize and create strong relationships with not just schools for student health policy and programs but to look at all organizations impacting students' lives. The recommendations and implications and the learned experiences from CPY specifically provide a framework for improving after-school programs' efforts. In my time observing the organization and reading the supporting evidence of these after-school programs proves that there is still a strong need for these programs to serve and their impact on students. It is essential to continue to look at after-school programs to be seen more as just a place for the kids to have fun but as an avenue for researching the health benefit for students, families, and the community they serve.
# Appendix A

## CPY Student Suggestion Jar
Del Rey Woods Elementary School | April 2023

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<thead>
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<th>Sports</th>
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<td>Dodgeball</td>
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<td>Ballpit</td>
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<td>1</td>
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<tr>
<td>Race/ Relay Games</td>
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<td>2</td>
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<tr>
<td>Arts/Crafts</td>
<td>face painting</td>
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<tr>
<th>Celebrations Ideas</th>
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<tr>
<td>Popcorn party</td>
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<tr>
<td>Prime Juice party</td>
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<tr>
<td>Theme/costume Days</td>
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<td>2</td>
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<tr>
<td>Egg Hunt (easter)</td>
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<th>Misc Activities</th>
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<td>Pie in the Face- Fun Activities/Pranks/Carnival</td>
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<tr>
<td>Gardening</td>
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<tr>
<td>waterballon fight</td>
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<td>1</td>
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<tr>
<td>field trips: aquarium, beach day, pool day</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total 27
Illegible 5
Total activities mentioning leaders 19
Total in Sports 4
Total in Arts/Crafts 8
Total in Celebrations 6
Total in Misc 9
Appendix B.

CPY Family Engagement Survey | CPY Encuesta familiar

CPY is celebrating our 30th anniversary and we are here for amazing students and families. We would like to have your feedback on what else CPY can do for your child and how to engage your family. Please take this short survey to provide your feedback. Thank you!

*CPY está celebrando nuestro 30 aniversario y nosotros estamos aquí para nuestros estudiantes y familias. A nosotros nos gustaría su comentario en qué más CPY puede hacer para su hijo/a y cómo interactuar con su familia. ¡Gracias!

* Indicates required question

1. Which school does your child attend? | ¿A qué escuela asiste su hijo?

   Mark only one oval.

   [ ] Del Rey Woods
   [ ] Martin Luther King, Jr. School of the Arts
   [ ] Ord Terrace Elementary
   [ ] Dual Language Academy of the Monterey Peninsula

2. What activities would you like your child to participate in CPY during the school year? | ¿Qué tipos de actividades le gustaría que su hijo/a participara en CPY durante el año escolar?
3. What culture activities that you identify with, would you like your child to participate in CPY during the school year? | ¿Qué actividades culturales en que tu te identificas, te gustaría que su hijo/a participara en CPY durante el año escolar?

4. Are there any practices you would like CPY staff to educate and incorporate? (for example meditation) | ¿Hay algunas prácticas que usted le gustaría que CPY educara e incorporadora? (por ejemplo: meditacion)

5. If you could volunteer for an activity to show/teach the students, what would it be? | Si usted pudiera ser voluntario para una actividad para enseñar a los estudiantes, que fuera?

6. What family activity would you like CPY to host? | ¿Qué actividades familiares les gustaría que CPY hiciera?

7. If CPY had a parent group would you be interested in being involved? | Si CPY tuviera un grupo de padres usted estuviera interesado en participar? (please circle | circule su respuesta)

Mark only one oval.

☐ Yes/Si
☐ No
8. What day of the week works best for you? ¿Qué día de la semana funciona mejor para usted? (pick/escoge):

   Mark only one oval.

   - Monday/lunes
   - Tuesday/martes
   - Wednesday/miércoles
   - Thursday/jueves
   - Friday/viernes
   - Saturday/sábado
   - Sunday/domingo

9. What time of day works best for you? ¿Qué hora el en el día funciona mejor para usted? (pick one/ escoge uno)

   Mark only one oval.

   - Morning/mañana
   - Afternoon/Tardes
   - Evenings/atardecer

10. Other ideas for CPY to get your family involved? ¿Tiene otras ideas en cómo su familia se pueda involucrar más en CPY?
Appendix C.

**CPY Interviews**
Follow up interviews from CPY Parent Engagement Survey collected on Dec 2022-Jan 2023

**Script:**
Good afternoon, and I am CPY intern for this year. In December and January this year you completed a parent engagement survey in which we hope that you can provide us more insight. If you have time right now may I ask you a few questions? or is there a better time for me to call you?

Buenas tardes, y soy estudiante haciendo mis horas de servicio con CPY este año. en diciembre y enero de este año completó una encuesta de participación de los padres en la que esperamos que pueda brindarnos más información. Si tiene tiempo en este momento, ¿puedo hacerle algunas preguntas? o hay un mejor momento para que te llame?

1. How long have you and your child been part of CPY? I ¿Cuánto tiempo hace que usted y su hijo forman parte de CPY?

2. On the question about what activities would you like your child to participate in CPY during the school year, can you provide feedback or insight on your current experience? I Sobre la pregunta sobre en qué actividades le gustaría que su hijo participe en CPY durante el año escolar, ¿puede proporcionar comentarios o información sobre su experiencia actual?
3. If we were to have a family activity during the week M-Saturday, how far in advance would you like to be notified? Si tuviéramos una actividad familiar durante la semana de lunes a sábado ¿con cuánta anticipación le gustaría ser notificado?

4. If your activity in which you gave an example were selected for a family event, what would you need from CPY for it to be a successful event? Si su actividad en la que dio un ejemplo fuera seleccionada para un evento familiar, ¿qué necesitaría de CPY para que sea un evento exitoso?

5. What is the best methods to share CPY events with you: In-Person or digital? ¿Cuál es el método para compartir eventos de CPY con usted: en persona o digital?
6. *internal* School
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