MORE THAN PIZZA: EXPLORING THE PROFESSIONAL DEVELOPMENT NEEDS OF AFTERSCHOOL ADMINISTRATORS AND CULTURAL RELEVANCE

by

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ABSTRACT

CHIQUITA P. MILLER. More than pizza: Exploring the professional development needs of afterschool administrators and cultural relevance. (Under the direction of DR. LISA MERRIWEATHER).

Afterschool programs play a significant role in the lives of minoritized students, offering a safe space for them to develop academically, socially, and emotionally. Program administrators are responsible for the oversight of the organization and must ensure that all staff members receive the necessary professional development to impact the lives of the students and families they serve. The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. The study was framed in culturally relevant pedagogy as theorized by Gloria Ladson-Billings. A case study methodology using interview data from 5 afterschool program administrators and a document analysis addressed the three research questions. Using a thematic data analysis, three themes were derived from the data: (1) making meaning of culture; (2) seeking knowledge; and (3) impact of awareness. While the findings of the study revealed that afterschool programs engage in culturally-related activities, there was a lack of awareness and intentionality to institute the tenets of culturally relevant pedagogy. In order to build the understanding of these paraprofessionals, culturally relevant training should include activities that demonstrate disparate treatment, offer opportunities for collaboration and illustrate ways to link current practices to the theory of culturally relevant pedagogy. Moreover, administrators must understand the content so that they can, when necessary, deliver the training to their staff with fidelity.

DEDICATION

Trust in the LORD with all your heart, and lean not on your own understanding; In all your ways acknowledge Him, and He will make your paths straight.- Proverbs 3:5-6

This study is dedicated to my family whose love and support inspires me to aim for excellence in my every endeavor. With a grateful heart, I honor my Lord and Savior for directing my path and making possible what seemed impossible. In God I found the strength to reach another milestone and will use all I have learned to glorify Him!

To my husband, who I adore and cherish, I owe you so much for being my rock and loudest cheerleader. Your love and relentless support empowered me to take this journey and for that I am profoundly thankful! To my loves, my children, LeeAnn, Kendrick, Kenroy Jr. and Serhenry. I have pushed you to do your best and never give up. I hope you understand that you in turn have given me the courage to achieve this goal. I appreciate all of your encouragement and best of all, your hugs and kisses. Thanks for being okay with a few missed games and a lot of pizza! I love you guys so much!

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My whole heart goes to my parents, Betty, Arthur, Gwen, Leyvon, and Joycelyn; and my grandparents Lee Otis and Annie Perdue. I am because of each of you! Thanks for the love, patience, and commitment you exemplify. Your prayers have most assuredly sustained me.

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My heart is so full of appreciation for so many people who have assisted me along this journey. If allowed, I would probably fill half of this paper with the names of those who have done so much even when some probably thought theirs was just a little gesture. So, I shall begin by simply thanking my village.

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CHAPTER 1: INTRODUCTION

In my hometown, there was an area known as “the bottom”. Residents of the bottom were primarily minoritized individuals (typically Blacks back in the 1980s and 1990s). While my neighborhood was not officially considered a part of the bottom, it was in very close proximity; maybe a mile or two separated my street from the first public housing project that bordered the infamous area. My community was zoned for the same schools and I attended extracurricular activities – hops (dances), park festivals, visited family- all in the bottom. In other words, the bottom was a comfortable place for me and in actuality, I was a part of the bottom. While I was aware that others only saw the negatives of the community (when I started dating, guys would ask if their cars would be safe parked in front of my house), I had not considered how destructive it was to refer to a community as the bottom. Some might say it was referred to as the bottom because it was geographically located at the southern tip of the town. However, as an adult, it became apparent that the bottom stood for so much more. People viewed it as substandard and over time much of that opinion began to manifest itself as underfunding of schools and systemic racism, which led to higher unemployment and lower wages, plagued the community.

The schools mirrored the make-up of the neighborhood and academic achievement rates for students were marginal if not worse. As a product of the bottom, in many ways I was considered the exception. I was the smart child. Yet, I was not the exception and the bottom was not as statistics defined it. I grew up with and was surrounded by several examples of hardworking individuals who valued education. The Jenkins down the street had their own trucking company, my best friend’s family a few blocks away owned their own construction business, there was Dean, the seamstress, and the Wright family that had their own childcare facility. All of these were living examples for me of Black entrepreneurism.

There was also an understanding of the value of community. The old adage is that it takes a village to raise a child and members of my neighborhood served as a village for me and others. One significant aspect of the village was the many outreach programs that existed. My grandmother was a part of the Neighborhood Association which participated in voter registration, collected funds for the March of Dimes, and sponsored extracurricular activities for youth and families. Her volunteerism sparked my interest in helping others. I eventually became a non-profit director operating an afterschool program very similar to the one founded by Mrs. Pat, a caring mother of three living in the bottom who had a vision of helping students achieve academically and socially. Mrs. Pat provided afterschool tutoring, took students on cultural and recreational outings, and sponsored hops on the weekends to occupy part of the free time when youth can find themselves targeted by systemic racism. This bottom shaped my personal and educational experiences.

As educators, how can we capitalize on the cultural aspects of community and the rich lived experiences of the families who reside in neighborhoods such as the bottom? These aspects of culture are considered in the present study. More specifically, it concentrates on how programs akin to the one sponsored by Mrs. Pat can build their effectiveness in reaching students by building their cultural competency through staff training and development.

Background

Education: The Great Equalizer of the conditions of men – Horace Mann

While it has been over 20 years since I lived in the bottom, the question posed has grown in significance beyond my small, predominantly Black community. A historical look at the educational system in the United States and the subsequent outcomes of years of inequitable treatment of Black people provide a glimpse into why many of these disparities have persisted.

Hope for many Black people has often been linked to obtaining quality schooling. Historical accounts describe the toils of enslaved and later freed Black Americans risking their lives for an opportunity to learn to read and write (Anderson, 1988; Scott, 1997). Cornelius (1991) explained "The belief in the value of literacy and education was instilled deep within the African-American consciousness and took shape during the slave experience as a form of resistance to oppression and a maintenance of psychological freedom" (p. 150). In the 1800s, as universal education flourished, freed Black people looked forward to a reality that would offer them and future generations of Black children a new way of life (Anderson, 1988). Many Blacks espoused the notion that education would essentially serve as an equalizing force leading to economic and social mobility and a better standard of living (Anderson, 1988; Howard, 2010).

Yet, mainstream Whites saw education as a means to create a social class for Blacks with limited opportunity (Anderson, 1988; Dennis, 1998). Anderson (1988) explained "Black southerners existed in a social system that virtually denied them citizenship, the right to vote, and the voluntary control of their labor power. They remained an oppressed people. Black education developed within this context of political and economic oppression" (p. 2). Other accounts of education in America for other minoritized groups attest to similar acts to disenfranchise and limit people of color from realizing the American dream promised through education (Howard, 2010).

Most disheartening in the struggle for an equitable education was the presence of de jure segregation (Anderson, 2004; Walker, 2000). Legislative acts such as *Plessy v. Ferguson* (1895) affirmed segregated schooling as constitutional though separate but equal accommodations for Black students was fallacy. Dennis (1998) conferred that progressive educational leaders during segregation "portrayed Black disfranchisement as a major accomplishment of social engineering.

Instead of adopting the barbarism of extralegal violence, they contended, intelligent southern opinion had settled on White political control and social separation" (p. 144). Even decades later when the Supreme Court ruled segregated schooling unlawful in *Brown v. Board of Education* (1953) and with the passing of the *Civil Rights Act of 1964* mandating any entity receiving governmental dollars to provide equal opportunities to all citizens, education showed wavering changes, including a trajectory towards re-segregation (Orfield & Lee, 2004).

What developed as a result is what scholars have coined an "achievement gap" (Anderson, 1988; Howard, 2010; Lee, 2002). According to The National Assessment of Educational Progress (NAEP) the achievement gap is defined as "significant differences in assessment scores between two groups of students" (NAEP, 2020). The term, however, has become synonymous with racial and ethnical disparities and most commonly is referred to as the differential in standardized test scores between White students and their minoritized and disadvantaged counterparts (Ladson-Billings, 2006b). Disparities have been measured over time in both reading and mathematics. In North Carolina, where the present study is situated, the achievement differences were similar to the nation. In 2019, 4th and 8th grade reading scores for White students were 28 points higher than that of Black students. And, in mathematics, Whites outscored Black students by 25 points in the 4th grade and 31 points in 8th grade (NAEP, 2020).

Lower tests scores mark only one significant difference between White students and students of color. According to the National Center for Education Statistics (NCES), retention rates, disciplinary incidences, and expulsions, all factors associated with negative outcomes for students such as increased rates of drop-out and delinquency, also varied by race and ethnicity (NCES, 2019). NCES (2019) reported that over the time period of 2000 to 2016, a higher percentage of Black students in relation to White students experienced retention in all grade

levels and in 2013-2014, out-of-school suspensions and expulsions, which correlate with retention rates, were significantly higher among Black students. During this time period for instance, the percentage of Black males experiencing at least one or more suspensions was more than three times higher than the nationally reported percentage (5.3% vs. 17.6%) and expulsion rates for the same group were two times higher: .2% vs. .4% (NCES, 2019).

Losen (2015) purported that disciplinary disparities have resulted in a cyclical impact of negative consequences including further suspensions, low academic achievement, and increased dropout rates. Even more daunting is the resultant school-to-prison pipeline which illustrates the parallel that exists between these harsher disciplinary actions for Black and Brown students and the adult prison population, which is disproportionately minoritized males, many of whom dropped out or were forced out of school (Wald & Losen, 2003). Losen and others contended that unless the disciplinary gap is closed, the achievement gap would persist (Howard, 2010; Losen, 2015). Graduation and dropout rates for the 2016-17 school year affirmed this position. During the 2017-18 school year, the adjusted cohort graduation rate (ACGR) for public high school students nationally was 85%. For Black students, the ACGR was 79% and for Hispanics 81% while their White classmates was 89% (NCES, 2020b). Comparatively, minoritized students had higher dropout rates as 8.0% of Hispanics, and 6.4% of Black students ages 16-24 were not enrolled in school and had not graduated versus 4.2% of White students (NCES, 2020b).

Systemic issues within the educational system have a profound impact on minoritized students long-term (Howard, 2010; Losen, 2015). Fewer students of color matriculate to postsecondary education. In 2017, of the 16.8 million undergraduates enrolled in degree-granting public institutions, nearly 53% were White, 13% Black, 19.6 % were Hispanics. Degree

attainment likewise showed inconsistencies among the groups as nearly twice as many non-Hispanic Whites had obtained at least an associate's degree in 2016 (Prescott, 2019). Research shows that degree completion provides multiple benefits such as higher paying positions and increased socio-economic status.

Persistence of the achievement gap has been attributed to varying sources including socioeconomic and family conditions, youth culture and student behaviors, and school conditions and practices (Lee, 2002). In the 1960s and again in the 2000s, researchers used a cultural deficit theory to explain the disparities noted between the races (Anderson, 2004; Lee, 2002; Walker, 2000). The victims, in this case, Black Americans, were cited as having cultural deficiencies which led to their underachievement. Some scholars espoused that years of enslaved conditions had scarred the capacity of the Blacks and maligned their personality and self-esteem, leading to a culture of "anti-intellectualism" (Anderson, 2004, p. 362). Scholars conjectured that years of slavery had created a culture of lackluster individuals with a negligible work ethic towards schooling (Anderson, 2004). Moreover, the cultural deficit perspective assumed an oppositional stance towards the White American educational system rendering reform efforts ineffective (Anderson, 2004). With no empirical evidence to support claims of cultural deficiencies, multiple scholars have debunked deficit theories, instead offering that a cultural mismatch exists between diverse students and the U.S. educational system (Howard, 2010). These theorists called for culturally-relevant ways to engage students that align cultural variations to the teaching and learning environment (Howard, 2010).

Scholars argued that while differences in achievement exist, the root cause is better assessed by understanding the opportunity gap or the difference in income and wealth accumulation that has persisted over time and unequally impacts Black and Brown people. Carter

and Welner (2013) explained that evaluating the opportunity gap reframes the discussion from "outcomes to inputs" highlighting the "deficiencies in the foundational components of societies, schools, and communities that produce significant differences in educational – and ultimately, socioeconomic – outcomes" (p. 3). The authors emphasized that it is unrealistic to expect achievement to change if other "out-of-school" factors such as housing and income levels remain sub-par (Carter & Welner, 2013, p. 3). Ladson-Billings (2006b) also reframed the discussion of differences in achievement arguing that the focus on the "achievement gap" is misplaced and unduly aligns resources to short-term solutions which cannot combat the issues of inequality that have persisted in the educational system. The author offered that historical factors as discussed, along with "economic, sociopolitical, and moral decisions and policies that characterize our society have created an education debt instead" (Ladson-Billings, 2006b, p. 5).

Federal programs such No Child Left Behind (NCLB) have been developed to ensure that all students are receiving a quality education (NCLB, 2001). However, with a stringent focus on standardized testing and inadequate funding, such initiatives have further exacerbated disparities in high poverty and minoritized schools (Darling-Hammond, 2004; Kim & Sunderman, 2005). Darling-Hammond (2004) assessed that one key concern with NCLB is the lack of acknowledgement of inequality in the educational system. Without addressing issues such as class sizes being larger in these under-resourced schools, fewer teachers and counselors and fewer support resources such as books and technology, NCLB has had a crippling effect on the students it attempted to not leave behind (Darling-Hammond, 2004). So, disparities persist.

Similarly, multicultural education proponents cite systemic racial inequity in an educational system that needs an overhaul (Banks & Banks, 2005; Howard, 2010). Data show acknowledging cultural assets in the education of minoritized youth can positively impact

achievement (Banks & Banks, 2005; Byrd, 2016; Howard, 2010). Gay (2000) contended "much intellectual ability and many other kinds of intelligences are lying untapped in ethnically diverse students. If these are recognized and used in the instructional process, school achievement will improve radically" (p. 20). The starting point for tapping into the wealth of knowledge students possess begins with having educators, including afterschool youth workers, who are appropriately trained to understand these cultural dynamics. Specialized staff professional development on culturally relevant pedagogical practices is one way to equip these workers with the tools needed to impact student outcomes.

Statement of the Problem

Presently, there has been a decline in the populace of non-Hispanic Whites. The number of people of color has grown and collectively, minoritized groups are estimated to become the majority by 2045. The population is expected to be 49.7% Whites, 24.6% Hispanics, 13.1% African-Americans, 7.9%; Asians, and 3.8% multiracial (Frey, 2018). In many counties in the United States, the shift in population has already occurred (Frey, 2018). Simpkins and Riggs (2014) noted that in Tennessee and South Carolina, the Hispanic population grew over 150%. Leading the change in demographics is an aging White population and a growing group of diverse adolescence. Frey (2018) explained that the minoritized post-millennial population or youth under 18 would outnumber Whites by 2020. This shift in racial and ethnic composition is likewise occurring in public education. According to the National Center for Education Statistics (NCES), elementary and secondary enrollment in public education is projected to grow to over 52 million by 2027 with White non-Hispanic students representing only 45% of those enrolled due to population changes and the move of Whites to private schools for education (NCES, 2019).

Some areas of society, such as the healthcare industry and corporate America, have attempted to change to embrace the new identity of a growing population while the educational system, in contrast, in many ways has remained unchanged and consequently ineffective for minoritized students (Banks, 2009; Howard, 2010). For instance, the make-up of the teaching pool is not reflective of the population of students it serves as White, middle-class, and female teachers remain the primary educators after *Brown v. Board of Education* (Musu, 2019; NCES, 2020a). Desegregation of schools led to a decline in the Black teaching force as these teachers and principals who were responsible for educating Black students were displaced and demoted after segregated schooling was ruled unconstitutional (Madkins, 2011; Milner & Howard, 2004; Oakley et al., 2009).

Milner and Howard (2004) shared that Black teachers in segregated schools were "experienced, dedicated, concerned, and skilled Black educators" who often lived in the community and developed strong relationships with students and families (p. 286). Even with limited resources, Black teaching professionals maintained high expectations for students and prepared them for their future endeavors with success (Madkins, 2011). Researchers suggested a link between the displacement of the Black teaching pool and Black students' performance in public schools, especially in southern states where the decrease in Black staffing and cultural connectedness was most prevalent (Milner & Howard, 2004; Oakley et al., 2009). Despite studies demonstrating higher quality learning experiences for Black students when taught by Black teachers, Black teachers presently represent only 7% of the public school teaching force (NCES, 2020a; Sun, 2018)

The standardized curriculum in schools also negates the inclusion of culture of students, often ignoring the learned experiences of the home while perpetuating a deficit model of thinking

in the learning environment (Howard, 2010; Ladson-Billings, 1995b). Further, the lack of cultural sensitivity and inclusion in standardization testing compounds divisive issues of race and ethnicity (Lomax, 1995) and have been cited as potential causes of the opportunity gap, disciplinary disparities, and a disconnection of minoritized students from mainstream education (Howard, 2010; Ladson-Billings, 2006b).

One way to combat the systemic issues of race and racism in public schools is through community and school partnerships. Student outcomes were found to improve, when schools and community work collectively (Anthony & Morra, 2016; Bennett, 2013). One community-based solution worth exploring is afterschool programming (Simpkins & Riggs, 2014). Afterschool programs offer an opportunity to extend the learning from the school day. Given the many accountability standards and high-stakes testing requirements faced by educational systems, having an afterschool program to assist in the facilitation of key outcomes important to student growth is optimal, especially for minoritized students (Epstein, 1995, 2010; Vandell et al., 2007).

Scholars warn, however, that while there are benefits to afterschool programming extending the learning of the school day, with that extension comes the deficit mindset that is pervasive in the educational ecosystem that sees minoritized youth as needing to be fixed (Colvin et al., 2020). Programs are often situated to help “at risk” youth and instead of building on the cultural wealth of students, many negate the lived experiences of their participants (Baldridge, 2014). Ties to academic learning as the only form of development necessary for student growth further perpetuates and diminishes the value that Black and Brown students bring to both in-school and out-of-school learning environments (Colvin et al., 2020). Colvin et al. (2020) provided “under-resourced communities are forced to follow the testing mentality of the

education system which leaves very little room for other types of learning such as cultural support, social justice, and social-emotional learning" (p. 2).

Afterschool providers can re-direct this paradigm with the inclusion of cultural relevancy, which starts with altering the ways in which such programs engage with youth and families. One critical element in this paradigm shift is staffing. Staff are responsible for creating strong relationships with the youth they serve. However, they do not always have the necessary competencies to effectively negotiate positive youth development, one being an understanding of cultural relevance. According to the Afterschool Alliance, nationally, 24% and 29% of students served by afterschool programs identify as Black and Latinx, respectively (Afterschool Alliance, 2014). Given that over 50% of students enrolled in afterschool programs are students of color, the need to incorporate culturally relevant programming becomes an essential tool. In order to understand the training needs of staff, we must first understand the needs of the administrators who are responsible for staff development. Providing high-quality professional development opportunities positions afterschool administrators to have a greater impact on student academic, social, behavioral, and emotional growth. To this end, the present study seeks to understand the professional development needs of administrators as they relate to culturally relevant pedagogy.

Purpose Statement

The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy.

Research Questions

1. How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?

2. What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?
3. What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

Significance of the Study

Significance for Practice

Afterschool and out-of-school time administrators are responsible for the daily operations and strategic focus of their organizations (Fowlkes & McWhorter, 2018). Sparse studies address their professional developmental needs and how those needs impact overall staff development. This study is important because it addresses this gap in the literature and extends the base of knowledge in youth serving organizations by also focusing on cultural relevance during a time when the population of students being served is becoming more diverse. Malone (2019) explained that as the profession evolves, "it is necessary that the field builds sociocultural competencies to adequately support young people served" (p. 4). Understanding the impact of professional development on administrators and their staff members will also assist in designing the appropriate professional development content to convey cultural relevance in this setting. Most importantly, the study gives voice to administrators whose candor can significantly influence future practices that impact multiple stakeholders including other afterschool administrators, staff, training developers, and policymakers. The study (a) provides an understanding of current uses of culture in afterschool, (b) expounds on the role and significance of administrators in creating an environment geared towards cultural relevance; and (c) links potential outcomes of training to relational strategies instituted by program administrators.

Significance for Theory

The inclusion of evidence-based, theoretically sound practices in afterschool has become a driving component to high quality programs. The use of theory to enhance practice offers ways to better engage students and more effectively evaluate the successes and failures of programs implemented. This study aimed to advance understanding of afterschool and out-of-school time administrators' needs relative to professional development and culturally relevant pedagogy. The theory of culturally relevant pedagogy as prescribed by Gloria Ladson-Billings (1995b) was applied as a foundation for understanding these administrators' lived experiences and extends scholarship on its use in afterschool. While studies explained its use in the creation of program content, limited studies demonstrated how key staff members were trained to effectively implement and engage students and families through its use. This study offers valuable insight into how administrators can put the theory of culturally relevant pedagogy into practice.

Theoretical Framework

Culturally relevant pedagogy (CRP) as constructed by Gloria Ladson-Billings (1992) provides the theoretical framework for this dissertation study. CRP "uses the students' culture to help them to create meaning and understand the world" (Ladson-Billings, 1992, p. 110). Ladson-Billings (1992) added that this understanding extends their learnings beyond the classroom to one that is socially and culturally conscious. The afterschool environment is a setting where culturally relevant approaches to learning can be sustained and impactful on student outcomes. Youth workers who are able to leverage their students' cultural assets empower learning in the afterschool setting through the creation of challenging and innovative curricula and activities (Milner, 2011). When staff training, and development informed by culturally relevant pedagogy occur, student learning and development as purported by Ladson-Billings (1995b) can occur.

Methodology

A qualitative single case study approach was used to understand the professional development needs of afterschool administrators who participated in a training series offered by OneMeck, Inc. (pseudonym) as it relates to culturally relevant pedagogy, afterschool programming, and staff training and development. The single-case under study is the phenomenon of the professional development needs of these administrators who are bound by their participation in the OneMeck training. Data collection methods used included in-depth interviews and document analysis. After data collection and transcription were finalized, the researcher conducted a descriptive analysis to determine the presence of themes. This involved grouping and summarizing the data into thematic groupings. Three themes emerged from the data: (1) making meaning of culture; (2) seeking knowledge; and (3) impact of awareness.

Limitations

Terrell (2015) explained that limitations in a research study are "constraints outside of the control of the researcher and inherent to the actual study that could affect the generalizability of the results" (p. 20). These factors can be associated with sampling, data collection, sample population, instrumentation elected for use by the researcher, and restricted time and other resources (Simon, 2011). Limitations of the current study were related to sampling and personal bias. Only the small body of individuals participating in OneMeck's professional development series (11 organizations) were considered for the present research, limiting the study's generalizability. Due to time and cost constraints, the study was also limited to communities in Charlotte, North Carolina served by these organizations in either an afterschool or out-of-school time setting. Further, while the researcher did not have any prior relationship with study participants, I have served as an afterschool non-profit executive and have formulated beliefs

based on my years of experience in the field working with Black students which may lend itself to research bias.

Delimitations

According to Simon (2011), delimitations are features in a study that can be controlled for and establish the scope of the work. The present study was delimited to out-of-school-time providers who participated in the 2018-2019 professional development series offered by OneMeck. Participants must have specifically attended two culturally sensitive modules of the series: More Than Pizza Toppings: Authentically Engaging in Youth Adult Partnerships and Beyond Race: Teaching Social Justice in 2019. Organizations under consideration operate within the greater Charlotte, NC area (within a 50-mile radius of the city), another delimitation.

Assumptions

The researcher assumed that participants developed a rapport with the researcher that allowed for open and honest feedback during the interviewing process. Further, the researcher assumed that the data collection and analysis processes were designed to effectively solicit the targeted information on culture and training and development without bias.

Definition of Key Terms

Afterschool Programs **-** Programs for youth typically between the ages of 5 to 18 that operate at times outside of the normal school hours for at least part of the year, are supervised and monitored by adults, and intentionally seek to promote young people's growth and development by focusing on one or more of the following areas: academic/cognitive, personal/ social, cultural, artistic, or civic development (Gullotta et al., 2009).

Culture – A complex constellation of values, mores, norms, customs, ways of being, ways of knowing, and traditions that provides a general design for living, is passed from generation to generation, and serves as a pattern for interpreting reality (Howard, 2010, p. 51).

Culturally Relevant Pedagogy - Pedagogy that meets three criteria: a belief that all students can excel academically, a support and encouragement of cultural competence, and the development of a sociopolitical consciousness towards social justice (Ladson-Billings, 1995b).

Out-of-School Time Programs - Encompasses programs or activities that are school- or community based, occur outside of the normal school hours, address multiple content areas including academics, college/career readiness, sociocultural development, etc., and focus on young people primarily in grades K-12 (Malone, 2018).

Professional Development and Training - Refers to the myriad of learning opportunities offered to teachers and administrators that allow for ongoing scholarship and knowledge acquisition (Joyce & Showers, 2002; Showers et al., 1987).

Program Administrator - The organization's CEO, executive director, members of a senior management team or site-level program director who has responsibility for the day-to-day operations and strategy for the organization or program site (Fowlkes & McWhorter, 2017).

Youth Workers – Frontline workers and supervisory staff in an afterschool or out-of-school time program who are engaged in promoting overall youth development (National Institute on Out-of-School Time, 2003).

Summary

The adage that it takes a village to raise a child still holds. Far too many Black students are failing academically, struggling to find their place in an educational system that is not reflective of their culture nor appreciates the funds of knowledge these students

possess. Afterschool programs are a viable avenue to assist in the student development process and offer a means of connecting students' community cultural wealth to their educational experiences (Woodland, 2008). Professional development is necessary to ensure that staff are properly trained to interact effectively with the students being served. While challenges to staff development exist, understanding research-based best practices will allow the field of youth services to find effective ways to support afterschool organizations. In order to understand the professional development needs of afterschool and out-of-school time administrators as they relate to culturally relevant pedagogy, a qualitative single case study using semi-structured interviews with afterschool administrators and a document analysis were conducted. In the next chapter, literature outlining best practices for staff development will be offered along with a historical and current review of literature on CRP and afterschool programming.

CHAPTER 2: REVIEW OF LITERATURE

The relationship between culture and the American system of education has been explored extensively over the past two decades. Understanding the intersection of culture and school offers a means of examining ways to address the opportunity gap and growing disparities perpetuated by high-stakes standardized testing. As an extension of the school environment, literature supports culturally relevant practices in alternative settings that impact student success, including afterschool and out-of-school time programs (Murray & Milner, 2015; Simpkins & Riggs, 2014; Simpkins et al., 2017; Woodland, 2008). Findings from a joint National Association of Elementary School Principals (NAESP) and the National Afterschool Association (NAA) initiative called for the collaboration of schools and afterschool programs to "build a new day for learning" (Peterson, 2013, p. 1). As such, afterschool programming seeks to fill the gap between home and school, providing extracurricular, social, academic, and behavioral support to youth (Gullotta et al., 2009; Halpern, 2002).

One critical element to the success of such programs is a well-trained staff that can build affirming relationships with the youth being served. Favorable staff-student relationships encourage attendance, assist in positive youth development, promote academic skill development, foster socio-emotional growth, and encourage social activism, outcomes which are also associated with culturally relevant pedagogical theory (Durlak et al., 2010; Kataoka & Vandell, 2013; Naftzger et al., 2007; NIOST, 2011; Vandell et al., 2007). Like in-school educators, afterschool providers need continual training and development in order to successfully navigate multiple student developmental needs. Professional development has been shown to increase staff engagement and overall program effectiveness (Kuperminc et al., 2019). Program

administrators play a vital part in the development of staff, ensuring that the workforce receives and implements training with fidelity by creating a supportive and collaborative environment.

The problem, however, is that only a paucity of research has been conducted to specifically assess staff education in afterschool settings, especially training in culturally relevant pedagogical practices. To address the study's purpose of understanding the professional development needs of afterschool and out-of-school time administrators as they relate to culturally relevant pedagogy and to answer the three research questions, a search of the relevant literature on culturally relevant pedagogy and afterschool staff training and development was conducted. The review provides a perspective of culturally relevant pedagogy (CRP), examines its major tenets, and explores its use in training and development. Finally, it examines the uses of CRP in afterschool environments as well as the necessary training facilitators must have to effectively impact student outcomes. The three research questions addressed are:

1. How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?
2. What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?
3. What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

Theoretical Framework

This section of the literature review provides a brief historical overview of culturally relevant education including the evolution of cultural pedagogies leading up to the introduction of culturally relevant pedagogy (CRP). It also discusses the core tenets of CRP and the studies

conducted to date supporting its use in the classroom and afterschool. Importantly, it establishes why CRP is foundationally appropriate for the present study.

Evolution to Culturally Relevant Pedagogy

The inclusion of culture as a potential conduit to marginalized students' academic success dates back over two decades. The concept of cultural relevance grew from earlier anthropological works which sought to link school to the home environment (Ladson-Billings, 1995b). Social and cultural capital were the major considerations. Plagens (2011) defined social capital as "an intangible resource that emerges - or - fails to emerge - from social relations and social structure" (p. 40). According to Thompson (2016), cultural capital equates to "having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally" (Cultural Capital and Education Achievement, 2016, para. 1). Focused on the impact of social and cultural capital, researchers began to challenge humanistic theories that attempted to associate genetic traits to learning abilities (Bourdieu, 1977), finding instead that cultural differences and traits were assets to students of color achievement. In the early 1980s, several terms proliferated in research on culture and education including *culturally appropriate*, *culturally congruent* and *culturally compatible* (Au, 1980; Au & Jordan, 1981; Jordan, 1984; Mohatt & Erickson, 1981).

Scholars during this period worked to create a new narrative regarding the opportunity gap being experienced by students of color by offering an alternative hypothesis that negated prevailing deficit perceptions and theories (Howard & Rodriguez-Minkoff, 2017). Linguistic differences were central to these studies which included both minoritized students and families. While the studies affirmed the need for cultural pedagogy that would make learning more compatible to the home environment, scholars criticized researchers' push for both students and

teachers to mutually adapt and for marginalizing the need for significant systemic changes (Au, 1980; Howard & Rodriguez-Minkoff, 2017; Ladson-Billings, 1992). The terms to many scholars still lacked the ability to adequately describe culturally focused pedagogies and include culture as a substantive part of the school environment and curriculum. Ladson-Billings (1995b) suggested that these earlier approaches to cultural inclusion called for schools to accommodate student culture instead of providing a "synergistic relationship between home/community culture and school culture" (p. 467). This call for a holistic inclusion of culture birthed the concept of culturally relevant or responsive pedagogy.

In the early 1990's, Gloria Ladson-Billings (1995b) proposed the term *culturally relevant pedagogy* and her seminal work provided the foundation on which hundreds of studies have been conducted. Similar to earlier cultural pedagogies, Ladson-Billings' (1995b) culturally relevant pedagogy calls for changes in pedagogical practices that have traditionally ostracized the informal learnings fostered in the home. CRP, however, goes beyond an appreciation for a student's culture to also requiring students to challenge oppressive societal norms and practices, especially those closely tied to their immediate surroundings and advocate for necessary change.

Ladson-Billings (1992) explained that unlike assimilationist approaches to educating minoritized students, culturally relevant pedagogy "serves to empower students to the point where they will be able to examine critically educational content and process and ask what its role is in creating a truly democratic and multicultural society" (p. 107). Students are encouraged to see beyond the classroom and embrace learning as a life-long process that includes the ability to critically evaluate everyday situations. Applying principles of culturally relevant pedagogy allows students to become brokers of their education, playing an active role in achieving in the classroom and changing unjust policies and acts outside of the school's perimeter. Ladson-

Billings (1992) offered a new paradigm in cultural pedagogy which served as the basis of this study.

Tenets of Culturally Relevant Pedagogy

Ladson-Billings (1992) established CRP as a pedagogical approach that "is specifically committed to the collective, not merely the individual empowerment" (p. 160). By studying the effective approaches to teaching Black students used by eight highly effective educators, Ladson-Billings (1995b) derived three tenets of culturally relevant pedagogy: (a) there must be an expectation of student academic success; (b) both the teacher and student should develop cultural competence; and (c) students must be empowered to exercise social consciousness. Unlike other pedagogical approaches, culturally relevant professionals create nurturing learning environments that promote these principles in ways that lead to student growth both academically and socially.

Academic Success. The desire for students, especially Black students, to achieve academically, requires the teacher to have an earnest belief in the students' abilities and seek to create a learning environment that promotes cultural diversity, excellence, and respect for all people (Byrd, 2016; Ladson-Billings, 1995b). For culturally relevant teachers, student achievement is mandatory as these teachers set high standards and expectations of success through the use of a rigorous curriculum and by building on students' strengths (Byrd, 2016; Ladson-Billings, 1995a). Teachers in Ladson-Billings' (1995b) research focused on developing higher-order thinking skills in students and provided individualized support to ensure student success. Culturally relevant educators are intentional in their inclusion of culture and student achievement is subsequently impacted (Bonner et al., 2018; Ladson-Billings, 1995b). Most importantly, teachers that focus on setting higher expectations for students of color were able to

instill in them the need for a personal desire for academic success (Byrd, 2016; Ladson-Billings, 1995b, Ladson-Billings, 2006c).

However, educators are not always clear on the meaning of academic success. Some fail to establish the link between culturally relevant pedagogy and academic achievement by negating the rigorous nature of learning associated with CRP, even when language in district documents suggests rigor be present for all students (Sleeter, 2012; Young, 2010). Others consider academic achievement to mean students have high scores on standardized assessments, which Ladson-Billings (2006c) has spoken against. Instead, culturally relevant pedagogical practices are designed to meet students where they are while also focusing on empowerment, being exposed to culture in the surrounding curriculum and instruction, and sociopolitical growth (Ladson-Billings, 2006c; Milner, 2011; Sleeter, 2012). Ladson-Billings (2006c) clarified her intended meaning of academic achievement expressing that its focus is "student learning" (p. 34) which she defined as "what it is that students actually know and are able to do as a result of pedagogical interactions with skilled teachers" (p. 34). Ultimately, academic success in a CRP-focused classroom offers an individualized appreciation for the cultural and social capital students possess and uses these gifts to encourage and motivate students to become life-time learners and activists.

Cultural competence. Cultural competence is a notable aspect of culturally relevant pedagogy and has been applied in various disciplines including international business, social work and medical education (Betancourt et al., 2003). These fields view cultural competence as an understanding needed by practitioners that allows them to be sensitive to the social and cultural influences in their patients' lives. This understanding informs how they deliver services and interventions to ensure equitable, quality assistance (Betancourt et al., 2003). Ladson-

Billings (2006b) warned that this focus can lead to the dominant group (i.e. White) continuing stereotypical notions of minoritized populations. For educators, the National Education Association (NEA) defines cultural competence as:

> Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom. (National Education Association, n.d.)

Likewise, other scholars agree that there is a set of skills students bring to the educational environment, which, if cultivated, can aid students in succeeding academically (Gay, 2010; Yosso, 2005). Yosso (2005), for instance, explained that students possess a community of cultural wealth derived from multiple forms of capital - aspirational, navigational, social, linguistic, familial, and resistant that are not often recognized. Ladson-Billings (2006b) purported that cultural competence helps "students to recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture, where they are likely to have a chance of improving their socioeconomic status and making informed decisions about the lives they wish to lead" (p. 36). Teachers in Ladson-Billings' (1995b) study were instrumental in building self-awareness and self-esteem of the students they taught by using their culture to drive learning. For instance, young Black men were encouraged to serve as role models for others in the class and in other instances, parents were brought in as professionals to share their work and lived experiences (Ladson-Billings, 1995b).

Ladson-Billings (1995b) noted that teachers must first establish their own cultural competence in order to effectively impact students. To this end, studies have sought to understand how teachers and administrators view cultural competence. Young (2010) identified three critical traits of a culturally competent educator as (a) knowing your students, (b) building relationships with your students, and (c) affirming students' cultural identities (p. 252). Other studies support these findings and illustrate that differences between the race of the teacher and the student does not impact the ability of educators to increase their self-efficacy, cultural sensitivity, and cultural competence, especially when they receive cross-cultural training (Anderson et al., 2018; Milner, 2011).

Sociopolitical consciousness. Culturally relevant pedagogy further teaches students that social inequities exist within our society and are perpetuated by institutions and systems that refuse to see the injustice in their make-up. This tenet supports students playing an active role in the identification and subsequent corrective action of unjust or discriminatory practices and policies directly impacting their communities. Ladson-Billings (1995b) explained "beyond those individual characteristics of academic achievement and cultural competence, students must develop a broader sociopolitical conscientiousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequality" (p. 162). Culturally aware students and teachers must be equipped to identify the injustices and advocate for changes. Like teachers in Ladson-Billings' study, CRP identifies the caring nature of teachers to reflect a need for students to be prepared citizens, exercising concern for the social and political injustices plaguing their social construct.

Beyond Culturally Relevant Pedagogy

Keeping with the need to alter pedagogical approaches to meet the needs of all students, *culturally responsive pedagogy,* also considered *culturally responsive teaching,* is yet another framework for viewing the teaching practices and the need for cultural inclusion. Geneva Gay (2010) is noted for several studies on culturally responsive teaching which she explained:

> It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities. It uses a wide variety of instructional strategies that are connected to different learning styles. It teaches students to know and praise their own and each other's cultural heritages. It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools. (p. 29)

Ladson-Billings' (1995b) and Gay's (2010) works are so closely link that the terms have been used interchangeably in the literature (Aronson & Laughter, 2016; Bennett, 2013). Figure 1 below articulates the similarities in the tenets of the two terms and culturally relevant education as a whole.

Figure 1

Synthesizing Ladson-Billings and Gay

Culturally responsive teaching	Culturally relevant pedagogy	Culturally relevant education
Social and academic empowerment	Academic achievement	Academic skills & concepts
Multidimensionality	Not addressed	Not addressed

Cultural validity	Cultural competence	Critical reflection
Social, emotional, and political comprehensiveness	Not addressed	Cultural competence
School & societal transformation	Sociopolitical consciousness	Critique discourse of power
Emancipation or liberation from oppressive educational practices & ideologies	Not addressed	Not addressed

Note: Adapted from Aronson & Laughter, 2016

Paris (2012) extended the work of Ladson-Billings (1995b) with the inception of the terminology of culturally sustaining pedagogy (CSP). CSP provides a globalized approach to cultural relevance, accounting for the "multicultural and multilingual present and future" (p. 93). Paris stresses the need to be careful with terminology and purports that relevancy and responsiveness neglect the intentionality needed for sustained continuity of such approaches. The author further offers unique culturally sustaining practices that utilize the Hip Hop culture as a means of investing in the cultural competency and social awareness of youth. Alim and Paris (2014) furthered this discussion of CSP by critiquing asset pedagogies. The authors call for an extension of CRP beyond these pedagogies that "repositioned the linguistic, literate, and cultural practices of working-class communities—specifically poor communities of color—as resources and assets to honor, explore, and extend" (p. 87). Instead, CSP extends beyond the White norm established by current educational systems to embrace multiculturalism and multi-linguistics. Due to the similarities in foundation, for purposes of the present study, the culturally responsive teaching, culturally sustaining pedagogy, and culturally relevant education will be used to inform the framework and be referred to as culturally relevant pedagogy or CRP.

Professional Development

Operationalizing CRP remains a challenge for both pre-service and in-service teaching professionals given the rigidity of the traditional system of education. Curricula have limited inclusion of culture and the standardization of teaching practices and testing restricts teachers' time and resources and can stifle culturally relevant educators (Howard, 2010; Sleeter, 2012). While these challenges exist, Ladson-Billings (2006b) and other scholars provide support that CRP can be effectively implemented. The researcher explains that there is no set of procedures that a teacher must follow to be culturally relevant since all classrooms, students, families, and communities vary and that CRP requires instead a change of mindset (Ladson-Billings, 2006c). Staff training and development on CRP allows teachers space to critically evaluate their practices through self-reflection and to increase their exposure to effective CRP implementation strategies (Anderson et al., 2018). Given the significance such training opportunities have on teacher effectiveness and student outcomes, the following section discusses the purpose of staff development and training, traces its history and evolution, including changes manifested from educational reform efforts, and articulates best practices based on current research. Finally, a synthesis of culturally relevant professional development is provided.

In the field of education, staff and professional development and training refers to the myriad of learning opportunities offered to teachers and administrators that allow for ongoing scholarship and knowledge acquisition (Joyce & Showers, 2002; Showers et al.,1987). Much of the research on staff development and training positions its purpose as skills building with the intent of improving practice (Showers et al., 1987). Other researchers support the use of staff development and training as a means to impact teacher attitudes while others personalize training and development as a way to improve individual marketability (Bouffard & Little, 2004; Sparks

& Loucks-Horsley, 1989). Like many fields, staff development in education has experienced significant changes over the past decades. These changes have followed trends in educational reform that repositioned the focus of training from student deficiencies to evaluating the ways in which students are taught (Garet et al., 2001; Guskey, 2002; Guskey, 1994). This shift in accountability for student success required educational institutions to rethink how teachers themselves learn and ultimately disseminate knowledge back to students. As a result, staff development or professional learning grew in importance, with heavier legislative mandates and the creation of statewide professional staff development standards (Guskey, 1994). Stakeholders called for research-focused best practices to better understand and situate training for teachers and administrators. Shifts in staff training and development from a concerted effort to hone the skills and practices and pedagogical approaches of the teacher to tailoring training to align with state standards and outcomes followed. The following section will describe the educational reforms and best practices associated with staff development for educators.

Educational Reform

According to Hallinan and Khmelkov (2001), the first major educational reform effort was commissioned by the National Commission on Excellence in 1983 in response to public concern about the quality of education and effective preparation of students and resulted in the publication of *A Nation at Risk*. The focus of the report called for significant changes to school characteristics, including increased instructional time, higher college admissions standards, and a better prepared teaching pool. Unfortunately, these efforts failed to have the anticipated impact on student outcomes at the elementary and secondary level, and prompted a shift from school reform to teacher education reform (Hallinan & Khmelkov, 2001). Using educational research, policy makers began to note the impact of pedagogical differences on student outcomes

(Hallinan & Khmelkov, 2001). This next era of change turned the attention to the role and influence of teachers on student achievement, and one critical element identified in the improvement of teaching was professional development. Later reports highlighted that "to improve the quality of elementary and secondary education in America, it was necessary to transform teaching into a profession of well-trained educators prepared to assume new responsibilities for redesigning education for contemporary students" (Hallinan & Khmelkov, 2001, p. 178).

The push for professional development and training continued throughout the 1990s. In 1996, the National Commission on Teaching and America's Future commissioned a two-part study based on three premises,

- what teachers know and can do is the most important influence on what students learn,
- recruiting, preparing, and retaining good teachers is the central strategy for improving our schools,
- school reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well. (National Commission, 1996, p. 10).

Of its five recommendations, reinvention of teacher training and development was identified as a critical component to preparing teachers to successfully impact student learning. Specifically, this called for standards-driven teacher education and professional development, the development of teacher preparation programs that were inclusive of internships, the creation of mentoring programs for beginning teachers that also evaluated teaching skills, and the creation of "high-quality sources of professional development" (National Commission, 1996, p. 11).

The Dwight D. Eisenhower Professional Development Program, created in 1984 and reauthorized in 1988 and 1994, was one initiative created to address these professional development needs (Garet et al., 1999). The program offered state and local school districts and higher education institutions funding to invest in teacher professional development. Initially

designed for mathematics and science professionals, the program expanded to a broader subject-base with the goal of linking program activities to state standards (Stedman, 1993). The direct linkage to standards-based reforms and an increased focus on subject-based knowledge required staff development and training that was considered "high-quality" (Garet et al, 1999; Stedman, 1993). Meaning, staff development was to be research-based and "should provide teachers and other school staff with the knowledge and skills necessary to provide all students with the opportunity to meet challenging standards" (Garet et al., p. 17, 1999).

As reform efforts have continued throughout the decades, the inclusion of more effective teacher training and development has continued to be a critical focus for student success. In the 2000s, standards-based reform efforts were prevalent. Local, state, and federal reform initiatives designed to improve teacher education were often accompanied by appropriated funding to assist with staff development and training. One such reform, Educate America, set academic goals for students and teaching professionals, emphasizing the need for these individuals to increase their knowledge and skill level by the year 2000. In 2009, Darling-Hammond et al. (2009) evaluated the status of teacher learning in the United States and abroad in a comprehensive report. Although more than ten years had passed between Darling-Hammond's work and the Eisenhower assessment, many of the same issues surfaced in teacher training and development. Darling-Hammond et al.'s (2009) work cited fifteen findings on the status of educational learning and offered fifteen recommendations. Key findings included: (a) a need for more intensified, continual learning opportunities that go beyond teaching skills and practice to an increased knowledge of content and ways to developing higher-order thinking; (b) the average time invested in training and development in the United States was shown to lag significantly behind that of other countries and recommended at least 50 hours of training per year; (c)

educational learning opportunities afforded teachers in the states were typically in the form of workshops and conferences with longer, collaborative learning opportunities being less frequent in the United States and extension of learning low. Thus, there existed several opportunities for improving staff development and training. The next section will discuss research-based best practices that address the gaps in staff development that have continued to persist.

Best Practices

Best practices in professional development for educators incorporate the many years of reformation endeavors and position student outcomes central to the impact of the training (Garet et al., 2001; Guskey, 2002; Timperley, 2008). Timperley (2008) expressed "success needs to be defined not in terms of teacher mastery of new strategies but in terms of the impact that changed practice has on valued outcomes" (p. 8). Multiple forms of training and development exist with workshops being the most prominent and least effective in most cases due its short duration and decontextualized focus (DeMonte, 2013; Starr & Gannett, 2018). Some other forms include webinars, professional learning communities, credentialing programs, peer mentoring, coaching, and apprenticeships (Starr & Gannett, 2018). In recent years, the addition of more online options for professional development have emerged, like the use of massive open online courses (MOOCs), online forums, and social media networks (Misra, 2018; Parsons et al., 2019). Professional development training also has varying structural features such as its duration, location, and timing of the training, which have less of an impact on the transfer of knowledge and are less predictive of implementation beyond the training (Garet et al., 2001, Showers et al., 1987).

The impact of core features, or those Garet et al. (2001) defined as "dimensions of substance or core of the professional development experience" (p. 919), provide a basis for the

present study as these dimensions have been shown to improve student outcomes. Study of literature on these core features of staff development and training models yields four overarching characteristics noted as improving the likelihood that the training will result in better outcomes for students. These characteristics include: (a) provides opportunities for collaboration, (b) aligns with other learnings, (c) is theory or content-based, and (d) incorporates active learning.

Collaborative/Team-focused. Studies demonstrated a need for professional development to be collaborative in nature (Darling-Hammond et al., 2017; Demonte, 2013; Engstrom & Danielson, 2006; Guskey, 1994; Hunzicker, 2011; Showers et al., 1987; Timperley, 2008). This collaboration allows for "professional dialogue" and extends learnings beyond the training sessions (Engstrom & Danielson, 2006, p. 170;). Showers et al. (1987) determined "skill developed in training does not appear sufficient to sustain the practice until transfer [of knowledge] is achieved. Rather, nearly all teachers need social support as they labor through the transfer process" (p. 86). The most effective forms of professional development offer participants an opportunity to work or attend training in teams or establishes some form of partnership beyond the training. Less experienced teachers may shadow more experienced professionals or mentor-mentee arrangements may be integrated into the program to encourage a continual cycle of learning (Engstrom & Danielson, 2006; Guskey, 1994). Timperley (2008) references the move towards professional learning communities. When centered on student results, such ongoing learning opportunities support "individual and collective performance" among educators with differing levels of experiences and use of practice (Learningforward, 2011).

Aligned with other learnings. Coherence of professional development activities positively influences change in teaching practices (Darling-Hammond et al., 2017; Garet et al., 2001; Guskey, 1994; Hunzicker, 2011; Showers et al., 1987). Garet et al. (2001) provides and

Guskey (1994) concurred that coherent professional development can be measured in three ways: (1) the extent to which the professional development builds on past learnings; (2) the emphasis the professional development places on standards, frameworks, and assessments on a national, state and local level; and (3) how the professional development sustains ongoing communication between professionals (p. 927). Further, Showers et al. (1987) asserted that educators should be introduced to multiple concepts and innovative ways of teaching and engaging with students. Finding ways to demonstrate how the professional development aligns with these offerings or other practices currently being utilized in the classroom enhances the chances of the content being implemented post training.

Theory or content based. In 2008, nearly 90% of training was content-based (Wei et al., 2010). Showers et al. (1987) expressed that teaching is cognitive in nature. Consequently, professional development should center on how knowledge is transferred. In several studies, content-focused training provided for transfer of knowledge (Darling-Hammond et al., 2017; Garet et al., 2001; Hunzicker, 2011; Showers, 1987, 2002; Timperley, 2008). Garet et al. (2001) identified four dimensions of how trainings offered a theoretical or content-focused base: (1) focus on subject matter; (2) focus on improving general understanding of pedagogical practices; (3) focus on teaching specific practices in a particular domain; (4) focus on improving teacher knowledge. While content areas vary, trainings that offered the ability for educators to learn subject-specific content while also increasing their knowledge of how students learn were perceived to be most beneficial and having a higher probability of leading to a change in teaching practices (Darling-Hammond et al., 2017; Garet et al., 2001, Showers, 2002; Timperley, 2008). Further, Timperley (2008) stresses the importance of integrating theory with practice conveying “In effective professional development, theories of curriculum, effective teaching, and

assessment are developed alongside their applications to practice. This integration allows teachers to use their theoretical understandings as the basis for making ongoing, principled decisions about practice" (p. 11).

Active learning and feedback. Several studies called for professional development that allows for demonstrations followed by opportunities for teachers to engage in the learning activity through practice (Darling-Hammond et al., 2017; Garet et al., 2001; Guskey, 1994, 2002; Showers et al., 1987). Garet et al. (2001) define active learning as "actively engaged in the meaningful discussion, planning, and practice" (p. 925). Active learning in professional development has been demonstrated in multiple ways including reviewing students' work, allowing educators to lead group discussions, demonstrations of key concepts learned on-site, planning sessions on how new methodologies will be implemented, or allowing for observations of expert teachers (Garet et al., 2001; Timperley, 2008). Many of these active learning opportunities also build collaboration, another element observed in effective professional development. Guskey (1994, 2002) added to the active learning framework the need for continual feedback. The author proposed a new model of change in teachers' attitudes and beliefs that stresses the importance of feedback post professional development. The model assumes that teacher attitudes and beliefs do not change unless student improvements are noted. Constant feedback and results of performance thus become critical to transitioning from one stage of the model to the next. Feedback was also linked to active learning opportunities performed during sessions. Immediate feedback on teacher demonstrations or other forms of sharing was noted as a part of effective professional development (Showers et al., 1987).

Significance of Organizational Culture

While these features are noted across studies as leading to effective professional development, scholars contend that context and culture of the school organization play a significant role in the efficacy of professional learning (Guskey, 1994, 2002; Timperley, 2008; Wei et al., 2010). Wei et al. (2010) noted that the amount of professional development offered varies based on such contextual nuances as urban vs rural schools, those with a higher percentage of free and reduced lunch, as well as elementary vs. middle or high school. The context and culture of local schools and school districts should be considered when discussing professional development as no two organizations are alike. Guskey (2002) therefore found that planning is critical and should be conducted beginning with the end goal of which or what student result is being achieved. The author further offers an overarching approach to how organizations must engage in professional development.

Guskey (1994) purported that the best methodology for professional development is one that provides an "optimal mix" of context and organizational processes. Guskey (1994) defined the optimal mix as "that assortment of professional development processes and technologies that will work best in a particular setting" (p. 7). He expressed that staff development is not an exact science and instead requires the designer to understand the dynamics present at a given point in time and finds that educators should capitalize on this variability which "must be shaped and integrated in ways that best suit regional, organizational, and individual context" (p. 6). With these thoughts in mind, Guskey (1994) proposed the following guidelines,

- recognize that change is both an individual and organizational process,
- in planning and implementation, organizers should think big, but start small,
- work in teams to maintain support,
- include procedures for feedback on results,
- provide continued follow-up, support, and pressure, and
- integrate programs. (pp. 9-20)

Guskey's (1994) principles attempt to account for educational reform efforts that are inclusive of student outcomes, explaining "what is evident in these guidelines is that the key to greater success in professional development, which translates to improvements in student learning, rests not so much in the discovery of new knowledge, but in our capacity to use deliberately and wisely the knowledge we have" (p. 22).

Culturally Relevant Professional Development

Professional development models for culturally relevant trainings cite many of the same design components described above including workshops, conferences, peer groups, many of which focused on transformative or integrative learning approaches (Harthun et al., 2008; Hudley & Mallinson, 2017). One distinct feature of culturally sensitive training, however, was the inclusion of narratives and reflexive exercises (Everett & Grey, 2016; Harthun et al., 2008). For instance, in their professional development model for teachers teaching the prevention program, Keeping it REAL, Harthun et al. (2018) emphasized narratives and the context of culture. The training offered opportunities for teachers to explore their own lived experiences and envision the narratives of the students they serve. The researchers noted "facilitators wanted participants to examine their personal cultural backgrounds and those of their students to increase awareness and understanding of the range of diversity they encounter in the classrooms every day" (Harthun et al., 2018, p. 444). Other professional development opportunities on CRP required participants to assess the social constructs of race and racism by taking a deep-dive into positionality and personal ideologies through critical reflection. Howard (2003) posits "to become culturally relevant, teachers need to engage in honest, critical reflection that challenges them to see how their positionality influences their students in either positive or negative ways" (p. 197). Everett and Grey (2016), the creators of the Creating Inclusive Excellence in Teacher

Education (CIETE) training model, deemed this type of critical reflection valuable to transforming theory into practice finding "beyond developing critical awareness of their ideologies, critical reflection provided important scaffolds for aligning their ideologies with their teaching" (p. 80).

In a comprehensive review of the literature on professional development programs focused on multicultural education, of which CRP is one approach, it was noted that research on culturally relevant professional development has been too inconsistent to render a definitive model (Parkhouse et al., 2019). The researchers found various design alternatives, theoretical approaches, and ways of measuring success for students and teachers. It was noted, however, that most studies focused on workshops on CRP and offered practical applications for operationalizing culturally relevant practices. They warn that many professional development courses in their review did not allot sufficient time for the exploration of the impact of discrimination and social structures that impact an individual's ideology (Parkhouse et al., 2019). The researchers suggested future research on culturally relevant professional development that examines "how perspective shifts relate to interactions between program intensity, content specificity, and other factors, such as policy contexts and backgrounds of participants" (p. 448).

In the next section, literature on afterschool programs will be explored to demonstrate how best practices in staff development in a cultural context can be used in this setting to improve student outcomes. The section begins with an overview of non-profit organizations, a history of afterschool programs, discusses the evolution of such programs to current trends, including serving a larger portion of minoritized students, articulates how CRP has been used in afterschool, and finally investigates literature on staff development in this setting.

Non-profit Sector

The nonprofit sector is one that is multifaceted and comprised of a broad range of private organizations that are generally exempt from federal as well as state and local taxation on the grounds that they serve some public purpose (Salamon, 2015). Nonprofit organizations' missions range from local needs to extensive global concerns and regardless of size, these organizations are accountable to multiple stakeholders. Casey (2016) defined a nonprofit organization as having "some structure and regularity to its operations, including defined goals and activities, *whether or not* they are formally constituted or legally registered" (p. 23). Worth (2013) identified six common characteristics of non-profit organizations which include: (1) organized entities with most being incorporated under state law; (2) private, non-governmental agencies though they may receive governmental funding; (3) excess revenues reinvested in the organization; (4) self-governing with control maintained by a board of directors or board of trustees; (5) heavily volunteer-driven; and (6) service a public benefit.

Over the past twenty years, the non-profit sector has experienced significant growth with the number of registered nonprofit organizations reaching 1.7 million in 2013 (Salamon, 2015). According to the National Center on Charitable Statistics (2015), these entities reported $1.74 trillion in revenue and $1.63 trillion in expenses. Most non-profit organizations are considered public-serving which includes larger organizations such as hospitals, museums, and universities; and smaller community organizations (Salamon, 2015). In 2010, the bulk of the sector was comprised of these smaller nonprofit groups, or organizations whose annual gross revenue was less than $25,000 (Roeger, 2010). This growth has been fueled by several factors including challenging economic times, especially those sparked by the 2008 recession, along with shifts in governmental focus and support for social services (Salamon, 2012).

Organizations focusing on human services comprise 26% of the small, nonprofit sector (Roeger, 2010). These groups have invested in being an extension of the community to youth, families, the elderly, and others in need of support. It is within this sector that many afterschool and out-of-school time programs operate. As the volume of individuals being serviced by various not-for-profit organizations continues to grow, so has the need for effective leadership and accountability (Salamon, 2015). Leaders in these organizations face fiscal, competitive, effectiveness, and technological challenges (Salamon, 2015). Further, while a push towards professionalism serves as an attribute, leaders must also maintain legitimacy, or the ability to connect with their constituents in a caring manner. Salamon (2015) found that while these challenges exist, the sector has proven resilient. This study explores one portion of the sector, afterschool programs, and how, through understanding the professional development needs of its leaders, it can continue to meet the necessities of the youth and families being served.

Afterschool Programs

Since the early 1900s when changes in the labor market and the emergence of formalized education significantly altered the role of children in society, afterschool programming has been a staple in American culture. Halpern (2002) explained that between 1900 and 1928, the child labor force decreased by half while the enrollment in schools increased nearly 20 percent. Along with these changes came a significant increase in the amount of free time afforded to youth, many of whom lived in poor conditions with limited space that forced them onto the streets. To combat the lure of street life with its culture of abandonment and mischief, public outcry called for increased supervision of children and actions to improve the lives of working-class youth (Halpern, 2002; Mahoney et al., 2009).

One solution to managing unsupervised youth was the creation of afterschool programs. These early programs, many organized by concerned individuals and religious organizations, were unstructured and offered drop-in extracurricular time for play. Though initially exclusive to boys, soon after the opening of what was termed “boys clubs”, afterschool programs began to fill the need for play and leisure time for both boys and girls. Over time, programs developed based on demand for skilled labor; afterschool providers worked with volunteers to assist with the preparation of children for these tasks (Halpern, 2002; Mahoney et al., 2009). During the early years, afterschool programs varied significantly from one another and there was little connection to the formalized educational system. Halpern (2002) found that most boys clubs operated 5 to 6 days per week offering services in the evenings and immediately after school hours. The programs were typically free and heavily volunteer-focused although clubs had begun soliciting donations from sponsors to maintain their offerings, build larger facilities, and eventually pay staff. Many program activities were gender-specific and provided life-skills along with technical training. Girls were taught domestic skills like housekeeping, sewing, knitting, and dressmaking while boys engaged in metal and wood working, cobbling, radio repair, barbering, and other labored skills (Halpern, 2002).

During the 1930s and 1940s, afterschool programs were impacted by economic and political issues. The Great Depression and World War II caused hardship on families and afterschool organizations, yet as schools cut budgets for extracurricular activities and arts-related programs, afterschool programs filled the gap (Halpern, 2002). The mission of afterschool programs shifted during this time as sponsors wanted a greater focus on the needs of economically deprived youth who were also dealing with stressful family situations. Along with time for play, providers were now encouraged to offer social, emotional, and psychological

support for students and families and during times of war, prepare youth to assist in the war efforts (Halpern, 2002; Mahoney et al., 2002).

It was not until the late 1950s that afterschool programs became more formally accepted professionally as human service organizations (Halpern, 2002). In what Halpern (2002) described as the "second phase in the development of afterschool field" (p. 191), there was an acceptance of the field as a support to schools where students could receive enrichment, although the structure of programs continued to vary. Further, societal changes continued to shape its necessity as more mothers, for instance, were now joining the labor force. The concept of "latchkey" kids soon caused the industry to increase in importance. Mahoney et al. (2009) explain that latchkey children were responsible for themselves afterschool and wore the keys to their homes around their necks. Researchers contended that multiple harmful consequences were possible for latchkey kids including higher rates of behavioral issues in school, low academic performance, and social and emotional imbalance (Mahoney et al., 2009). As a result, federal funding was allocated for childcare, but afterschool programs received only a marginal allocation.

Over the next fifty years, there were debates over what role the political sector should play in the social rearing of children and funding for afterschool fluctuated with changes in governmental leadership. It was not until the 1990s that substantive funding for *quality* childcare and afterschool programs was noted. A large win for afterschool occurred in 1994 when 21st Century Community Learning Centers (21CCLCs), an afterschool initiative supported by Hillary Clinton, received authorization and federal financial support (Mahoney et al., 2009). These later years would also experience a push in research and evaluation efforts to quantify the impact of

afterschool programs on student outcomes and to improve program effectiveness for the more than 6 million students they serve (Mahoney et al., 2009).

Current Trends

The Afterschool Alliance states that more than 10 million students are being served by afterschool programs across the country which provide additional learning and social and emotional support beyond the school environment (Afterschool Alliance, 2014). Like programs during the inception of afterschool, programs of today vary significantly as many have continued to operate autonomously and focus on the needs of the surrounding community (Durlak et al., 2010; Halpern, 2002). Programs vary in scope and size and often fall within four to five categories: a) national youth-serving organization affiliates, b) public-agency sponsored organizations, c) programs sponsored by private multi-service organizations, d) youth sports-related organizations, and e) smaller grassroots community organizations (Halpern, 199; Quinn, 1999; Riggs & Greenberg, 2004).

Gullotta et al.'s (2009) formalized definition of afterschool programs in general, however, provides a summation of the sector as:

> Programs for school-age youth (ages 5 to 18) that operate outside of normal school hours for at least part of the year, are supervised or in some way monitored by adults, and that intentionally seek to promote young people's growth and development by focusing on one or more of the following areas: academic/cognitive, personal/ social, cultural, artistic, or civic development. (p. 61)

Over the years, a greater congruence has developed between schools and this third space for student learning and development (Gullotta et al., 2009; Hirsch, 2011) as some research suggests a link between high-quality afterschool programs and improved outcomes for youth

including better academic performance, better classroom behavior, reduced risk-taking behaviors, increased knowledge and association with healthy lifestyle alternatives, and additional opportunities for enrichment including exposure to the arts and humanities (Durlak et al., 2010; Vandell et al., 2007; Youth.gov). Simpkins et al. (2017) shared that the National Research Council's Committee on Community Level Programs for Youth identified eight factors that attribute to quality programming which are,

- Physical and psychological safety,
- Appropriate structure,
- Supportive relationships,
- Opportunities to belong,
- Positive social norms,
- Support for efficacy and mattering,
- Opportunities for skill building and
- Integration of family, school, and community efforts (pp. 15-17)

When considering youth of color, many of these attributes are consistent and produce positive outcomes (Woodland, 2008). Woodland, however, specified the inclusion of a cultural component. For the present study, the researcher assessed afterschool and out-of-school time administrator's professional development needs that focused on some of these key areas of quality - cultural relevance, staff development, and to a lesser extent, supportive relationships.

Black Students in Afterschool

One key difference between early afterschool programs and those of today is the composition of participants. During earlier periods, there was an absence of services for Black students primarily due to an underlying fear that White parents would withdraw their children from participation (Halpern, 2002). When afterschool programs were opened in more urban communities, there was often a lack of resources devoted to sustaining operations and as a result, many were short-lived. (Halpern, 2002). While programs formed during the 1900s served predominantly White students, afterschool programs presently serve a larger percentage of

students of color. Like their White counterparts, Black families were significantly impacted by the social and political changes occurring during the 1950s and 1960s. Many families of color faced growing unemployment and were forced into poverty during these periods (Woodland, 2008). Black mothers were required to join the labor force and many Black children became part of the "latchkey" generation (Woodland, 2008).

As Whites moved away from their lower-income, impoverished neighbors, there was a larger presence of Black and Puerto Rican families in need of services (Halpern, 2002). As time progressed, these communities faced issues of under-resourcing and systemic inequality that led to drugs, gang violence, and illegal ways for youth to make fast money and the need for after school supervision and programs to combat these influences grew (Woodland, 2008). By 2005, more than twice as many Black students, 35%, were participating in afterschool programs than White students, 17% (Hynes & Sanders, 2011). Studies on the effectiveness of out of school time programs for Black students have demonstrated a positive impact.

Studying economically disadvantaged minoritized youth, Vandell et al. (2007) found that outcomes related to increased academic achievement, improved social outcomes, and improved behavior occurred when Black students regularly attended quality afterschool programs. Likewise, Woodland (2008) found, in his extensive review of the literature on Black males attending afterschool programs, significant promise improving academic and socio-emotional outcomes for participants. Despite the increased focus on student achievement and the growing trend of Black and Brown students participating in afterschool programs, disparities in the classroom between White students and students of color have continued to persist. Woodland (2008) explains that infusing culture into the afterschool environment may serve as one approach

to reducing this gap in achievement. To this end, literature on the three core tenets of CRP were analyzed in the context of afterschool.

Culturally Relevant Pedagogy in Afterschool

Academic Success. Academic success is core to many afterschool programs and several studies have addressed their efficacy on student learning outcomes such as increases in standardized test scores and grade point average, and improved graduation and drop-out rates (Durlak et al., 2010; Vandell et al., 2007). While these are admirable parameters to affirm the effectiveness of afterschool programs, following Ladson-Billings' (2006b) definition of academic success requires providers to go beyond such measures to setting high expectations and rigor in the learning environment, especially given contentions that traditional methods of instructing students, for instance, one to one tutoring, may not be sufficient for minoritized students (Ladson-Billings, 2006c; Woodland, 2008). Relationship building and rigor were instead notable themes throughout the literature on culturally relevant pedagogy and afterschool programs that were reflective of Ladson-Billings' definition (Bennett, 2013; Hedegaard, 2003; Howard & Terry, 2011). Howard and Terry (2011) expressed "the commitment to students' academic success, coupled with an ongoing commitment to rigorous, high quality, individualized & small group tutoring and academic support for students, was crucial to improving students' outcomes" (p. 351).

The researchers expressed the need for authentic, trusting relationships that allowed the instructor/mentor/teacher to get to know students and families beyond mere names, instead allowed for a personal connection to form (Bennett, 2013). These relationships allowed for sharing of personal aspects of the adult's lived experiences in ways that encouraged students and built assurances and confidence (Bennett, 2013). The relationships were mutually beneficial as

youth workers, especially those for the majority culture, developed cultural sensitivity and self-awareness (Bennett, 2013; Leonard et al., 2009). While some research on CRP found that racial differences did not impact the use of the approach, some programs were sensitive to youth workers being able to relate to the economic and social environments of their students and intentionally sought workers from local communities in an effort to be transparent about relationship building (Howard & Terry, 2011; Milner, 2011).

One additional finding in the research is that afterschool programs provide an opportunity for educators to experiment with alternative learning methods because of their less restrictive nature in comparison to schools (Halpern, 2002; Hirsch, 2011). The current literature on CRP and afterschool programs illustrates examples of teachers modeling practice in the afterschool setting (Bennett, 2013; Leonard et al., 2009). For instance, several studies were conducted at afterschool sites offering GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a college preparatory program. Classroom teachers, who also served as afterschool staff members for GEAR UP, piloted culturally sensitive projects or extended projects in math, science, and literacy to students who were in need of additional support or considered at higher risk for failure (Bennett, 2013; Howard & Terry, 2011; Leonard et al., 2009).

Social Justice. Researchers have found a positive association between youth development and increased social consciousness (Murray & Milner, 2015). Given the population of youth being served afterschool and the changing social and political climate which negatively affect under-served communities, several studies have been conducted on youth programs focused on social activism (Murray & Milner, 2015). Encapsulating several studies, outcomes from social activism were found to be "critical consciousness development, youth activism and collective action, youth empowerment, civic development, psychosocial wellness, and academic

engagement" (Murray & Milner, 2015). In a study of an urban afterschool program designed to assist students with a multilingual video project, the researcher found that participants developed a sense of community and collaboration through their participation in the program. There was a sharing of knowledge and culture among the students and the program provided a space where the students' voices were heard and lived experiences were appreciated.

Cultural Competence. Warren-Grice (2017) investigated the impact of five African American former teachers who were using the tenets of CRP in afterschool programs in a predominantly White suburban area. The researcher found that these program directors served as "Educational Negotiators", advocating for students of color and their programs incorporated cultural competency and self-awareness through daily content and experiential outings that reaffirmed students' abilities to succeed. These programs extended into the schools with the directors mediating for students and providing culturally relevant training for teachers in the school district.

Similarly, Simpkins and Riggs (2014) assessed how cultural competence can foster a sense of belonging amongst students in afterschool programs. The authors theorized that given the growing diversity within the United States, afterschool programs will need to be able to extend their social context beyond simply providing a space for students to go after 3:00 pm. Instead, these programs must create a sense of belonging by fostering real connections between staff and program participants. Simpkins et al. (2017) furthered this research on afterschool program efficacy in cultural development by linking National Research Council's Committee on Community-Level Programs for Youth quality standards using a culturally responsive lens. The authors crafted culturally responsive activities that coincided with the quality standards and provided a base for youth voices to be heard. Only a paucity of studies has endeavored to further

examine culturally relevant and culturally sustaining pedagogy from the standpoint of staff training and development. The present study seeks to fill this gap by understanding the professional development needs of afterschool and out-of-school time providers as they relate to cultural relevance. In the next section, staff development in afterschool is examined.

Staff Development in Afterschool

Caring staff equals quality program. The role of volunteers and afterschool staff members has evolved throughout the years. In earlier clubs, volunteers were primarily responsible for supervising play times, being quiet observers and keepers of the peace (Halpern, 2002). The role grew to serving as program leaders as volunteers assisted with the many skilled activities being offered by organizations. After years of depression, war, debates, self-care propaganda, staff positions required the need for caring relationships and understanding. Halpern (2002) stated "a new kind of after-school worker, the detached or street-corner worker, would engage children on their own territory, address their fears, gain their trust, "interpret" existing community resources for children, and become a "channel for the expression of children's own ideas on recreation" (p. 200) emerged.

The National Institute on Out-of-School Time (NIOST) and the AED Center for Youth Development define youth workers as "individuals employed as frontline workers and supervisory staff in an out-of-school time program that is engaged in promoting overall development of school aged children and youth ages 6-18" (NIOST, 2003, p. 1). Overall development for youth in afterschool settings is often inclusive of building academic skills, behavioral management, facilitating new skill development, and fostering social-emotional growth (Farrell et al., 2019). Critical to positive youth development is youth workers' ability to interact and engage with the students they serve by building a strong student-teacher relationship.

Multiple studies have found this relationship to be a main component to a quality afterschool program (Durlak et al., 2010; Kataoka & Vandell, 2013; Naftzger et. al., 2007; NIOST, 2011; Vandell et al., 2007). For instance, in a study with over 57,000 Boys and Girls Club members, students' perception of their club's quality was also associated with staff relational practices defined as:

- caring relationships,
- setting high expectations,
- positive behavior management,
- encouraging youth input and agency, and
- cultural sensitivity (Kuperminc et al., 2019)

Few youth workers, however, have a background in the field of education or have received the appropriate training to facilitate relationship building, especially with the growing population of diverse students. Kuperminc et al. (2019) asserted that training, professional development, and supervision can build these skills within youth workers.

Role of Administrators. Afterschool and out-of-school- time administrators can be defined as either the organization's CEO, executive director, members of a senior management team or site-level program director (Fowlkes & McWhorter, 2017). These individuals have responsibility for the day-to-day operations and strategy for the organization or program site (Fowlkes & McWhorter, 2017). Fowlkes and McWhorter (2017) further expressed that "site leaders may have a variety of additional duties such as developing community partnerships, managing a local advisory board, organizing special events, or even running programs for youth" (p. 134).

While the field of afterschool acknowledges the importance of youth workers, few studies emphasize the role and competencies of organizational leaders. Research does stress that leaders are essential in creating an organizational culture or environment that promotes positive

youth development and engagement (Collins & Metz, 2009; Dennehy & Noam, 2005; Fowlkes & McWhorter, 2017). Competencies identified in the literature for administrators who assume an executive position or title (CEO, Executive Director) include fundraising, board recruitment, program development and business acumen. Program-level administrators may also need to possess an understanding of youth developmental milestones, safety practices, program delivery and human resource management (Fowlkes & McWhorter, 2018).

Professional Development Standards. In 2003, the NIOST and the AED offered three recommendations that would address the systemic issues facing the afterschool workforce. These recommendations included: (a) determining a national set of standards for out-of-school time workers, create training and career development opportunities and a set of compensation benchmarks; (b) uniting stakeholders at local, state, and national levels to advocate for the resources necessary to support high quality programs and a skilled and stable workforce; (c) building on and replicating successful models like the US Military Child and Youth Care System (NIOST, 2003, p.2). To date, national standards for professional development in afterschool have not been identified. However, states have worked with leading afterschool professional organizations and associations to develop statewide guidelines or core competencies to assist providers with developmental trainings. For instance, the North Carolina Center for Afterschool Programs (NC CAP, n.d.) identified eight core competencies across five content areas that are influential in impacting student outcomes. One content area focuses specifically on professional development stating:

> Professionals should demonstrate their commitment through actions and behaviors that exercise a high level of ethical conduct and due diligence in providing quality care and education for children and youth. Through modeling positive behaviors and exposure to

> continuous professional growth opportunities that increase personal knowledge, professionals will be able to implement best practices while enhancing their careers as youth development professionals. (NC CAP, p. 30)

Secondarily, understanding the need for a more professionalized workforce in afterschool, out of school time organizations have developed community partnerships with local colleges and universities to develop formalized programs that offer credentials or other certification to youth workers. University-community partnerships are "explicit agreement between a community entity and a university academic unit for the purpose of working together over an extended period of time to achieve common goals that are mutually beneficial" (Mahoney et al., 2010, p. 89).

Given the significance staff play in afterschool programs improving academic success, reducing behavioral issues, growing students socially and emotionally, training and development of youth workers has grown in focus. According to Bouffard and Little (2004), professional development for youth workers is designed to build their knowledge and skills in areas such as specific outcomes, adolescent development, programming strategies, and building positive relationships. Moreover, staff training and development has been beneficial in assisting afterschool staff with positive behavioral management strategies (Farrell et al, 2019; Woodland, 2008). Training further offers workforce development opportunities that expand workers' marketable skills (Bouffard & Little, 2004). Bowie and Bronte-Tinkey (2006) summarized the value of professional development for afterschool providers as it:

- Improves program quality;
- Improves survival of providers by improving staff retention;
- Enhances and sustains qualified afterschool educators;
- Benefits the youth worker and students;
- Benefits the program; and
- Benefits the field (pp. 2-3)

Research on staff development in after-school offers opportunities to assess the effectiveness of traditional modes of training for educators and to investigate the new push towards professionalizing youth work through structured credentialing programs and online courses. Literature reviewed for the present study included an extensive examination of studies on afterschool and out of school time program staff training and development. Information was gathered by conducting a literature search using three educational databases, ERIC, Academic Research Complete, and Education Research Complete. Studies on staff training and development in afterschool reflect many of the principles associated with overall training in other educational settings. Key elements necessary for effective training include: (1) focus on content; (2) maintaining a training and development schedule or plan to ensure continuity; (3) involving opportunities for virtual learning; (4) incorporating coaching and opportunities for practice; and (5) reflective activities.

As programs focus on increasing youth worker's knowledge and skills, multiple professional development models have emerged that incorporate the key elements identified and also emphasize the use of learning theory (Bradshaw, 2015; Farrell et al., 2019; & Frerichs et al., 2018; Worker & Smith, 2014). Frerichs et al. (2018), for instance, utilized constructivism in the development of their *Click2Science* professional learning model. Using embedding and social learning, *Click2Science* applies social, visual, and experiential learning with reflective practice. Four features of the design included: (1) cycle of professional development experiences; (2) opportunities to share and reflect with peers; (3) opportunities for immediate practice; and (4) the development of learning communities (Frerichs et al., 2018). They explained:

> The model leverages technology and in-person support in a cycle of professional development experiences. The experiences included in the professional development

> model allow staff and volunteers in OST programs to develop their instructional skills in ways that are embedded in the actual practices of their program. (p. 115).

Akiva et al., (2017) used a strengths-based approach to staff education and training. Simple Interactions (SI) sought to praise the positive by concentrating on the staff's strengths. Using self-video recordings of short interactions between afterschool staff and students, the professional development sessions included reviewing tapes for quality professional-child exchanges. From their observations, afterschool professionals were able to identify best practices and improvements in "staff–child connection, reciprocity, and participation" (p. 285) were noted.

While most research on afterschool professional development concentrates on trainings offered to youth workers with frontline responsibility for interacting with students, Farrell et al. (2019) offered guidance to afterschool professionals working in lower resourced communities by evaluating behavioral change across the organization. Their initiative focused on training staff to implement Positive BOOST, an adapted version of positive behavioral interventions (PBIS) commonly used in K-12 settings. Using a theory of change model, the authors tested whether providing on-going training and technical support to staff (including administrators) would foster behavioral changes. Technical assistance included training, performance feedback, and coaching for frontline workers and leadership training for those considering afterschool profession as a career (Farrell et al, 2019). The researchers found that the level of support did affect program implementation fidelity at all levels (Farrell et al., 2019) suggesting that "PD and ongoing support are necessary to change staff and program level implementation. Further and more rigorous research examination of the effectiveness of PD in non-classroom settings is critical to the well-being of low resource communities" (p. 388).

Bradshaw (2015) provided a framework for program administrators to use when considering professional development and the educational needs of staffers using the TEARS model. TEARS, an acronym for time, expertise, access, resources, and support, emphasizes continual planning and customization of professional development to the needs of individual sites or programs that combat many of the challenges experienced by afterschool providers. The model suggests providers be creative in their management of time by developing a sustainable schedule. For expertise, the researcher offers basing training on site-specific needs, encouraging staff collaboration, and evaluation of planning. In order to access professional development opportunities, programs can seek partnerships with other entities including "schools, community associations, colleges or universities, national organizations, businesses, funding entities, and more" (Bradshaw, 2015, p. 49). Further the author encourages program managers to conduct research on theory and evidence-based PD by contacting state afterschool coalitions, credentialing programs, and a plethora of websites designed to support afterschool and out-of-school time providers (i.e. NIOST, NAA, Afterschool Alliance). Finally, Bradshaw (2015) urged program administrators to provide ongoing support. Support may be in the form of promoting staff development to all parties within the program including staff, administrators, and volunteers and providing incentives for participation. By following this model, Bradshaw contended:

> TEARS implementation factors provide a concise framework to guide multifaceted planning efforts. Each one of the factors supports the others, so all factors should be considered together. By addressing each of the TEARS factors, afterschool administrators and staff member can plan for professional development success. (p. 52)

Afterschool programs have identified that diversity and cultural changes are occurring and programs have begun to incorporate the tenets of CRP. Yet, as the research shows, few best

practices are inclusive of how to train staff to use this approach. Simpkins et al. (2017) offered the most cohesive model for developing culturally relevant afterschool programs and professional development. Several components of their "preliminary" proposed structure dealt with staffing and the role and relationships that are necessary for quality culturally responsive programming. Simpkins et al. (2017) noted, however, that their work was the start of addressing the use of culturally relevant pedagogy in afterschool programs as little research has been conducted on the matter. Woodland (2008) further addressed the impact of staff capacity by noting the difference in outcomes for students, especially Black students. The author conveyed that a well-trained staff is more likely to use positive behavioral management, take additional time with students, and be authoritative in a non-threatening manner (Woodland, 2008). Culturally relevant trainings could thus improve overall student outcomes.

Summary

The research on culturally relevant pedagogy, staff development, and afterschool programs suggests that culture is an important aspect of each. Research examining the intersectionality of the three, however, is limited. This study seeks to explore the professional development needs of administrators in afterschool, particularly those related to cultural relevance. As administrators lead the charge in equipping staff to be most effective, understanding their needs will inform future practices and improve outcomes for the students being served. Chapter 3 will review how the researcher plans to conduct the research.

CHAPTER 3: METHODOLOGY

The literature review demonstrates a need for a study that explores culturally relevant professional development needs of administrators in a non-traditional educational setting, an afterschool program. Much of the research on culturally relevant staff development, and afterschool program effectiveness has been qualitative with few studies investigating the intersection of the three. Sleeter (2012) explained that with increasing policies that standardize learning, culturally relevant pedagogical practices may be marginalized without appropriate research to substantiate their impact on students of color. The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. This study informs the body of research on effective strategies and methodologies out-of-school-time providers can access to effectively reach, teach, influence, and empower staff and the youth they serve by addressing the following questions:

Research Questions

1. How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?
2. What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?
3. What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

Research Design

Qualitative research has a rich history in educational research, including studies of culturally relevant pedagogical practices as demonstrated in the literature (Esposito & Swain,

2009; Milner, 2011; Young, 2010). While multiple definitions of qualitative research have informed the field, Creswell's (2013) definition is befitting the present study as it conveys the theoretical under-pinning of the research and articulates the process the researcher must follow. Creswell (2013) stated:

> Qualitative research begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature or a call for change. (p. 44)

Accordingly, qualitative research allows the researcher an opportunity to develop an in-depth understanding of a phenomenon being studied and to create a thick description contextualizing what has occurred (Creswell, 2013; Denzin & Lincoln, 2000; Merriam, 1998). Qualitative research empowers participants by giving them a voice (Creswell, 2013; Mertens, 2015). Further, studying participants in their natural environment, a practice common in qualitative studies, allows the researcher to make sense of phenomena as created or experienced by the participant (Lincoln & Guba, 1985).

Case study as a qualitative methodology allows for in-depth exploration of bounded experiences involving real-life situations and circumstances (Creswell, 2013; Denzin & Lincoln, 2003; Mertens, 2015). Case study research has various connotations. Yin (1994) ascribed that the

case study is best defined as a "comprehensive research strategy" (p. 13). A more detailed two-part definition of case study research supported by Yin (2014) focused on the scope and features of the study. First, the scope entails the empirical nature of the case study as a means for (1) investigating a contemporary phenomenon; (2) whose boundaries between phenomenon and context may not be clearly evident. Secondarily, the features of the case include:

- copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
- relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result
- benefits from the prior development of theoretical propositions to guide data collection and analysis (Yin, 2014, p. 17)

Both Merriam (1998) and Stake (2000) explained that a case study is not merely another methodological approach to conducting qualitative inquiry but instead, is more accurately defined by concentrating on what is under investigation, the case. Merriam (1998) further offered that the primary component of case study research is defining the bounded case under study which allows the researcher to "see the case as a thing, a single entity, a unit around which there are boundaries. I can 'fence in' what I am going to study" (p. 27).

Yin (2014) further explained that case study research is most appropriate when the researcher is addressing "how" and "why" research questions, has little control over the case under investigation, and is examining a contemporary phenomenon. In this single case study, the researcher had no controlling interest or participation in the organizations under review and sought to develop a rich understanding and description of a contemporary phenomenon, the professional development needs of administrators. According to Gustafsson (2017), single case studies focus on a single phenomenon and can be advantageous when the researcher wants a deeper understanding and rich description of the case. The single-case under study is the phenomena of the professional development needs of a group of afterschool administrators who

are bound by their participation in a training offered by OneMeck, Inc. Moreover, the researcher examined how culturally relevant pedagogy informs their needs and practices. Critical to the study was developing an understanding of how culture impacts these professionals and their decision-making as it relates to culturally relevant practices and staff development. Capturing such "thoughts, feelings, beliefs, and values" (Marshall & Rossman, 2006, p. 53) requires in-depth investigation that is best achieved and articulated through a qualitative case study design.

Case Description

This single case study focuses on the professional development needs of afterschool administrators who participated in a training series provided by OneMeck, Inc. This phenomenon is of interest given the importance professional development plays in the success of staff and students in afterschool. Bradshaw (2015) shared that "afterschool programs have unique schedules, programs, and needs. Professional development should help afterschool staff members to address program needs and student learning needs" (p. 52) To better understand the phenomenon, eleven administrators representing afterschool and out-of-school time programs in the Charlotte community who attended each session of OneMeck's professional development series during the 2018-2019 planning year were solicited for participation in the present study. Five participants agreed to participate in the study. (Note: 2 of the original organizations were no longer offering services, 1 administrator who attended the series was no longer employed by the organization; and 1 administrator opted to not participate).

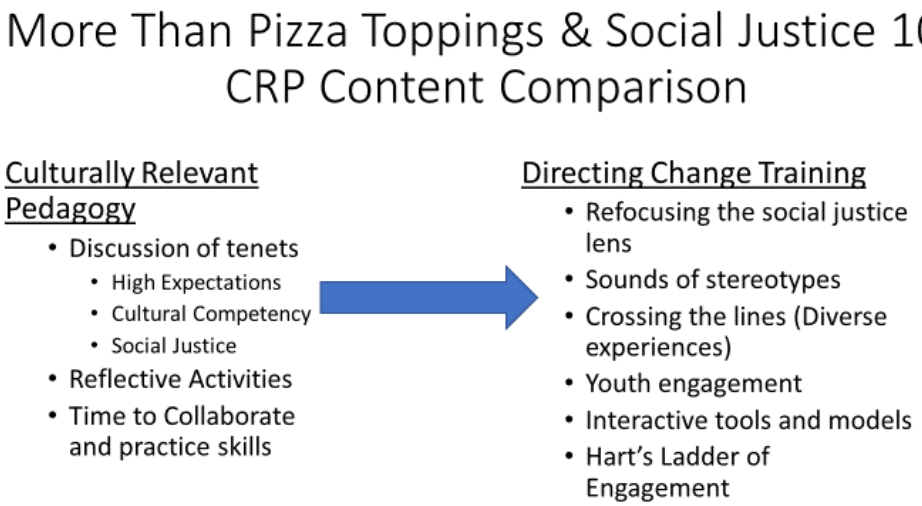
Participants/Selection Criteria

After receiving IRB approval, purposive sampling was used to select administrators from afterschool and out-of-school time programs in the greater Charlotte community for the current study. Etikan et al. (2015) explained that purposive sampling requires "the deliberate choice of a

participant due to the qualities the participant possesses" (p. 2). In this case, administrators participating in OneMeck's professional development series were targeted for the study. OneMeck is a non-profit organization whose mission is to ensure that young people have the ability to thrive. The group provides services to organizations located in the greater Charlotte, NC area (approximately a 20-mile radius). Through its Charlotte Forward (pseudonym) program, the organization uses national quality standards to offer relevant training and technical assistance to local out-of-school time programs. OneMeck partners with Directing Change (pseudonym) to facilitate sessions. Directing Change is a nationally awarded training agency "designed to TRANSFORM the PROFESSIONAL DEVELOPMENT arena" (Directingchange, para. 4). Dr. Ervin Rowe (pseudonym), CEO and presenter for Directing Change, has a background in training on multiple issues impacting youth-serving organizations including social justice and race/class/gender/orientation identities. He holds double Bachelors and Master of Science degrees in Ethnic Studies and a doctorate in Educational Leadership. Figure 2 illustrates the training content's connection to culturally relevant pedagogy.

Figure 2

Similarities Between CRP and More Than Pizza and Social Justice 101



Additionally, each administrator must have participated in two training modules featuring elements of culturally relevant pedagogical practices. The two modules were MORE THAN PIZZA TOPPINGS: Authentically Engaging in Youth Adult Partnerships and BEYOND RACE: Teaching Social Justice in 2019. The study used Fowlkes and McWhorter's (2017) definition of administrators which includes organizational CEOs, executive directors, members of the senior management team, or site program directors who have responsibilities for daily operations and oversight. The study participants consisted of five African American female administrators who had participated in the OneMeck professional development series. All five participants acknowledged participation in the training modules and held the appropriate role within their organizations to qualify for the study. Each participant also represented organizations serving youth and families within the Greater Charlotte community. All of the organizations were non-profit businesses and provided such services as mentoring, literacy assistance, life-skills, and/or

remediation. Four of the five organizations are considered grassroots organizations or those established within a community to meet local needs while one (Awake Partnership) is a nationally-recognized program. Table 1 provides a description of the organizations.

Table 1

Description of Organizations

Organization	Mission	Students Served	Primary Activities
Awake Partnership (Aurora)	Promotes the long-term success of children by preventing summer learning loss through igniting a passion for reading and inspiring a love of learning. Delivering a culturally diverse curriculum that affirms our scholars with engaging literature and exposure to the broader community. 2. Serving families and children who lack access to quality summer enrichment opportunities. 3. Addressing the whole child by supporting their academic, social and emotional needs. 4. Offering a work-force development opportunity for college students to gain professional experience, serve as positive role models and enter the teacher pipeline or social service pipeline. 5. Collaborating with diverse community stakeholders who contribute to and benefit from the partnerships.	Over 1300 in 2019; K-12; Predominantly Black	Six-week summer literacy and character-building programs led by college students
Your Future (Teresa)	The staff is committed to creating a safe space for students to develop into the next generation of leaders, self-defined artists, athletes and activists through helping students to excel academically, artistically, and socially.	Ages 3 – 17; Predominantly Black	Before School; After School
Foundation of Hope (Natasha)	Our **MISSION** is to EDUCATE, EXPOSE and EMPOWER adolescents and families to become self-sufficient and confident of succeeding in society. Through the leadership and guidance of staff, volunteers and partnered churches, agencies and corporations, we will prepare all for successful development.	Teens; Predominantly Black	Mentoring MATTERS; Teens TOGETHER; Family MATTERS; iMatter
Finish Strong (Ann)	Our mission mainly is to focus on out of school time suspension and to advocate for parents.	K- 8; Some 9th graders; Predominantly Black	Training 101 for Parents; S.T.A.R.S. – Students Together against Recklessness
Bright Futures (Linda)	Bright Possibilities, Inc. is a non-profit community organization organized to implement projects that stimulate improved school attendance of students in Charlotte Mecklenburg Schools.	Pre-K – 12; Predominantly Black	BP Strong Start; BP Health Support; Attendance Challenge Club; BP NA/AA Partnership

Recruitment Strategy

In the beginning of the research process, the researcher attained a letter of support from OneMeck, Inc. With the assistance of OneMeck, Inc., the researcher recruited study participants from the pool of eleven administrators who participated in their Charlotte Forward professional development series and obtained contact information for each potential participant. The program coordinator for Charlotte Forward sent an email (Appendix B) created by the researcher to the participant list soliciting participation in the current study. The email contained a recruitment flyer (Appendix C) and a detailed description of the study, including language regarding how to contact the researcher personally if they were willing to participate. After allowing one week for a response, the researcher followed the email up with a phone call and email (Appendix D). OneMeck also agreed to allow the researcher to personally solicit (Appendix E) the assistance of program participants by attending two of the monthly professional development trainings since most past participants were enrolled in the current series. To incentivize participation, administrators were offered a $20 Amazon gift card for their involvement.

Once the five participants agreed to join the study, the researcher arranged a time to meet each respondent individually to obtain informed consent (Appendix F), discuss the research process and potential dates and times for interviews. It should be noted that the researcher began recruitment in February, a month later in March the COVID-19 pandemic hit the United States and abroad. With the closure of schools and non-essential businesses, afterschool and out-of-school time programs were not permitted to operate. With limitations on contact with others, recruitment efforts stalled. The researcher submitted a revised IRB requesting permission to do phone or teleconferencing interviews. She followed up regularly with participants but was only

able to recruit five participants. The researcher was able, however, to meet face-to-face for four interviews but had to conduct one via teleconference.

Data Collection

Creswell (2013) suggests that multiple forms of data are collected to build an "in-depth understanding of the case" (p. 98) to attain the goal of creating a rich description of the case phenomenon. Forms of data could include interviews, observations (both direct and participant), documents, archival records, or physical artifacts (Creswell, 2013; Yin, 2014). The primary sources of data collection for the present study were interviews and internal and external organizational documents. Yin (2014) asserts that "one of the most important sources of case study evidence is the interview" (p. 110). Each administrator participated in one semi-structured interview, 45-minutes to one hour-long. The semi-structured interview guide consisted of open-ended questions focused on eliciting perceptual data from each interviewee in an unbiased manner that allowed for fluidity in the conversation (Yin, 2014). In order to accurately capture the discussion, all interviews were audiotaped and transcribed.

Finally, the researcher evaluated documents, which provide valuable insights into the case similar to interviewing (Merriam, 1998). Three common types of documents are public records, personal documents, and physical materials of which Merriam (1998) asserted can be "easily accessible, free, and contain information that would take an investigator enormous time and effort to gather otherwise" (p. 125). Documents such as organizational brochures and website information were examined throughout this research study. The researcher obtained documents from the program administrators when available but also examined other sources including public displays at the sites, organizational websites, and searches of news-related articles pertaining to each organization. Table 2 describes the sources used for each site.

Table 2:

Documents for Analysis

Participants	Organization	Documents
Aurora	Awake Partnership	Organizational website; Charlotte Observer on-line news reports; WBTV.com; Curriculum
Teresa	Your Future	Organizational website; WSOCTV.com; East Charlotte Tweets; Office displays
Natasha	Foundation of Hope	Organizational website; Brochures; Facebook; Other informational websites
Ann	Finish Strong	Charlotte Observer online news report; 990
Linda	Bright Futures	Organizational website; Brochures; Other informational websites

Data Analysis

The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. To begin the process of painting a picture of the administrators' professional development needs, the researcher employed two initial steps suggested by Lecompte et al. (1993). First, the researcher addressed any explicit bias which may influence meanings assigned to observed events. Since the researcher was a former afterschool executive, there existed a high probability of this bias being present. Lecompte et al. (1993) suggested that researchers "separate any empirical meanings they have assigned to behavior and belief from meanings assigned to the same behaviors and beliefs by their participants" (p. 235). The researcher began this process of

self-evaluation by journaling personal thoughts about professional development and afterschool and noted influences of culture based on past experiences in the field. Aside from stating the researcher's subjectivity, the researcher also vetted preliminary findings with a colleague as suggested by Yin (1994) as a means for minimizing bias. Secondly, the researcher revisited the research questions to ensure they were addressed in the analysis and conducted a thorough review of the data for completeness and to refresh the researcher's account of events. Since the researcher used an online-transcription service, much of this review was completed as part of checking the service's accuracy in capturing verbatim what each participant shared.

Yin (2014), Merriam (1998), and Stake (2000) agreed that data analysis is an ongoing process throughout the research study, occurring simultaneously with data collection and reporting. For this study, a descriptive analysis was conducted of collected data. According to Yin (1994) descriptive analysis is one of two general analytic strategies for approaching case study research and involves developing "a descriptive framework for organizing the case study" (p. 104). Following Creswell's (2013) outline of the analytic process for case study research, the researcher organized the data through the use of computer software (Atlas.ti.8). Next, the researcher conducted memoing by writing notes in the margins. The notes from the data review informed initial codes. A total of 202 initial codes were formed from the five interviews which the researcher reduced to 186 by combining like thoughts. Using categorical aggregation, which Creswell (2013) described as "aggregating the text or visual data into small categories of information...then assigning a label to the code" (p. 184). The researcher developed themes or patterns found within the data. Themes represent "broad units of information that consist of several codes aggregated to form a common idea" (Creswell, p. 186). Based on the data, eight overarching themes were determined. After further aggregating the data, three themes emerged

and seven sub-themes. The final step included the process of interpretation, which is "abstracting out beyond the codes and themes to the larger meaning of the data" by linking the findings to the broader research on professional development needs of afterschool and out- of-school time program administrators relative to culturally relevant pedagogy.

Ethical Considerations

For this study, risks to study participants were marginal. To minimize inciting underlying emotions about organizational responsibility towards staff, especially as it relates to training and development during the interviewing process, the researcher ensured that questioning was respectful and anonymity was maintained.

Prior to participating in the study, each participant signed an informed consent form (Appendix E) which outlined the voluntary nature of the study, its details regarding its purpose, including risks and/or benefits. In order to protect the identity and offer anonymity to participants, each was assigned a pseudonym. Upon completion of the study and successful dissertation defense, all recordings, transcriptions, and other study data will be properly disposed to ensure that participant information is not compromised.

Trustworthiness

Merriam (1998) expressed that "being able to trust research results is especially important to professionals in applied fields, such as education, in which practitioners intervene in people's lives" (p. 198). Trustworthiness in qualitative research affirms its validity and reliability, language more synonymous with positivism or quantitative research, by assessing credibility, dependability, confirmability, and transferability (Lincoln & Guba, 1985; Shenton, 2004). Credibility answers the question of how congruent are research findings to the research purpose and stresses the importance of ensuring that the phenomenon under investigation has been

properly recorded (Shenton, 2004). For the present study, the researcher adhered to proven qualitative research methodologies and procedures throughout the study to ensure that findings were credible.

Dependability assumes that the research is designed in a manner that can be replicated while confirmability reassures the study's audience that findings are a true representation of participants and not the opinions of the researcher (Shenton, 2004). The researcher allowed opportunities for participant feedback to review interview transcriptions for their input. Transferability is cited as a more difficult process for the qualitative researcher given sample sizes (Merriam, 1998; Shenton, 2004). However, qualitative researchers purport that there are ways to externally validate qualitative research. For the present study, transferability follows Merriam's (1998) example of "reader or user generalizability" which leaves "the extent to which a study's findings apply to other situations up to the people in those situations" (p. 211). In order to assist users in this determination of use, the researcher attempted to create detailed descriptions and accounts of the context of the research (Merriam, 1998, p. 211).

To further ensure the quality of this study, several steps were administered to address these areas of research fidelity, beginning with triangulation. Triangulation was performed to reduce any bias or preconceived notions about the research. It involves the use of multiple data and methods in order "to support the strength of interpretations and conclusions" (Mertens, 2015, p. 444). Given the researcher's closeness to the study, there were ongoing checks to ensure that researcher bias was minimized. The researcher began this process by noting her thoughts of the subject in a journal, which allowed all personal beliefs and biases to be spelled out. Some of these included thoughts that afterschool providers do limited professional development with staff due to time and budgetary concerns. The researcher also noted that a focus on cultural sensitivity

was not emphasized in the agencies she managed, although multiple activities were designed to encourage students through the use of cultural elements, like field trips to historical venues. The belief that more attention is needed in the area of cultural inclusion was also noted. This type of reflexivity is described by Korstjens and Moser (2018) as "examining one's own conceptual lens, explicit and implicit assumptions, preconceptions and values, and how these affect research decisions in all phases of qualitative studies" (p. 121). An initial entry was made regarding the study and small entries were noted before each interview. The researcher also used member checking, soliciting feedback from the participants on the data transcribed. Further, the researcher used a peer reviewer who could challenge the methodology, findings, and other aspects of the study to preserve its integrity. Finally, through the use of rich, thick description, interconnected details of accounts and experiences further enriched the validity of the study.

Benefits to Participants

Professional development for afterschool professionals has been affirmed as a means for creating high quality programs and in turn, positive outcomes for youth. The out-of-school-time providers in this study will benefit from understanding how professional development opportunities can impact implementation strategies. Further, since CRP has traditionally been classroom based, the study may heighten administrators' desire to learn more about its tenets, adding a new pedagogical, research-based approach to reaching Black students that these organizations may otherwise have never implemented.

Summary

In Chapter Three, the researcher detailed the research methodology that was implemented in the present study which sought to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. The

chapter began by discussing the research design, site selection, participation selection criteria and research design process. It concluded with an in-depth description of the recruitment strategy used, data analysis, ethical considerations, trustworthiness, and benefits to study participants. In the next chapter, the researcher will discuss the findings of the research.

Chapter 4: FINDINGS

The present qualitative case study investigated the perceptions of five afterschool and out-of-school time executives who participated specifically in two modules that focused on cultural relevance – More Than Pizza Toppings and Social Justice 101 within a professional development series offered by OneMeck, Inc. The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. In this chapter, the findings from the five in-depth interviews conducted with these administrators described in Table 3 and document analysis will be presented. The following research questions served as the foundation to better understanding the study's purpose:

1. How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?
2. What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?
3. What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

The researcher interviewed a total of five participants and discussed their lived experiences with culturally relevant pedagogical training. All of the participants were African American women, and each participant currently served in an administrative position with an afterschool or out-of-school time program. For anonymity, the researcher assigned a pseudonym to each of the participants.

Table 3*Description of Participants*

Participants	Position	Age range	Years in Role	Areas of Training	Training Needs	CRP Training?
Aurora	Enrichment Director	21-40	2 years	Instructional strategies, Process improvements and Logistics	Logistics, resource and data management	Dismantling Racism; Race Matters in Juvenile Justice
Teresa	Executive Director	Over 60	12 years	Mental health, Business operations	Mental health	Psychology courses
Natasha	Executive Director	41-60	10 years	Youth development, fundraising, volunteer management	Mental health (crisis and trauma)	Teaching Tolerance
Ann	Executive Director	Over 60	At least 25 years	Leadership skills	Engaging youth	None noted
Linda	Executive Director	Over 60	12 years	Lesson planning, classroom management	Engaging youth	None noted

Participant 1: Aurora

Aurora is an African American female between the ages of 21-40. Her current role is enrichment director and she has served in this capacity for approximately 2 years. Much of her role involves strategic planning and logistics management. She also assists with the hiring of the over 100 summer interns. Aurora has been involved with OneMeck for the past 3 years and seeks other training opportunities as much as possible. She shares that many of the most impactful have been those designed to assist with her position within the organization. Aurora was very familiar with the concepts of culturally relevant pedagogy since her organization, Awake

Partnership, a nationally recognized out-of-school time organization, was founded on and continues to incorporate culturally relevant theories and daily practices including affirmations, social justice projects, and African-inspired rituals. Awake Partnership's student population is approximately 60% African American, 30% Hispanic and 10% Other. While Awake Partnership has a strong historical understanding of culturally relevant practices, Aurora shared that there is no specific training focused on CRP for administrators or staff though they must participate in diversity training - Dismantling Racism and Racism Matters for Juvenile Justice. Other staff-related training includes: classroom management, integrated curriculum, behavior management, historical overview of the organization, and first aid.

Participant 2: Teresa

Teresa is the founder and executive director of the grassroots organization, Your Life. Teresa began Your Life 12 years ago after retiring from the military and seeing a need in her community for additional resources for students. Your Life serves predominantly African American and Hispanic students in the East Charlotte community. An African American female over 60, Teresa's mantra is "education, manners, and grace". She seeks out training opportunities every chance she gets and is particularly interested in understanding effective business operating strategies and how to assist students with mental health issues. She shared that while she attends professional development as often as she can, due to budgetary concerns, her staff does not participate in outside training. Instead, she brings relevant information back to the staff. Teresa expressed that much of her understanding of cultural relevance is from psychology courses she took in college as part of her degree.

Participant 3: Natasha

Natasha is the founder and executive director of Foundations of Hope, a grassroots, out-of-school time program whose mission is driven by educating, exposing and empowering the students in her program. Natasha began Foundations of Hope 10 years ago after working for several years in other youth-serving organizations in the Charlotte area. Foundations of Hope's demographic make-up is approximately 99% African American with only two Caucasian students. Natasha tries to participate in some type of professional development at least twice a month including youth development, fundraising, and volunteer management. She conducts most staff training based on relevant needs which in the past has included diversity training and a curriculum entitled "Teaching Tolerance". Her current training need is additional information on mental health, crisis and trauma management more specifically.

Participant 4: Ann

Ann is the over 60 executive director and founder of Finish Strong, Inc. She started the grassroots organization over 25 years ago with a mission of motivating students and educating parents. Focused on reducing out of school time suspensions by making parents aware of their rights, the organization conducts parent training classes and also offers summer music, art, and dance programs in the greater Charlotte, NC area. While Finish Strong offers its programs to all students, most are African American with some non-White Hispanic students. Ann concentrates much of her professional development on opportunities to build leadership skills. She has participated in several of the courses offered by OneMeck in hopes of understanding more about engaging with youth and learning from others in the community. Her staff of 6 typically receives training from outside organizations but have not included ones on cultural relevance.

Participant 5: Linda

Linda is an African American retired social worker and is the executive director and founder of Bright Futures, Inc. whose mission is to stimulate and improve school attendance. She started the organization 12 years ago after retiring from the Department of Social Services. After seeing families in crisis, she wanted to do more to ensure that children stay focused on education and to help parents understand how to support their efforts. Linda is also the coordinator of the afterschool programs for a larger non-profit organization in the Charlotte community. Since Bright Futures, Inc. is a grassroots, project-based program, the two organizations work closely together, including shared training opportunities. She explains that they receive a wealth of training in lesson planning and most recently have focused on classroom management. The organization does not offer any training specifically focused on cultural relevance or cultural sensitivity.

Themes

The five participants in the current study shared openly about their lived experiences with professional development and offered insights regarding how their experiences based on the culturally focused modules offered by OneMeck impacted their staff training and program practices. Three themes emerged from the in-depth interviews and document analysis conducted by the researcher. The themes provide an understanding of the perceptions of these five administrators. Based on the data analysis, the three overarching themes were: (1) making meaning of culture; (2) seeking knowledge; and (3) impact of awareness.

Theme 1: Making meaning of culture

The theme of making meaning of culture was derived from the participants' understanding of how culture influences their organizations. Each participant readily explained the significance of culturally-focused activities on the success of their students. The questions posed to participants that informed this theme were: (1) Tell me a little bit about your organization and its mission. (2) How does social justice education and cultural awareness factor into your mission, if at all? Tell me about some culturally-focused practices you have in your organization? While practitioners were not fully aware of CRP, within the making meaning of culture theme, the researcher saw a relationship between the afterschool programs' mission and activities and CRP. To fully understand and develop this theme, the researcher sub-divided the findings into three sub-themes: high expectations, promoting cultural knowledge, and community activism. These components provide a richer understanding of the importance of culture in the daily practices of these organizations and necessitates the rationale for greater staff training and development.

The first component of making meaning of culture is high expectations. High expectations demonstrated the belief the administrators possessed about their students' ability to excel, often despite negative odds. Four of the five participants were founders of their organizations. These administrators explained that over 90 percent of the students they serve are Black and Brown students. They shared that they began working in the community because they saw a need to provide these students and their families resources to better their opportunities for success. They started their organizations with missions focused on improving school attendance, offering mentorship, advocating for parents, and offering life skills. Online news articles on the agencies confirmed their work in the community and commitment to improving student

outcomes Linda shared her passion to do more after retirement for students and families expressing:

> I just noticed that when I can help families understand their situation is temporary and their [children's] education is for a lifetime and could get them to put more energy in, their children did so much better. And I just wanted to, I wanted to do more of that. How could I get more families connected with the understanding that they could make sure their children don't repeat the things that they were going through, that they had the opportunity to reach for whatever they wanted to; whatever their capabilities.

Similarly, Teresa explains that she lives in an area with several Title I schools and felt that the school system and parents were not adequately preparing students for success. She stated:

> Well, I live across the street and I'm surrounded by seven Title 1 schools. And being an African American woman, they're saying our children can't learn. Our children can learn, but you gotta send them to school prepared to learn. And these parents are afraid of these children. I'm not afraid of them. The teachers are afraid of them because most of the teachers are white and young. I'm old and black. I'm not afraid of you. You know, I can relate to them. I'm not afraid of them.

While Teresa's statement acknowledges the deficits in the educational system which often spark the creation of afterschool and out-of-school time programs, it also hints to how deficit thinking can permeate both in-school and out-of-school time program

Although Aurora was not the founder of Awake Partnership, the organization's history dates back to the Civil Rights Movement. Their programs are still considered part of a "movement" as the organization seeks to prevent summer learning loss by focusing on academics

while also infusing cultural relevance into all aspects of its curriculum. Aurora stated " It is like the heart and soul of what we do, literally" and "so we say it's a movement because we want the kids to feel like they can accomplish anything that they want to do. We're trauma free sites, so no, no, none of that shut up, sit down. Positive reinforcement." This positive reinforcement was also shared by other administrators. Teresa explains that she gives each child a hug every day. She also has a Wall of Recognition as you enter the facility that showcases students who have made the honor roll each semester. Similarly, Linda shared that even during the pandemic, she has reached out to her students through Remind.com to cheer them on. Data collected for the organization's website also illustrated how her organization further rewards good attendance through daily stickers, monthly small gifts, and a year-end celebration.

The second component of making meaning of culture is the promotion of cultural knowledge. The sub-theme of promoting cultural knowledge provides ways in which the administrators fostered an understanding and appreciation of self and others within their students. All of the administrators interviewed discussed an array of activities that they use to help students build this type of cultural competency. Aurora allowed the researcher to skim through their curriculum which is provided by the Children's Defense Fund. Each day, their students participate in African rituals and are exposed to readings and activities that build their sense of community and self. She describes:

> The thing that makes ours [curriculum] different is the books. They're culturally relevant. So, there are character situations that our kids can identify with. So, it engages the interns and the kids in great discussion around things they may be experiencing at home, in their communities. The overarching theme is I can make a difference and then each week is broken into a sub-theme. So, starting, you

> know, as small as the individual child, how they can make a difference themselves all the way through hope, education and action at the end.

Several of the providers have experiential learning opportunities as part of their programs, many of which focus on building cultural wealth. Natasha, for instance, takes her students to the Civil Rights Museum in Greensboro and Levine Museum in Charlotte to visit exhibits that concentrate on African American heritage. Ann shared that her organization has developed plays that are designed to promote positive imagery and students making wise choices. College visits and other outings to build life-skills were also notable. Teresa takes students as young as elementary school to local colleges. She explains, "I take my kids on college tours every summer. I take eight year olds. We go to colleges. Just to visit them. They don't talk to them, but we just walk around the campus so they can feel it." Aurora shares that Awake Partnership has a large Jubilee or culminating celebration where the students use what they've learned about community and history to create an act that is presented to fellow students and parents at the end of the summer. Ann further shared:

> I do a lot of black history moments where I teach them about inventions. I teach them about African American people who have done a lot of different things. And we always set up a display during February. And I usually like to do it more than just February because the thing is, we have done a lot of things as African Americans as far as inventions, even in your house, everything you use, almost, African American have invented. And so, I try to do a lot of teaching in that area to our young people.

Other acts mentioned that build cultural knowledge were the inclusion of books on and by people of color and the focus on having Black and Brown guest speakers to talk with the students about careers and other aspects of life.

The third component of the making meaning of culture is community activism. This sub-theme highlighted ways the administrators encouraged students to take an active role in their communities by critically examining things around them. These African American women shared that their students' lived experiences are often difficult and part of their programming assists in helping them make a difference in their communities. Suggesting an understanding of the systemic issues facing students in her program, Teresa offered: “It's not their fault where they came from, but they control where they go. That's why I named the business Your Future.” Some acts of activism centered on raising students’ awareness while others allowed youth to plan and execute projects within their neighborhoods. For instance, to demonstrate communal differences, one of Teresa’s staff members planned a trip for the students to visit grocery stores in different communities. She explained that the children readily observed the disparity between their local Compare Foods and the Ballantyne Harris Teeter. She also allows her students to play an active role in the hiring of staff members and they are fully responsible for the upkeep of the program site. She shared “So I teach them ownership of our building. We've been here 12 years. You don't see any writing on the wall. You don't see any holes... I teach them to take pride in what we have”. Likewise, Natasha stressed the need for her students to share their thoughts by providing feedback and input. She adds “And so we make sure we get the youth voice and youth leadership, that's one thing. In every program, we make sure we get their feedback or their ideas. We have an idea box where they can always draw some ideas as well.”

Aurora shared that Awake Partnership continues its heritage of social action by having students identify a social justice project to invest their time and resources in each summer. Last year, the groups built community gardens in areas considered food deserts. She states, “So we're always trying to think of ways that we can empower our scholars to give back in their communities, families, and themselves.” Ann, whose plays address social issues concerning young adults and are conducted by the youth in her organization, further demonstrates how these administrators promote social action and commitment amongst their participants. The document analysis also revealed ways the administrators themselves were socially conscious such as Ann seeking election to the Charlotte-Mecklenburg school board and Natasha volunteering with a local university on multiple projects to assist those in need.

Theme 2: Seeking knowledge

The second theme noted from the data was seeking knowledge. This theme articulates the importance training and development play in the roles of these administrators and necessitates the need for training that is comprehensive and inclusive of transferable information. The following questions provided the basis of this theme: (1) How often and in what areas do you typically receive training and development? (2) What were your training needs? How did OneMeck meet those needs? (3) Tell me a little about how and what types of training and development are provided at your organization. Are any related to cultural relevance? (4) How, if at all, has the professional development series you participated in with OneMeck impacted the training and development you provide for your staff members? Two components were found to support the theme of the importance of training which were the role of the administrator as an information gatherer and administrator as information disseminator.

The first component of seeking knowledge was the role of the administrator as an information gatherer. It speaks to the focus of the participants in accessing training and development from multiple sources in order to more effectively lead their organizations and to provide additional resources to students and their families. The five administrators in the study expressed that training served several purposes for them and was a priority which they tried to take advantage of as often as possible. Participants indicated that they find opportunities to attend some type of training either face-to-face or online on a regular basis. While Ann, Teresa and Linda similarly stated they try to be involved in some form of training "every chance they got", Natasha tries to identify professional development opportunities on a monthly basis. She noted, "In some kind of format, whether it's webinar or in person, I would say at least twice a month I'm doing some kind of professional development...yeah, I love training and professional development." Even during the pandemic, Natasha's social media accounts pictured her in training with a post stating "Staying prepared to offer our BEST to the teens we continue to serve... today our ED participated in another training on curriculum implementation with one of our partners via Zoom".

The participants shared an array of organizations from which they have been able to find assistance with training. These included some unique offerings by local attorneys, a large healthcare conglomerate, the local library and support organizations like OneMeck. While many of the trainings were centered on non-profit management such as fundraising, volunteer management, youth development, CPR and first-aid and other aspects of business operations, the other large area of training was focused on instructional strategies and classroom management. Aurora, for instance, discussed a data collaborative her organization is a part of that provides training. She explained that the training assists in:

> Figuring out reading strategies such as explicit instruction in the classroom, things that we can use to strengthen our curriculum that we use to make sure our K through second graders, third graders are getting the most out of their reading. So, we do have a couple of sites that we get that professional development piece.

Similarly, Linda shared "right now the main focus is lesson plans. I'm kind of getting a lot of training in that area and we just started a training series now that we're at home on classroom management." Interestingly, nearly all of the participants have or expressed a desire to learn more about mental health. Teresa shared "I like mental health, I mean mental health training. I like to stay abreast of children's mental health issues." Natasha echoed that sentiment stating "I think I'm just digging more into mental health, crisis and trauma, with youth and families. I'm kind of digging more into that."

The administrators shared that they seek training for a number of reasons and added benefits. Aurora explained that training has been helpful to her when she transitioned to a new position and that she appreciates training that ties to her job responsibilities. She stated:

> I would say I think the Innovative Design class was the most impactful for me because that helps me in every area of my job, not just one specifically. It's nice to have resources, but it's also nice to be able to learn how to think through things to make things better with things you already have. As a nonprofit, we're trying to be good stewards of resources and sometimes you can't get more resources. So, thinking through, figuring out strategies to streamline things, who are we trying to target that this is an easy process for, that class was the most impactful…

Aurora also shared that she liked the ability to connect with others in the community. While she explained that her organization was often called upon to share some of their activities more

frequently, she enjoyed hearing from others. Ann explained that the ability to network was important to her as well. When discussing one of the OneMeck sessions, she expounded:

> I'm always learning something new and especially, I like learning from other people too, when they start sharing their information and stuff. So, I like to sometimes listen. Instead of doing a lot of talking, you learn more.

Sharing also led to the participants exposing other training opportunities. Linda for example, added that she often received information about training opportunities from others in the community through informal sharing. Natasha further shared how interactions with others in the community has led to partnerships and opportunities to provide additional services to students. She is currently partnering with OneMeck to offer her afterschool services to a local middle school while Aurora also shared that her organization has partnered with the training facilitator on multiple projects as well. Linda also provided, "I've got a project I'm hoping to get funded and I know I'll be tapping into them to try to utilize some of the things that they provided." These collaborative efforts led to the identification of additional resources and relationships that could enhance organizational effectiveness.

The participants explained that they seek out training and have enjoyed OneMeck's in particular because it provides access to new information and activities. Natasha expresses " I think it gives; it has given more hands-on tools. My staff actually participated in a couple and so them leaving with some hands-on activities, icebreakers, what have you, was really good." Linda was especially impressed with the training on identifying the strengths of her staff members and provided, "It helped me look at how my team is staffed. I supervise and look at their strengths and actually, after truly understanding it, allow utilizing their skills, in a more significant way." Ann also shared: "I think they met the needs because the leadership piece

where the instructor was really good as far as keeping us motivated, keeping us sharing all the good ideas that we could use for in-school and out-of-school time. So, I think that was important to me." Several of the administrators discussed parts of training they have incorporated into their programs including the use of music. There were a few areas which the participants felt they needed additional professional development. These included more on mental health and crisis management, resource and data management, and youth engagement.

The second component, administrators as trainers, articulates the role administrators play in conveying training materials to their staff and demonstrates the need for training and development opportunities to be transferable and teachable. Teresa explained that due to budgetary constraints, she is presently the only one in her organization who attends training. It is therefore her responsibility to share her learnings with the members of her staff. She stated, "Well, I'm the only one that's going through the program right now and everything I learned, I bring back and teach the staff." Ann offered that she, too, trains her staff based on information gathered from training she attends. She felt:

> That's just like OneMeck. That's why I've been going for the last three or four years, you know, participating because of all the good information that I get and then I'll take it back and then I'll train our staff or the volunteers that we have.

Aurora also shared that she disseminates information from training to other co-workers. When asked about OneMeck, she provided:

> I will say when I was taking the course, I would pass along all the resources that we got from the course. So, I can't remember which one it was, but they gave us a kind of wheel to see if we are getting diverse stakeholders. And that was super helpful. Not that that's part of my bucket of work, but it may be helpful for

development. You know, it could be helpful... but I would try and share that so people could see how they could better their work.

It was clear, however, that the administrators used their discretion when sharing information with the staff. Natasha explained that while her staff does attend outside training, she also provides additional professional development based on what she identifies as needs. She shared: "So of course I provide training based on observations, trends of my own, you know, research that I've done, but I've also reached out to other entities." Ann confided: "So I'll find out about a workshop that I think that's going to benefit our organization and then I'll get them to go to those particular training and stuff." Such input suggests that what the participants find as valuable for the organization impacts the forms and types of training they seek for themselves and their staff members.

Theme 3: Impact of Awareness

Theme 3, impact of awareness, expressly examined the participants' understanding of cultural relevance post training and the impact of such training on their organizations. The questions that were used to develop this theme included: (1) Tell me a little about how and what types of training and development are provided at your organization. Are any related to cultural relevance? (2) What was your understanding of culture and social justice prior to participating in the More Than Pizza Toppings and Social Justice 101 modules? (3) How, if at all, has the More Than Pizza Toppings and Social Justice 101 modules impacted you? Impacted what your organization does? (4) Tell me about how the activities impacted your thinking and strategic focus or mission? (5) In what areas do you feel your program could benefit from culturally relevant understandings as a whole (activities, curriculum, community outreach, family engagement, etc.)? (6) Based on what you learned during the More Than Pizza Toppings and

Social Justice 101 modules, how motivated were you to incorporate elements of culture and social justice into your programs and in what ways have you incorporated these elements, if at all. The theme of impact of awareness was divided into two additional components to clearly articulate the thoughts of the five administrators. The first component is diversity and cultural-sensitivity and the second is a shift in mindset.

All the administrators in the study participated in the More Than Pizza Toppings and Social Justice 101 training. The content of the trainings spoke to the key elements of CRP. The data analysis showed that although activities that celebrated culture was present, CRP was not intentionally used and there was little to no culturally relevant training occurring in these organizations. In the absence of CRP training, the administrators mentioned diversity training and shared that they discuss cultural sensitivity with their staff members. Aurora shared that her group does not have a training that is specifically targeted towards cultural relevance, even though it is at the "heart of what they do" and Natasha stated she uses a curriculum called "Teaching Tolerance" that offers resources to educators on race through a social justice lens. Aurora's organization requires all of its staff members to participate in "Race Matters for Juvenile Justice" and "Dismantling Racism". She expressed:

> For staff, we all go to the RMJJ, Race Matters for Juvenile Justice. We have all, majority of all of us, we've had a couple onboarded new, but I've gone to that training, Dismantling Racism, so we can understand how racism is affecting our kids and trying to keep them out of the system. That was our goal.

Some of the administrators shared that culturally relevant training was outside of their scope. Ann explained:

> Now we don't get into all of that as far as the staff is concerned... I don't do a lot of training in that particular area because I focus on other areas as far as training parents and students and things of that nature.

Teresa felt comfortable with the training or information she received through her degree suggesting additional training on CRP was not necessary. She shared that she took several psychology courses. When probed about cultural training, Linda explained that they did not have any in particular but were planning a program this summer recognizing different cultures and how culture factors into choices. These comments illustrate a lack of truly understand of the tenets of CRP and further support the need for CRP training.

With regards to cultural sensitivity, Teresa provides: "I make them aware, you know, you can't talk a certain way, you can't assume anything." Natasha shared this sentiment and how she has also had conversations with her staff about cultural differences. She expressed:

> I think just with our staff development piece, making sure that our staff are aware of the different cultural backgrounds of the youth and families that we serve because we aren't limited to one culture. In our literature and our mission, we're not focused on one specific culture. So, we want to make sure that we are always focused on a variety of different cultures that we may be serving and being culturally sensitive to that.

She also shared how she has recently reflected on students in foster care whom she feels can be considered a different culture. She professed:

> We've had a number of students that were in foster care. So, to me, that's a different culture, you know, understanding and the language, even that we use, like we were talking I said, don't just say, is your mom bringing you or, you

> know, when we're doing activities, I think they were going to do, bring your baby pictures, I said, yeah, some don't have those. I said, so you gotta look at it from all kinds of different lenses. So just again, just the whole realm of backgrounds.

The second component of the impact of CRP theme is a shift in mindset. After exposure to the More Than Pizza Toppings and Social Justice 101 modules, most of the administrators shared positive feedback about the activities and a shift in their views of cultural relevance. The most impactful activities remembered by the participants were ones that demonstrated disparities, allowing them to reflect and broaden their perspective. These included the trash can activity and the race line. In the trash can example, students attempted to throw a piece of trash in the garbage from different vantage points. Similarly, the race line had participants take a step backward or forward based on privileges such as being White or Christian, or heterosexual. Teresa shared that she has done the trash can activity with her staff and students:

> I came back and let them do the example of the garbage can, throwing paper in the garbage can. And that's when we had the discussion that life's not fair. Deal with what you got. You know, you just have to deal with the cards you're dealt and you know what if you keep playing, you can win.

While Teresa's efforts to bring the exercise back to her center was admirable, her perception of the activity as demonstrating that students must "deal with" inequity was concerning. Such thoughts suggest the need for facilitators of trainings to reinforce meanings of activities, especially ones that might be introduced to program staff and participants in the future.

Others further shared the use of specific strategies. For instance, Linda, and Teresa discussed the inclusion of music in their afterschool time based on some of their new understandings. Linda shared, "Well, one thing I learned from the workshop and really helps is

having music." Teresa agreed stating , "Yeah, I brought that back to the center. And what we do is while they're doing their homework, we let them listen to music. So, I thought that was really great."

Natasha shared that she was inspired by the information on engaging students and although they were always sensitive to having the youth voice heard, she has since implemented a Youth Advisory Council as well. Aurora also felt that her organization could be more intentional with social action. She conjured "Yeah, I feel like with afternoon activities we can definitely be more intentional about having social action geared or thought and activities. Cause I mean, especially with kids in this day and age, some of them are very selfish. They can be a little self-centered sometimes more than the usual child."

The largest shift, however, has been more in the thoughts and mindset of the administrators. While some shared that they did not change much after the culturally relevant training, they did confess to re-evaluating some program elements and left the training feeling motivated. Natasha shared that she had not been intentional about cultural relevance but plans to be more reflective when evaluating policies and strategies in the future as well as how she sees her clients:

> I think it just will just always remind us of the layers of things that are on top of the clients that we work with. And just the empathy piece, you know, really putting ourselves in their shoes, to the disadvantages, to where their starting point is. And always remembering that and not just why they can't do…

While Teresa felt that she did not learn anything new, she did believe the sessions were confirmational:

> They impacted me tremendously because it made me realize I can't stop doing what I'm doing. These kids need help. I can't stop doing what I'm doing. You

> know, it motivated me to continue doing what I do. Because when you, when I started the business, I was looking at everybody based on my background. Everybody didn't come from my background. You know, you had to learn other people's background, where they came from and where they're at, which has helped me tremendously. Helped me grow.

Natasha further shared how valuable she felt it was for nonprofit executives to be exposed to this type of training. She explained:

> Especially the executives. I have been in the nonprofit in Charlotte for a while. Just having the executives be more in touch with that piece, in a different level is one thing. I think some of them think that they're in touch because, Oh, you know, our organization serves at risk and poor [students]. Then, when you're doing the activity and you really are living it in a sense, I think it hits you a little bit different.

Natasha's concerns about the attitude of administrators were evidenced during the study with administrators at times perceiving parents or caregivers in a less than favorable light. Teresa, for instance, felt her parents were not providing sufficient support to their children and shared " I mean, they don't want to be bothered with their kids. It's evident. It's evident. They don't want to be bothered with their kids. They don't cook for them. They don't clean for them. They do nothing for the children." Other administrators were not as openly critical but referenced parents in ways indicative of a deficit mindset. While their goal was to mediate for parents and educate them, some could interpret their speech as condescending with statements like "they don't put a lot of energy in making sure their children are getting what they need as far

as education." Another example was found on Linda's website, "Many parents don't understand the ingredients for success and they groom their children for failure."

The data suggests that administrators may hold unconscious deficit mindsets, mindsets that were unchanged even after participation in a short-term training. These examples of deficit mentality reinforce the need for ongoing culturally relevant training and reflection for both administrators and staff members.

Summary

The purpose of this chapter was to provide a summary of the findings from interviews with five afterschool and out of school time administrators. Based on their responses to the interview questions and on the researcher's assessment of documents from each administrator's organization, three themes were identified: making meaning of culture; seeking knowledge; and impact of awareness. Within these themes, seven components provided context to address the three research questions. In the next chapter, the researcher will offer an interpretation of these findings.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Afterschool and out-of-school time programs have provided supplemental support to students and families since the early 1900s (Halpern, 2002). The impact of such programs has been shown to depend on the quality of the afterschool program (Durlak et al., 2010; Smith et al., 2017; Vandell et al., 2007; Youth.gov, n.d.). *High* quality programs produce increased academic performance, better behavior, socio-emotional growth and healthier lifestyles in students (Durlak et al., 2010; Smith et al., 2017; Vandell et al., 2007; Youth.gov, n.d.). Part of the quality matrix is a well-trained staff that can build strong relationships, set high expectations, maintain positive behavior management, encourage the youth voice, and be culturally sensitive (Kuperminc et al., 2019). Administrators play a significant role in the success of staff by hiring qualified individuals, providing ongoing training and development, setting goals, and gaining support from community stakeholders (Collins & Metz, 2009). Training and development in these settings, however, can be challenging, especially as it relates to cultural sensitivity (Asher, 2012; Frazier et al., 2019).

The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy. The study examined the lived experiences of five afterschool and out-of-school time administrators. Three themes emerged from the participants' responses: (1) making meaning of culture, (2) seeking knowledge, and (3) impact of awareness. The following research questions were addressed throughout the study:

Research Question 1: How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?

Research Question 2: What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?

Research Question 3: What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

The participants in this study attended two culturally sensitive trainings offered by OneMeck, Inc. The modules discussed ways to engage youth and encourage socio-political responsibility. In this chapter, the researcher will link the study's findings to current literature on afterschool and out-of-time programs, offering answers to the three research questions and extending the body of research on afterschool training and development and cultural relevance.

Discussion of the Findings

Research Question 1: How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?

Culture played a significant role in program activities and staff development but in this study it tended to be more surface level i.e. inclusion of activities without benefit of being informed by relevant pedagogical theory. Research on afterschool programs affirms a connection between community and culture and as such afterschool programs have been identified as key ecosystems for examining the role of cultural relevance in education (Kelly, 2011; Ladson-Billings, 2006a; Woodland, 2008). Many afterschool programs serve underrepresented minoritized populations and have less restrictive policies and procedures, creating opportunities to engage Black and Brown students in ways that build their cultural competency and provide a platform for social justice (Halpern, 2002; Simpkins et al., 2017; Woodland, 2008). Literature on Black students in afterschool settings corroborates that better outcomes can be experienced if

cultural components are present (Woodland, 2008). Woodland (2008) shared "Successful after-school programs for Black youth integrate culture into the environment, which exhibits to children that their lives and values are appreciated and celebrated within the program" (p. 553).

The organizations referenced in the current study served populations wherein over 90% of their students were students of color and situated in lower socioeconomic areas, thus presenting with characteristics different than the dominant culture. These organizations practiced many of the ideas captured in connecting the culture of their students to the organizational programming. Each organization under the direction of the administrators provided ways to build the cultural wealth of their students and families, which Yosso (2005) defined as "an array of knowledge, skills, abilities, and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression" (p. 77). This was accomplished by offering mentoring, academic assistance, life skills courses, experiential learning opportunities, and/or mediation services.

One way the theme of making meaning of culture illustrates the influence of culture is evidenced in the administrators' ability to involve culture informally into the mission and activities of their organizations. The sub-themes of setting high expectations, promoting cultural knowledge, and engaging in community activism support this basis. The administrators set high expectations for students such as believing that their students would graduate and go to college; they offered cultural activities that affirmed strong heritage and positive identities; and the programs gave voice to students, offering space to challenge oppressive conditions and inequities. Multiple studies reference the use of culture in similar ways within other afterschool programs. Woodland (2008) provided examples of Black males being supported in programs that affirm their identity through mentoring; Simpkins et al. (2017) referenced culturally-focused

activities in their discussion on culturally responsive activities for Latinx students; and others provide examples of the use of social justice projects designed to raise youth's socio-political consciousness (Anderson et al., 2018; Kelly, 2011; Murray & Milner, 2015). Further, program developers have identified that activities such as museum visits, guest speakers and mentors of like heritage can foster cultural relevance in afterschool programs (Young et al., 2017).

Desiring further engagement with students, the administrators also engaged culture in active inclusion which involves actively attempting to include youth culture and voice into the fabric of the programming. Ladson-Billings (2014) encouraged the use of youth culture, explaining that it adds explicitly to the theory, creating a *remix* of the initial approach to CPR . For instance, several of the organizations enacted small practices, like the inclusion of music in afternoon sessions. This supports evidence from previous studies, such as Murray and Milner's (2015) assumption that popular culture can deepen connections between educators and students. Movement toward active inclusion was also seen in the way the opinions of the youth were included within the afterschool programming. This form of recognition supports ways in which afterschool programs capitalize on the cultural wealth of students as it acknowledges understandings students bring from their lived experiences that can benefit programming (Yosso, 2005). One participant, for instance, felt led to create a Youth Council to give the students more say in organizational matters. This inclusion built personal connections and helped staff to recognize students. This echoes what is described in the literature (Ladson-Billings, 2014; Paris & Alim, 2014; Simpkins et al., 2017) and what the literature says promotes the development of strong staff-student relationships.

The use of culture in the afterschool and out-of-school time programs studied exhibited Ladson-Billings' precepts of culturally relevant pedagogy: student achievement, cultural

competency, and social justice. Even though the administrators included activities that would lead to these objectives, it was done either intuitively or without critical awareness of a larger guiding pedagogical framework. The administrators stressed their belief that all children, especially children of color, could excel which is reflected even in the names they derived for their organizations, like Bright Futures, Your Life, and Finish Strong. The program activities built cultural competency by exposing students to their history, engaging them in learnings about people of color, and by offering examples of high achievers and leaders in their communities. They also sought to empower students by raising their social consciousness. The activities were intentional. In contrast, there was a lack of intentionality in applying the principles of culturally relevant pedagogy that negated Ladson-Billings' (1995) emphasis on what Walker (2019) describes as "critical awareness and conscious practice" (p. 4). Walker stresses:

> CRP is a pedagogy of intentional action and goals. Ultimately, the quality and impact of a pedagogy of cultural relevance rest in the relevancy of the practitioner. Good intentions are not good enough when working to interject CRP into the culture of school/institution. (p. 4)

In the current research, some pitfalls of "good intentions" were noted. These pitfalls illustrate some of the professional development needs of administrators with respect to culturally relevant pedagogy. Some of the administrators did not immediately associate their practices with culture until prompted about specific activities. Without thoughtful intent, scholars (Curry, 2017; Sleeter, 2012; Young, 2010) suggest culturally relevant practices could be marginalized to simplistic celebratory acts or "feel good curricula" (Young, 2010, p. 252). For instance, when asked about cultural practices, one administrator described activities they conduct during February. Although the participant shared that they discuss the contributions of African

Americans regularly, this thought was telling. The findings from this study support the inclusion of culture in meaningful ways within the afterschool curriculum and activities and demonstrate a need for organizations to be more intentional about the use of culturally relevant pedagogy in its programming and training in order to most effectively alter student outcomes.

While culture and elements of culturally relevant pedagogy were present, how administrators and staff members link the importance of culture to their roles and the activities and efforts purported was unclear. Consistent with the finding that afterschool and out-of-school time administrators do not intentionally include cultural relevance in their program planning, Simpkins et al. (2017) found "very little work on program quality has focused on the importance of culture, how youth's culture might be explicitly addressed in organized activities, and the effects of culture in activities on adolescent outcomes" (p. 12). In their cultural competency model, Simpkins and Riggs (2014) identified organizational, structural, and professional factors that would be indicative of a culturally competent organization. As shown in Figure 3, Simpkins and Riggs (2014) suggested organizations should equip staff by offering professional development to prepare them to work with diverse youth and families, having ongoing staff training on diversity of families in the local community, having a positive attitude about youth and families, having skills to counter discrimination and bias, engaging in culturally sensitive interactions with families, and valuing diverse beliefs when resolving conflicts.

However, in this study administrators did not consistently demonstrate those competencies. For instance, some administrators described the needs of families and parents, in particular, in ways that highlighted deficiencies. One administrator was quite critical of parents, stating they did not care or did not want to spend time with their children. Others described that they wanted to assist parents in navigating the inequities of the educational system as if they

were incapable. Only two of the five administrators shared how they capitalize on parents' assets. Even though several of the administrators referenced one-time diversity training and discussed engaging in conversations with their staff about cultural sensitivity and awareness, overall, there was little ongoing training on engaging with diverse families in ways that honored their culture as noted in Table 4 below. Ironically, administrators discussed cultural sensitivity

Table 4

Indicators of Cultural Competence (Adapted from Simpkins & Riggs, 2014)

Organizational factors
• Have an advisory board that includes members reflecting local diversity to design the ASP and staff training
• Hire and retain staff reflecting local diversity
• Hire staff with specialized college-level course work and/or professional development preparing them to work with diverse youth and families
• Have initial and ongoing staff training on diversity of families in the local area
Structural factors
• All communication is available in the languages and communication styles (e-mail, eye contact) youth and families prefer
• Opportunities are available for youth irrespective of background
• Physical environment is welcoming and accessible to all youth and families
• To the extent possible, content is responsive to and/or actively promotes youths' and families' values and practices related to diversity, such as teaching songs from several cultures in music
• Have a written policy and procedures on how the ASP is welcoming to all youth and families
Afterschool staff professional factors
Staff should …
• Have knowledge about the youth and families in the area
• Have positive attitudes about all youth and families
• Have skills to counter potential biases and discrimination or practices that are degrading to particular groups
• Engage in culturally sensitive interactions with youth and families
• Be sensitive to families' values and work with families to bridge any differences or conflicts with families

with staff members, but there were moments when their personal comments about families did not align with the expectations for cultural sensitivity they had for their staff.

In spite of their interest in the professional development series offered by OneMeck and their investment in other diversity and tolerance training that demonstrated a propensity to learn more about inclusion and cultural sensitivity, administrators in this study did not consider it an area of high need. This finding suggests opportunities to grow their cultural competencies, especially in the area of family engagement through appropriate training and development that stress the criticality of intentionally grounding theory in practice. Similarly, other researchers challenged the effectiveness of programs that are not intentional about the use of a cultural context (Murray & Milner, 2015; Simpkins et al., 2017; Simpkins & Riggs, 2014). Lack of intentionality represented a pitfall.

It should be noted that after participating in OneMeck's training, the administrators did share some marginal changes to their programs that helped strengthen the staff-youth relationship, which were captured in theme 3, impact of awareness. These included a heightened consciousness around cultural sensitivity and the inclusion of youth culture and voice in programming.

Aligned with the finding of impact of awareness, Ladson-Billings (2006c) contended that culturally relevant pedagogy surpasses simply doing to being. In other words, the author emphasizes that educators cannot rely on a set of normative practices but must internalize the notion that all students can excel. The author poignantly suggests that yes, educators think about their students, but how they think of them is what drives practice. Thus, the most notable change in the study was a change in perspective as it relates to how administrators viewed their students and defined culture. Some of the participants shared that the training inspired them to be more

intentional about how they incorporate culture into their programs or influenced their cultural sensitivity. The training offered an opportunity to experience firsthand the disparities that plague many of their students and served as a reminder to some about the challenges minoritized families face. While participants shared these thoughts, in action, some deeper rooted unconscious deficit beliefs limited some to just doing activities instead of fully embracing and developing a culturally relevant ideology. This, however, is to be expected from short-term professional development on CRP. As Simpkins and Riggs (2014) detailed, the process must be ongoing. These small incremental changes in perspective were therefore promising.

A final influence of culture was seen in the recognition administrators showed regarding the range of diversity. Even though these participants self-identified as Black, they noted that the race of their students was not the sole consideration when ascribing cultural relevance. The participants expressed a need to understand more about the other populations they served whose social and cultural values and principles may differ from those of African Americans or Black Americans. This included African students, Latinx population, and students in foster care, for example. Simpkins and Riggs (2014) agreed with this assessment explaining that "even if staff and youth share a similar background, differences in cultural orientation, values, practices, and lived experiences can still remain" (p. 106).

Research Question 2: What role(s) does after school and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?

The second research question in the study examined the roles of administrators in creating a favorable environment for the implementation of cultural relevance.. Encapsulated in the seeking knowledge theme, two roles emerged from the data as influencers of CRP

implementation and training – the role of the administrator as an information gatherer and as a disseminator of information. Based on the study's findings, administrators need professional development opportunities which support them in these roles by being informative and transferable to other members of the organization

The role of the administrator as an information gatherer has multiple implications for administrators. First, it reminds administrators that they must be life-long learners and information seekers. The personal investment of administrators in professional development, as often as possible, in multiple areas, demonstrates the importance they placed on training to better their programs and staff, and the ways they can interact with students and families. These administrators sought training from unconventional providers, like local hospitals and other businesses and while much of their concentration was on instructional development and non-profit management, they also wanted to learn more about areas indirectly tied to their mission, like mental health. Second in the role of information gatherers, administrators accept their responsibility for leading the organization and express an understanding of the importance of gathering relevant knowledge, such as knowledge of pedagogical theories, to do so effectively.

This echoes the research of Collins and Metz (2009) who suggested that implementation of evidence-based theories in afterschool is often impacted by the knowledge of administrative leaders who have responsibilities for the direction of the organization. That is, what the administrators know and do not know directly impacts how they lead the organization. This was demonstrated in the present study. The potential implementation of culturally relevant pedagogical practices and training was impacted by the knowledge of these administrators. After being exposed to ideas related to cultural relevancy based on their information-gathering, they began to implement such practices in their own organizations. Being exposed to knowledge in

training helps administrators to determine and prioritize what training is appropriate for their staff and what information is most relevant to bring back to the organization for implementation. The role of administrators as information gatherers has not previously been described in the literature and offers an opportunity for additional research to understand its impact on building culturally competent institutions.

Another finding of this study is the necessity of afterschool administrators being disseminators of information. Because of budget and time constraints which prohibit sending staff to outside training, a primary role is to train their staff. Administrators in the study were frequently responsible for presenting training material themselves to staff but they sometimes lacked the skills and resources to do so. Other research attests to a similar pattern amongst program directors and administrators being the sole participants attending professional development and confirms the struggle to implement training in their afterschool programs (Huang & Dietal, 2011; Shankland & Donnelly, 2007). Shankland and Donnelly (2007) wrote "Of course there are always conferences, but at many sites, only a program director or site coordinator are able to attend due to financial constraints. Although they often return from the conference brimming with ideas and enthusiasm, they are unsure how to implement what they learned" (p. 2). This finding suggests that in order to solidify the implementation of CRP in afterschool and out-of-school time programs, training facilitators should ensure that their information is transferable. In the present study, the training facilitator provided the administrators with an electronic copy of the training presentation and hand-outs that could be replicated. Shankland and Donnelly (2007) ascribed that these types of additional resources should be available to administrators to assist them in conducting professional development with staff in their organizations after training. The research on training and afterschool offers several

examples of training models that might assist administrators. Given the time and budgetary constraints mentioned, a train-the-trainer model, if offered with fidelity by the professional development training organization, would greatly enhance the ability of administrators to in turn train their staff. (Huang & Dietal, 2011; Noam & Malti, 2008).

Being an effective disseminator of information also involves creating a learning environment that encourages staff development within the organization, which is beneficial in a culturally competent program. Mourao (2018) found that leaders were responsible for three key aspects of professional development for their employees. Their first responsibility was strategically managing and creating a learning environment. Secondly, leaders promoted intellectual growth of subordinates through formalized training. And thirdly, leaders offered informal opportunities that inspired subordinates. Appreciating that being an administrator necessarily involves strategically managing the learning environment was similarly seen in this study. Administrators in the current study alluded to these roles. Their ongoing participation in training encouraged them to prioritize the formal and informal development of their staff. When considering culture, their informal conversations with staff about sensitivity to youth and families exemplified an attempt to create a culturally focused learning environment, although in some cases, they themselves exhibited moments of insensitivity towards parents.

Research Question 3: What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

The current study identified a need for culturally relevant professional development that could inform programming in afterschool and counter deficit thinking. Fulfillment of the roles of administrators as information disseminators and trainers is enabled by professional development models that are designed to speak to those needs. Based on findings from this study, two

essential aspects of culturally relevant professional development training for afterschool and out-of-school time administrators were demonstrating disparities and allowing time to share with others. These elemental findings are captured within the making meaning of culture and impact of awareness themes.

Demonstrating disparities. Culturally relevant theoretical practices have been referenced throughout the literature on afterschool and out-of-school time programs as effective means of reaching Black students and impacting disparities and gaps in achievement (Bennett, 2013; Hedegaard, 2003; Howard & Terry, 2011; Leonard et al., 2009; Murray & Milner, 2015; Woodland, 2008). According to Ladson-Billings (1995a), CRP is not something that educators do but is their mindset about their students which results in good teaching. Woodland (2008) adds:

> Although not formally included in cultural relevancy theory, the implicit premise of Ladson-Billings' work is that, to successfully practice cultural relevancy, teachers, instructors, and, in this case, after-school facilitators must have an unconditional belief in the ability of children of color… It is this unconditional belief clothed in authentic cultural relevance that allows after-school programs to erode feelings of cultural mistrust and successfully engage young Black males in even the most traditional academic material. (p. 552)

Moving trainees toward a mindset that should catalyze actions was also identified in this study as core to professional development training. The current study supports the need for training that raises participants' consciousness, moving them from a space of how-to's to a realm of rethinking and challenging assumptions of race, equity, and bias. OneMeck used demonstrative activities as part of the professional development training to illustrate inequity and

privilege and to encourage administrators to reflect on their lived experiences in relation to the students they serve. Nearly all of the administrators shared that the trash can exercise and race line conjured the most understanding of the need for cultural sensitivity. In this study, the demonstrative activities identified by these participants clearly aided in triggering moments of reflection. Lac (2019) also found demonstrative activities beneficial for this purpose, offering a similar approach through kinesthetic activities to assist students with understanding privilege and inequity. The author explains:

> The purpose of the simulation was to create a microcosm of inequality in my classroom: I wanted students to consider the larger implications of being positioned and born into (dis)advantage and its effect on educational outcomes for students. (p. 11)

The professional development training's ability to demonstrate disparity and its impact were key to furthering the administrators' appreciation and understanding of inequity. Administrators in the study were clearly impacted by these activities with each one implementing some version with staff and in some cases, the youth they serve. Lac (2019) shared "I wanted a lesson where students could experience firsthand how White privilege operates within a fictional game and then give students time to reflect on the larger implications in society" (p.10). The findings of the study coincide with this use of demonstrative or kinesthetic activities as a means of encouraging honest reflection. Trainings should also center on moving beyond these demonstrations to pushing learners beyond the surface to a deeper dive into understanding what these inequities mean in the lives of Black and Brown children, families, and communities. In the present study, participants did not delve into this more internalized understanding which proponents of CRP explain is critical to its implementation (Howard, 2003).

For instance, in spite of the appreciation and understanding of disparities, the presence of a deficit mentality towards parents still existed post training. Professional development programs as part of demonstrating disparities must intentionally seek out opportunities to learn how participants perceive others to create training to counter these biased narratives through reflection, especially if they hope to create a culturally competent organization as promoted by Simpkins and Riggs (2014). Current research explains the necessity of reflexive opportunities in CRP training and doing so could further contribute to the administrator's development of more equitable mindsets, improving afterschool program quality and student outcomes (Anderson, 2017; Howard, 2003; Lac, 2019). Howard (2003) explains that critical reflection is necessary for educators to move beyond a deficit mindset and requires them to:

> Engage in one of the more difficult processes for all individuals- honest self-reflection and critique of their own thoughts and behaviors. Critical reflection requires one to seek deeper levels of self-knowledge, and to acknowledge how one's own worldview can shape students' conceptions of self. (p. 198)

Time for sharing. Another element noted as essential for professional development training on CRP is building community. The participants in this study expressed how the OneMeck training allowed an opportunity to learn from their counterparts and to share resources. This was especially helpful as more established organizations could provide helpful suggestions and examples of best practices. Building community encompasses forming relationships around similar purposes or activities (Vance et al, 2016). Participants were able to interact during training and then the relationships they fostered grew to include other learning opportunities, projects, and partnerships. Several studies on professional development, like this study did, referenced this desire to learn in a supportive environment with peers, including studies that

specifically emphasized the use of professional learning communities. (Darling-Hammond, 2017; DeMonte, 2013; Frerich et al., 2018; Hunzicker, 2011; Peter, 2009; Vance et al., 2016). While beneficial, Peter (2009) suggested that within the context of afterschool and out-of-school time programming, administrators and staff may benefit most from peer networking which "unlike traditional workshops or trainings, use dialogue as the primary activity, include ample time for networking, and features peers rather than experts as panelists or presenters" (Peter, 2009, p. 38). The study's findings suggest that training programs could be more beneficial to afterschool administrators if they included opportunities for such interactions.

Implications and Recommendations

There are several implications that can be drawn from the findings of this study. These implications impact afterschool and out-of-school time administrators, culturally relevant training facilitators, and policymakers.

Afterschool and Out-of-School Time Administrators

Recommendation 1. Build capacity for culturally relevant pedagogical knowledge and dispositions through training and other resources.

Because administrators and staff have been identified as one of the most critical components of a high-quality afterschool program, they must receive appropriate training, especially in CRP. While administrators often participate in professional development external to the afterschool program, they often lack the funds to send their staff. It is therefore the administrator's responsibility to ensure that staff receive adequate in-house training. Youth workers and youth professionals come from varying backgrounds and have varying experiences. They must be trained how to actively engage with students and families in ways that support the cultural assets of their students' communities and that build strong relationships. It is imperative

that administrators have the skills and knowledge to institute ongoing professional development for staff that supports their staff's growth as youth professionals. The present study demonstrates that leaders of these organizations play a key role in promoting and delivering training and development within the organizational structure. Systems must be in place to support administrators as they assume the role of information provider and trainer.

One way to assist administrators in creating culturally relevant training experiences is through the use of train-the trainer models which help to build administrators' knowledge and will-house regarding culturally relevant pedagogy while also providing the resources and skill sets to facilitate the training in their own afterschool organizations. Train-the-trainer models have been used in afterschool programs with an emphasis on various areas including academic enrichment, STEM, and health and wellness (Frazier et al., 2019; Gustin et al., 2016; Shankland & Donnelly, 2007). Many of these efforts are supported by larger foundations and state-lead partnerships whose focus is improving afterschool professional development through the creation of electronic repositories or toolkits. Studies demonstrate that such programs can be replicated for other content, in this case, culturally relevant pedagogy (Frazier et al., 2019; Gustin et al., 2016; Shankland & Donnelly, 2007). Key elements of the train-the-trainer model include: having appropriately educated leadership, recruiting trainers who mirror participants, creating curriculum that allows time for learning, providing opportunities for networking and mentoring, instilling confidence and motivation, and having sustained funding (Gustin et al., 2016).

Recommendation 2: Administrators need to better understand theories related to CRP and how to link activities.

The research also illuminates the strong linkage that exists between afterschool and out-of-school time current activities and the tenets of CRP. However, in order for the approach to be

most impactful, there needs to be an intentional inclusion and respect for cultural competency, social justice, and academic expectations. Models of culturally competent organizations, such as Simpkins and Riggs' (2014), should serve as a reference for afterschool and out-of-school time administrators as they create and facilitate culturally relevant training and cultural competence within their programs.

Culturally Relevant Training Facilitators

Recommendation 1: Include demonstrative activities, communal learning in CRP training and theory to practice applications.

While research suggests that there is no one model for a culturally relevant training, the present study offers some elements that were most impactful to these five administrators and should be considered by other paraprofessionals. One element is the use of demonstrative activities to illustrate disparate treatment. The employment of activities such as the race line or trash can exercise was reflective of systemic inequity and caused administrators to reflect on their own privilege and bias which is essential to transforming practitioners into a culturally sensitive workforce.

Another element that was noted in the current research is the need for a communal learning environment. The researcher recommends that culturally relevant training for afterschool allow space for practitioners to share best practices and brainstorm ways of implementing the theory to practice. An ongoing approach to this shared learning would be the formation post-training of a professional learning community or peer-networking system. PLCs have a large presence in the educational community and can expand the knowledge base for providers who are organized within a local area with similar needs. In Figure 3, Vance et al.'s (2016) modifiable model illustrates the exchange between opportunities for practice, reflection,

and collaboration amongst group participants. Based on the findings of the present study, such a model could be useful in developing community among culturally relevant training participants.

Figure 3

Essential PLC Components (Adapted from Vance et al., 2016)

Recommendation 2: Present information in practical ways that can be implemented incrementally and align theory to practice.

To effectively implement elements of CRP in afterschool and out-of-school time programs, the facilitators must appropriately demonstrate to participants how to connect new activities incrementally into their curriculum, practices, and strategies. The extant literature advocates for the use of evidence-based theoretical models for guiding effective afterschool programming (Durlak & Weissberg, 2013; Frazier et al., 2019; Gulotta et al., 2009). Trainers must link the theory of CRP to current practices by gradually introducing connections between the two. Frazier et al. (2019) described how they had to "moved away from big and complex disruptive interventions and toward small and incremental improvements in daily routines, minimizing the difference between new and current practice and maximizing likelihood of adoption and impact" (p. 433), warning that instituting such theory-based practices in afterschool without adaptation may be unsuccessful due to environmental differences between the school

setting, where many of these theories have been studied, and the afterschool arena. Findings offer that presently, the administrators were most comfortable applying training to practice. Parkhouse et al. (2019) supported that the inclusion of practical applications can assist in operationalizing the theory to practice. With proper training and the understanding that culturally-focused activities already are prevalent in afterschool, theory to practice would be feasible and complementary to training models on CRP.

Recommendation 3: Training objectives need to inform opportunities for the development and inclusion of youth culture and voice.

Finally, practitioners need to be sensitive to the objectives and outcomes of a culturally relevant training. The present study sought to understand the professional development needs of administrators and encouraged the implementation of culturally relevant pedagogy. The findings demonstrate that the inclusion of youth voice and culture are key outcomes to a successful training program. Afterschool and out-of-school time research strongly support the use of youth voice as a mechanism of engagement and building staff-youth relationships. Sullivan et al. (2018) defined youth voice as "young people have opportunities to voice their ideas and have input into programs, policies, and practices that affect them" (p. 435). These elements signal an understanding of the wealth of knowledge students served by these organizations have that can be used to achieve positive outcomes.

Future Research

This study extends the current body of literature on afterschool programs and culturally relevant pedagogy by specifically examining the needs of administrators relating staff training and development. It also offers an opportunity for future research as afterschool programs have multiple stakeholders. First, the studies should examine how administrators and other staff

members perceive the cultural capital of parents. The participants in the present study were at times very critical of caregivers. As the primary providers for students, parents' thoughts and desires regarding cultural relevance warrants further study and greater understanding of ways this relationship can be developed using the tenets of culturally relevant pedagogical approaches. One other potential area of research would involve assessing afterschool programs' board representation and the board's understanding of cultural relevancy, especially within organizations where boards do not mirror the demographics of the students being served in the program. Additionally, the research presented suggests the need for more studies on the use and effectiveness of train-the trainer models designed for culturally relevant pedagogical professional development. Finally, since the present study was conducted with five Black females, a similar study with participants of other demographic characteristics (White, males, in rural communities, etc.) should be conducted to assess if similarities in thoughts and actions are consistent.

Conclusion

Afterschool and out-of-school time programs provide several benefits to school-aged children throughout the United States. Funding to high quality programs has increased over the years, but still smaller, grassroots afterschool and out-of-school time organizations struggle to make ends meet. These organizations, similar to those in the present study, find it difficult to maintain a budget that includes the necessary amount of training and development to grow staff members' cultural competency and attend to the many other areas of need for students including academic assistance, behavioral management, ways to live healthy and making appropriate choices. Similarly, grassroots professional development organizations face similar financial challenges. The present research was made possible due to a relationship with OneMeck, Inc. and its Charlotte Forward program that provides technical assistance to local afterschool and out-

of-school time programs in the greater Charlotte area. In February of 2020, the program director for Charlotte Forward was informed that funding for the program had been cut. While the organization had plans to continue the professional development series this year, future opportunities that benefit smaller afterschool and out-of-school time organizations were not guaranteed. OneMeck serves as an example of the need for additional resources devoted to training and development, especially for smaller organizations serving communities of color.

This qualitative case study was designed to understand the professional development needs of afterschool and out-of-school time administrators as it relates to culturally relevant pedagogy. The findings were summarized into three overarching themes: (1) Making meaning of culture, (2) Seeking knowledge, and (3) Impact of awareness. The five administrators articulated the need to be culturally sensitive and intentionally design activities that build the cultural wealth of their students. The research suggests the need for a culturally relevant training program that capitalizes on the knowledge of the administrators by training them to train staff, is inclusive of demonstrative and kinesthetic activities, offers opportunities to link current practice to the theory and tenets of culturally relevant pedagogy, includes time for networking, and seeks outcomes such as an increase in youth voice and culture.

I began this paper by sharing my positionality as an afterschool educator raised in a low-income, marginalized community that had a wealth of cultural assets. The present study affirms my passion and the care demonstrated by these administrators towards wanting all students, regardless of color, to succeed. Their comments spoke to my experiences and while efforts to incorporate cultural activities are present in many afterschool programs, I understand now that this is only the tip of what we must do to inspire students. Through effective training and

professional development, organizational administrators can learn to access the cultural assets of their students and communities.

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APPENDIX A: INTERVIEW PROTOCOL

Interview Protocol for Afterschool and Out-of-School Time Administrators

The purpose of this qualitative study was to understand the professional development needs of afterschool and out-of-school time administrators regarding culturally relevant pedagogy.

Research Questions

1. How does culture currently influence program activities and staff development in afterschool and out-of-school time programs?
2. What role(s) does afterschool and out-of-school time administrators play in creating an environment that is conducive to the implementation of culturally relevant pedagogical practices and training?
3. What are the essential aspects of a culturally relevant professional development training for afterschool and out-of-school time administrators?

Introduction and Warm-up

What is your gender identity?

How do you identify yourself racially?

What age range is most appropriate for you?

a. Under 20
b. 21- 40
c. 41 – 60
d. Over 60

What is your position within the organization? How long have you served in this capacity? What other positions have you held?

Did you participate in the professional development series offered by OneMeck? If so, did you participate More than Pizza Toppings and the Social Justice 101 in 2019 modules?

How often and in what areas do you typically receive training and development?

What were your training needs? How did OneMeck meet those needs?

Impression of Your Organization

Tell me a little bit about your organization and its mission.

How does social justice education and cultural awareness factor into your mission, if at all?

Tell me about some culturally-focused practices you have in your organization?

Training and Development

Tell me a little about how and what types of training and development are provided at your organization. Are any related to cultural relevance?

How, if at all, has the professional development series you participated in with OneMeck impacted the training and development you provide for your staff members?

Culture and Social Justice

What was your understanding of culture and social justice prior to participating in the More Than Pizza Toppings and Social Justice 101 modules?

Please share with me some of your thoughts about the More Than Pizza Toppings professional development that discussed ways to authentically engage with students.

> Do you recall discussing the Hart's Ladder of Engagement? What do you remember from that exercise? Was it impactful to you? Why?

Please share your thoughts about the Social Justice 101 professional development.

> Do recall discussing the definitions of culture and cultural competence? What were your take-aways? Is this important to a PD on culture?
>
> Do you recall the Coat of Arms? What were your take-aways?

How, if at all, has the More Than Pizza Toppings and Social Justice 101 modules impacted you? Impacted what your organization does?

Tell me about how the activities impacted your thinking and strategic focus or mission?

How did your understanding and knowledge change post the training?

How will it inform:

a. Programming
b. Policies
c. Trainings
d. Activities
e. Curriculum
f. Board selection

In what areas do you feel your program could benefit from culturally relevant understandings as a whole (activities, curriculum, community outreach, family engagement, etc)?

Based on what you learned during the More Than Pizza Toppings and Social Justice 101 modules, how motivated were you to incorporate elements of culture and social justice into your programs and in what ways have you incorporated these elements, if at all.

Do you have any other information you would like to add?

Thank you so much for your time!

APPENDIX B

Recruitment email that will be sent to administrators who participated in the professional development series offered by OneMeck, Inc.

Dear Administrator:

You are invited to take part in a research study exploring your perceptions of two training modules, More Than Pizza Toppings and Social Justice 101 in 2019 offered by OneMeck, Inc. Your participation in this project entails **one individual face-to-face interview** between January 2020 and February 2020 and a possible 30-minute follow-up interview. This study is being conducted by Chiquita Miller, a graduate student in the Educational Leadership Program offered in the College of Education.

You are a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. Upon completion of the study, you will receive a $20 Amazon gift card.

Any information about your participation, including your identity, is completely confidential. All interview data will be managed by Ms. Miller who will remove all identifiable information from each interview transcript during the transcription process and use pseudonyms (fictitious names) instead. Therefore, no administrators will know how you have answered any questions. The final report will be provided to you and your organization's executive leadership upon request but will not include personal information.

If you agree to take part in the research study, please contact Ms. Chiquita Miller at 704-881-4921 or cmill205@uncc.edu. She will contact you shortly to schedule an interview with you at your convenience.

Thank you very much for your attention and cooperation!

Chiquita Miller
Graduate Student

The University of North Carolina at Charlotte

APPENDIX C

Research Study Opportunity

You are invited to take part in a research study exploring your perceptions of two training modules, More Than Pizza Toppings and Social Justice 101 in 2019 offered by OneMeck, Inc.

Your participation in this project entails **one individual face-to-face interview and a 30-minute follow-up** between January 2020 and February 2020. The researcher will also request organizational documents such as brochures, community reports, or other information you deem beneficial to assist the researcher in better understanding your organization's mission and goals.

This study is being conducted by Chiquita Miller, a graduate student in the Educational Leadership Program offered in the College of Education.

You are a volunteer. The decision to participate in this study is completely up to you. If you decide to be in the study, you may stop at any time. Upon completion of the study, you will receive a $20 Amazon gift card.

Any information about your participation, including your identity, is completely confidential. All interview data will be managed by Ms. Miller who will remove all identifiable information from each interview transcript during the transcription process and use pseudonyms (fictitious names) instead. Therefore, no administrators will know how you have answered any questions. The final report will be provided to you and your organization's executive leadership upon request but will not include personal information.

If you agree to take part in the research study, please contact Ms. Chiquita Miller at 704-881-4921 or cmill205@uncc.edu. She will contact you shortly to schedule an interview with you at your convenience. If you have further questions, please feel free to contact Ms. Miller or Dr. Lisa Merriweather, faculty advisor, at lmerriwe@uncc.edu or 704-687-8867, ext. 6.

Thank you very much for your attention and cooperation!

Chiquita Miller

Graduate Student, UNCC

APPENDIX D

Recruitment Email – Follow-Up

Dear -----,

I would like to invite you to participate in my research study to give your perceptions of the OneMeck, Inc. training you participated in during the 2018-2019 school year. You may participate if you attended the following two modules: (1) More Than Pizza Toppings and (2) Social Justice 101 in 2019. Many of your colleagues have already agreed to share their valuable opinions and feedback with me. We would love to hear from you as well. Please consider joining the study. It will require you to participate in a one hour in-person interview and spend approximately 30 minutes for a follow-up to ensure your thoughts have been captured accurately. I would also like to collect any organizational materials that describe your mission and key activities.

All information shared with me will be kept confidential. No individually identifiable information will be shared with anyone outside of the research team.

If you are interested in participating in the study, please contact me at 704-881-4921 or via email at cmill205@uncc.edu. If you have further questions, please feel free to contact Ms. Miller or Dr. Lisa Merriweather, faculty advisor, at lmerriwe@uncc.edu or 704-687-8867, ext. 6.

Thank you for your consideration.

Chiquita Miller

APPENDIX E

Script for In-Person Recruitment

Researcher: Dear Sir or Madam, thank you for allowing me to have a few minutes of your time to discuss a new research study I am conducting. The study allows you to give your perceptions of the OneMeck, Inc. training you participated in during the 2018-2019 school year. You may participate if you attended the following two modules: (1) More Than Pizza Toppings and (2) Social Justice 101 in 2019. Please consider enrolling in the study.

Your participation in the study is twofold. First, you will be asked to participate in one face-to-face individual interview in January 2020 or February 2020. The interview will take approximately an hour and will follow an interview protocol designed to solicit your opinions regarding the training and its impact on your practices. Interviews will be scheduled before the afterschool program begins at a time that is most convenient for you in a conference room at your program site. The interviewing session will be audio-taped for research purposes and verbatim transcription. Once the interviews are transcribed, you will receive a copy for your review to ensure accuracy and to provide you an opportunity to share any additional information or clarification about the study.

Secondarily, I will request organizational documents such as brochures, community reports, or other information you deem beneficial to assist me in better understanding your organization's mission and goals.

A $20 Amazon gift card will be provided to all who complete the study.

If you are interested in the study or have any questions, please feel free to contact me at 704-881-4921 or email me at cmill205@uncc.edu. If you have further questions, please feel free to contact Ms. Miller or Dr. Lisa Merriweather, faculty advisor, at lmerriwe@uncc.edu or 704-687-8867, ext. 6.

APPENDIX F

College of Education
9201 University City Boulevard, Charlotte, NC 28223-0001

Consent to be Part of a Research Study

Title of the Project: More Than Pizza: Culturally Relevant Professional Development in Afterschool
Principal Investigator: Chiquita Miller, Graduate Student
Co-investigator: Dr. Lisa Merriweather, Associate Professor
Faculty Advisor: Dr. Lisa Merriweather, Associate Professor

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to help you decide whether or not to participate. If you have any questions, please ask.

Important Information You Need to Know

- The purpose of this qualitative case study is to understand how a professional development series offered to afterschool and out of school time administrators transformed their thinking about culturally relevant pedagogical practices.
- You will be asked to participate in an in-person individual interview and to provide organizational documents such as brochures for review.
- If you choose to participate it will require you spend one hour for the interview and approximately 30 minutes for a follow-up for a total of 1.5 hours of your time.
- Risks or discomforts from this research include emotional distress. The likelihood, however, of such distress is minimal.
- While you may not personally benefit from this study, results will aid afterschool program directors and staff in the development of culturally relevant practices and diversity training.

Please read this form and ask any questions you may have before you decide whether to participate in this research study.

Why are we doing this study?

The purpose of this qualitative case study is to understand how a professional development series offered to afterschool and out of school time administrators transformed their thinking about culturally relevant pedagogical practices. Specific questions the study will address include: (1) What are the most impactful elements of a culturally relevant professional development training for afterschool and out-of-school time administrators? (2) How does culturally relevant training impact the knowledge, skills, and disposition of afterschool and out-of-school time

administrators? (3) What factors influence the implementation of culturally relevant pedagogical professional development training in an afterschool or out-of-school time setting? and (4) How has the afterschool and out-of-school time administrators' learnings from the professional development training impacted organizational change?

Why are you being asked to be in this research study.

You are being asked to be in this study because you participated in a professional development series offered by a community organization in the Charlotte-Mecklenburg area. More specifically, you attended the modules More Than Pizza Toppings and Social Justice 101 in 2019 which are the primary focus of this research study.

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What will happen if I take part in this study?

Your participation in the study is twofold. First, you will be asked to participate in one face-to-face individual interview in January or February 2020. The interview will take approximately an hour and will follow an interview protocol designed by the primary investigator to solicit your opinions regarding the training and its impact on your practices. Interviews will be scheduled before the afterschool program begins at a time that is most convenient for the participant in a conference room at the program site. The interviewing session will be audio-taped for research purposes and verbatim transcription. Once the interviews are transcribed, you will receive a copy for your review to ensure accuracy and to provide you an opportunity to share any additional information or clarification about the study.

Secondarily, the researcher will request organizational documents such as brochures, community reports, or other information you deem beneficial to assist the researcher in better understanding your organization's mission and goals.

What benefits might I experience?

While you may not benefit directly from this study, the present study will provide insight into planning diversity training for staff. It also introduces (in some cases) a new pedagogical approach to engaging students, CRP, that staff can readily incorporate into their curriculum development.

What risks might I experience?

For this study, participants may experience some emotional distress. However, the risk of emotional distress is unlikely and marginal at best. While the interviewing process may incite underlying emotions about organizational responsibilities, especially as it relates to training and development, the researcher will ensure that questioning is respectful and anonymity is maintained. Further, full disclosure will be affirmed by sharing the purpose of the study and providing participates an opportunity to review data collected for accuracy.

How will my information be protected?

We plan to publish the results of this study. To protect your privacy, we will not include any information that could identify you. To ensure confidentiality, a master file with actual identifying data will be kept separate from data collected. Personal information will be replaced with pseudonyms (fictitious names) for privacy and confidentiality purposes. Consent forms and

interview transcriptions will be coded and kept in a locked file cabinet located at the primary investigator's office (Chiquita Miller). All electronic information will be stored on UNCC's secured Google drive and require private credentials that only the research team will have. Upon completion of the project, all audio files will be destroyed.

How will my information be used after the study is over?
After this study is complete, identifiers will be removed from the data/information and the data/information could be used for future research studies or distributed to another investigator for future research studies without additional informed consent

Will I receive an incentive for taking part in this study?
Administrators will be offered a $20 Amazon gift card for their participation. Participants must complete the study in its entirety in order to receive the study incentive.

What are the costs of taking part in this study?
There is no cost associated with taking part in this study.

What are my rights if I take part in this study?
It is up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer.

Who can answer my questions about this study and my rights as a participant?
For questions about this research, please contact Chiquita Miller at 704-881-4921 or via email at cmill205@uncc.edu or Dr. Lisa Merriweather at lmerriwe@uncc.edu.

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the Office of Research Compliance at 704-687-1871 or uncc-irb@uncc.edu.

Consent to Participate

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will receive a copy of this document for your records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____

Name (PRINT)

_____

Signature Date

_____

Name and Signature of person obtaining consent Date