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EDUC 6560
Professor Lee Montgomery
April 17th, 2019
Design an After-School Program Proposal

Research after-school programs and complete the WNET workshop available at the website below:

<https://www.thirteen.org/edonline/concept2class/afterschool/index.html>

Design an after-school program for your school based on using the eleven criteria for After School Programs rubric below:

Introduction:

Our public charter school used to have a robust afterschool program, partnered and funded by the Boys & Girls Club, and frankly, it was an easy sell to a new teacher at the school who thought getting paid to learn and have fun with their student after hours seemed nice! The first year, I stayed after school 2-3 days every week, in order to help give our students somewhere to be, where they could have fun, learn, and not be getting into trouble. We had a wide variety of clubs / activities that the students could get involved with, including Homework Tutoring, Boxing, Gaming, Boy Scout Merit Badges, Science Club, even Anime, Dungeons & Dragons, and Athletics!

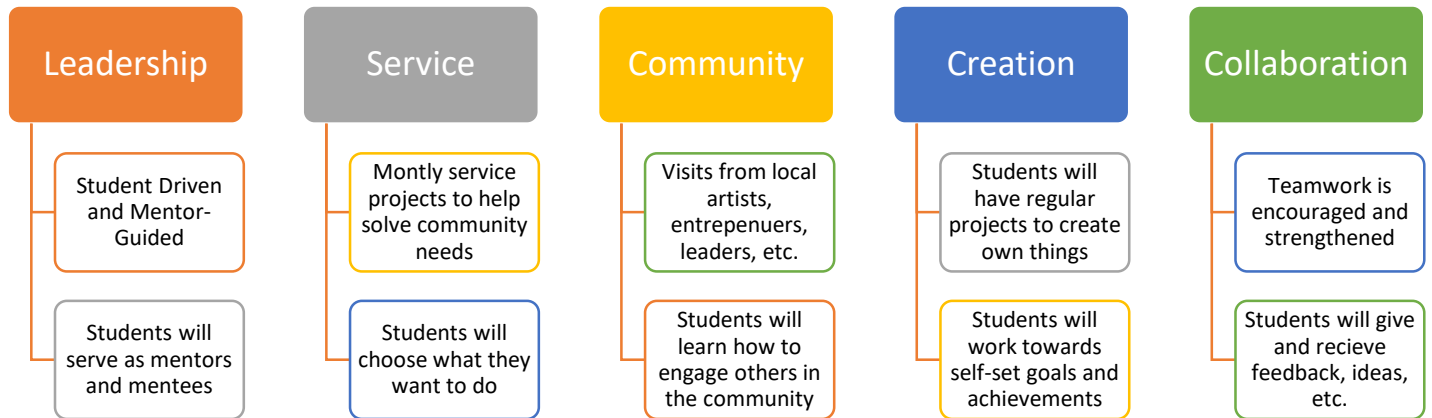
Sadly, at the beginning of my second year here at my current school, the funding started to disappear, so I dropped my club down to one day, and many of the other clubs were shortened or eliminated. Then, the following year (this current year) the funding was totally gone. The nearby elementary school where I've been interning has gone through a similar situation, and they have minimalized their afterschool program to just one day every week. I joined together with another teacher here at our own school, and we combined our own clubs so that we might still continue to run our own Gaming Club once a week for 1.25 hours every Friday after school.

This assignment has gotten me thinking about the many benefits that our students are now missing out on. There is ample evidence that "high-quality after-school programs... [result] in kids doing better in school. They're more likely to graduate and excel in the labor market" (Brown, 2017), and also less likely to get into trouble after school. Many students end up alone for a few hours after school, at least until mom or dad gets home from work. Inflation and rising costs have left many people having to work more hours just to pay the bills. My wife and I both have to work full-time just to get by, and we have only two children. Many others are in similar situations, and afterschool programs can help alleviate much of that burden.

Thus, in an effort to rectify the malaise that I have witnessed overtaking many of our own students who previously benefitted from our former afterschool program, I have created this proposal for a new one. My idea involves reaching out to five of Utah's prominent tech leaders who have already shown that they are dead serious about improving education here in the state of Utah, and have already promised \$1 million each for improving STEM and more specifically Computer Science curriculum in Utah schools (Raymond, 2019). Additionally, I am in the midst of finishing a T-Mobile Grant that will allow our school to meet our goal of having 1 computer / Chromebook per student at our school, and enable these students to not only have computer / internet access at school, but also afterschool and at home ("Investing in Youth", 2019). This will allow us to have better access to the equipment we need to make the program a success. You

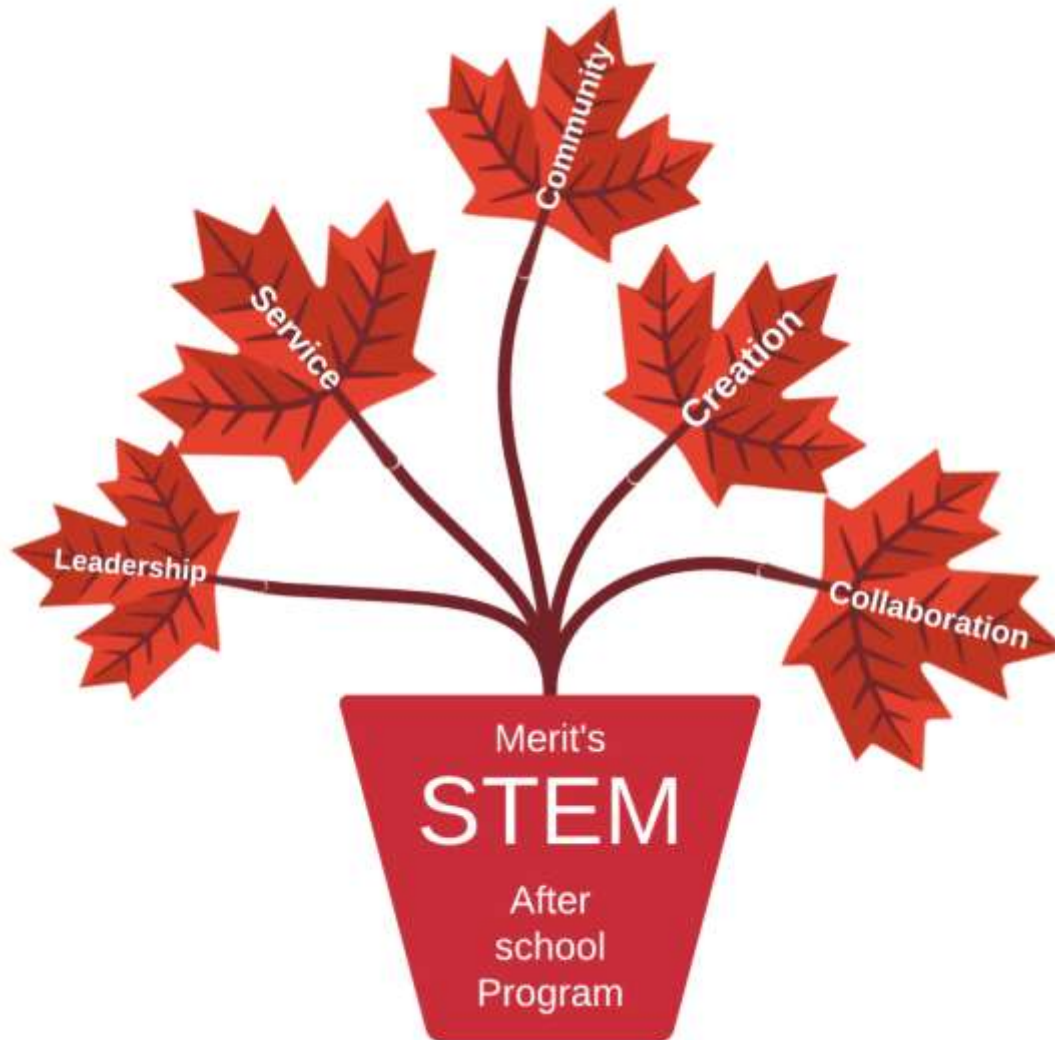
can't very well have an after school program that focuses on Science, Technology, Engineering and Math if you don't have internet access for research and ideas, can you?

We currently have a small STEM / Tech-based club currently, run by Mr. Buckley here at my school. I met with him and discussed my ideas for the formation of a more robust after-school program, and he thought that it would be a great thing. We worked together to come up with some overarching goals, and they are as follows (though more intertwining is certainly obvious):



We would then want to meet with all concerned parties in a **Community Council** in order to make plans and focus on moving forward with creating, designing, and implementing the program. After getting permission for such a meeting / program, I'd invite my school **admins**, as well as the **heads** of each of the **departments** that is the focus of the program (Science, Computer Education, Engineering, Math, etc.), and also invite **parents** and **students** who want to be involved in the **planning session**, as well as **concerned community members**, and frankly anyone else in the public that is interested.

We would present our ideas, and what we think might be some good ideas, but also get input from those who come about what the program should be, look like, its main goals and outcomes, etc. We would create a curriculum based on consensus and healthy discussion. I'd suggest that we start with STEM as both our theme and as an **analogy** that, just like the stem of a plant, stem is what holds the entire program together. By definition, a stem is "a primary plant axis that develops", and also a primary plant part that "supports another." A stem is also defined as a line of ancestry, and as a verb can mean "to check or counter some negative thing" or "make headway against something else." ("Stem", 2019). In all of these ways, **stem** makes for a great theme, not just as a well-known acronym for the things we are promoting, but also regarding its other definitions.



However, the important thing is that **everyone involved has a voice**. I would want all people who care to be involved in the **planning, funding, assessment** and **carrying out** of our program. Currently my program has about 10 or so students that consistently attend our club, and Mr. Buckley has similar numbers. However, I believe with our collaboration together and with other stakeholders, that we could certainly draw in many more by promoting our plans, getting a good schedule together, having interesting classes and speakers / forums as part of the program, etc.

As I imagine the program, Mr. Buckley and I discussed a schedule, which I have further fleshed out. See below:

Schedule:

- **June: Community Council Meeting:** Our meeting to see who wants to be involved, and how would occur. Companies, parents, families, students, teachers, etc. would all be invited to discuss the plan for STEM, main goals & objectives, programs and costs, etc. After deciding what we want, we'd need to figure out funding. Based on what money we have readily available, we'd make plans, but for any shortfall, we'd plan on fundraisers to make up the difference before our next meeting.
- **July: Budget Plan:** After seeing what money we have, who is interested in supervising the students and what sort of stipend they will receive, cost of supplies, etc., we can create budgets. Each club / session will be given a budget to work within, and purchases and plans will be made.

- **August: Final Schedule Meeting:** Finally, we'd decide what our strategy is to get as many people involved as possible. We'd finalize a schedule, and make any additional changes, and then move forward with promotion and marketing the clubs and sessions we've decided on, leaving room for changes as needed.
- **Last Week Before Program Begins (September):** have posters with sign-ups all over campus the first few weeks of school (last half of August), on social media, etc. We would use an online sign-up, and thus we'd know who was planning on coming.
 - We'd also do a **Meet & Greet Meeting** about a week before the program started, so that students would know what was going on, the schedule, fees, etc., meet the mentors involved, etc.
- **Regular Weekly Schedule (based on what we know, it would likely be every Tuesday & Thursday that school is held. Currently we don't have the money to do a more comprehensive program):**
 - **First Day:**
 - **3:10-3:30 Hang-out:** Students would relax in the School Commons, in an effort to unwind and relax before getting the program started. Several staff members would be there to chat with students, help them with homework, socialize, etc.
 - **3:30-3:45 Intro:** The first week, we'd let all parents / students meet the staff (a mini version of the **Meet & Greet**). A schedule would be given to each of the students, and then they'd **break out** into individual clubs.
 - *Break to go to Break-outs*
 - **3:50-4:50 Break Out Sessions:** For the next hour, we'd have kids disperse to various clubs / sessions that would be held on a weekly or biweekly basis. Some would alternate (every Tuesday or Thursday), while others that are more popular may be every club day (both Tuesday and Thursday)
 - **Tutoring T Days:** (Tue. & Thur.) Tutoring – several different teachers will be running this, to help with homework, make-up work, etc.
 - **Get Moving with Coach Ko:** (Tue. & Thur.) This club will have a focus in physical exercise, and will be held daily. It will have less structure, so that anyone can come one day, while not attending another day, and still have fun and not feel left out.
 - **Tuesday Tech Days:** (Tue.) Mr. Buckley will be having a fun tech club that will focus on all sorts of great stuff, such as coding, web design, computer game design, etc. It will have small units, and be a bit more loosely based.
 - **“Board” No More Game Design:** (Thur.) Mr. Wright & Ms. Literski will be hosting a Board Game Design club, where students will learn how to appreciate, enjoy, critique and eventually design and create their very own board game! Every other week will be a bit more structured, but the alternating weeks will allow others to hope in and just enjoy some good ole board gaming!
 - **Olsen's Adventure Times:** (Wood Shop Tuesdays, Robotic Thursdays) Mr. Olsen, our woodshop and robotics teacher, will be hosting a club both days, with woodshop activities and robotics. These clubs will require a bit more of an investment, as safety knowledge and involvement will increase as the year progresses

7. **The Schedule:** *The afterschool activity plan has a structured and flexible schedule that includes daily, weekly, and monthly routines, as well as time allotted for celebrations and special events.*
8. **Transition Time:** *The schedule builds in opportunities for different kinds of transitional activities such as snack time, and time for students to unwind after the school day and in between activities.*
9. **Balance of Activities:** *The afterschool program offers a balance of academics, recreation, enrichment and cultural activities in its curriculum based on all the developmental needs of students.*
10. **Activity Web:** *The activity web uses a central theme that builds on students' interest and creates continuity so that students broaden the depth and width of their academic knowledge through a balance of linked content activities.*
11. **Activity Matrix:** *The activity matrix maps out the purpose and desired results of all the activities and defines how the activities meet the needs of students' academic, social, and emotional development.*

Sources:

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