

After School Program Case Study:

Bell High School

Agency:

EduCare Foundation



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Executive Summary

Outstanding Practices

- **After school activities are made visible to attract students.** The P90X workout class is held in a multi-purpose room in the middle of campus where students who are just hanging around can hear the music and come in and join. This class is left open for students to join at any time. The same policy holds for the weight room.
- **After school activities are student-driven.** Activities are based mostly on ideas generated from students. Students may initiate and lead an activity if they can get 20 other students to sign a petition committing to attend the class. As long as a minimum of 20 students attend the class, it continues. Students are aware that if attendance drops, the class will end, and are motivated to invite peers to activities they like and want to see continue. Student leadership of these activities is carried out under the supervision of the EduCare staff.
- **After school activities are kept short, leaving students wanting more.** At the end of each activity, the program offers a seamless transition to a new but similar activity. Most classes operate on three-month cycles, running for three months and then taking three months off. Most classes also have a culminating event for students to work toward. When classes end at their peak, after only three months and right after a big event, students are left wanting more. Then EduCare offers a new but similar activity to satisfy the students' interest. Students want to come because the class is similar, yet new enough to recapture their interest. This cycle also fits with the year-round school culture of Bell, which runs on eight tracks. An example of connected, evolving three-month activities would be the drama class, which worked three months on a production of the *Romeo and Juliet* musical, then started over and did a Motown production with a band, then began work on the musical *A Chorus Line*.
- **Most after school staff members are TAs for the regular day program.** The tutoring program has increased attendance because most of the EduCare staff are TAs in teachers' classrooms during the regular day. They are mostly college students who want to become teachers. They invite students with whom they work during the day to come to after school tutoring, and serve as natural liaisons between the regular day teachers and the EduCare tutors.
- **Integration of different activities.** Whenever there is a production, many after school groups cooperate to make it happen. For instance, when the Drama club put on the production of *Chicago*, the Band provided the music, the Graphic Arts class made the posters and flyers, Peer Mentors served as ushers and sold concessions, and the Student Leadership team promoted the event by making classroom presentations to spark student interest. Although the cast of *Chicago* was only about 30 students, over 150 students were involved in supporting the production in various ways. This exemplifies

how EduCare integrates after school activities so that different groups of students work together on major projects. This also makes students feel like part of something more than just their own club. When a production is over, students usually begin talking about what they want to see as the next big project.

- **Site coordinator personally monitors students' grades.** Individual student data is used by the site coordinator to monitor students' grades. Any student participating in the after school program whose GPA falls below 2.0 must attend tutoring. The site coordinator also monitors regular school attendance and has access to students' schedules so he can find them during the regular day.
- **Adults participate in after school activities to build relationships with students.** The P90X Workout Class is led by a football coach. Students follow a workout DVD projected onto a giant screen in the multi-purpose room. To help maintain interest in this activity, Students may vote to have a teacher, counselor, or administrator join them for a workout as a special guest for the day. School staff, especially counselors, find this class to be a good way to build relationships of trust with the students, because it makes them seem more human and approachable after they have worked out and sweated with the students.
- **Partnership with school social worker.** The social worker refers students to the program, provides case management, and leads the non-academic part of the peer mentoring program.

Recommendation for Program Improvement

- **Engage additional community partners.** One of the program's goals is to develop partnerships to expand and enhance program activities. The program has worked with the local food bank and animal shelter on a recent community service activity. The site coordinator would like to partner with Bally's Fitness to receive their Be Fit Program for Schools. This would provide trainers and new weight and exercise equipment.

Part 1: Interview with Site Coordinator

This information was recorded during an interview with the site coordinator on 11/10/10. On the same day, the interviewer observed the program and recorded relevant observations.

Program Operations

Recruiting Methods

This program saw a dramatic improvement in attendance after EduCare took over in the Fall of 2009. EduCare uses a number of unique recruiting strategies.

After school activities are made highly visible. The P90X workout class is held in a multi-purpose room in the middle of campus where students who are just hanging around can hear the music and come in and join. This class is left open for students to join at any time. The same policy holds for the weight room.

After school activities are kept short, leaving students wanting more. The program then offers a seamless transition to a new but similar activity. Most classes operate on three-month cycles, running for three months and then taking three months off. Most classes also have a culminating event for students to work toward. When classes end at their peak, after only three months and right after a big event, students are left wanting more. Then EduCare offers a new but similar activity to satisfy the students' interest. Students want to come because the class is similar, yet new enough to recapture their interest. This cycle also fits with the year-round school culture of Bell, which runs on eight tracks. An example of connected, evolving three-month activities would be the drama class, which worked three months on a production of the *Romeo and Juliet* musical, then started over and did a Motown production with a band, then began work on the musical *A Chorus Line*.

After school activities are student-driven, based mostly on ideas generated from students. Students may initiate and lead an activity if they can get 20 other students to sign a petition committing to attend the class. As long as a minimum of 20 students attend the class, it continues. Students are well-aware that if attendance drops, the class will end, and are motivated to invite peers to activities they like and want to see continue. Student leadership of these activities is carried out under the supervision of the EduCare staff.

The tutoring program has increased attendance because most of the EduCare staff serve as TAs in teachers' classrooms during the regular day. They are mostly college students who want to become teachers. They invite students with whom they work during the day to come to after school tutoring, and serve as natural liaisons between the regular day teachers and the EduCare tutors.

The after school program supports sports programs by taking on the responsibility for helping athletes maintain the GPA needed for eligibility, as well as practice and stay in shape during the off-season. Coaches cannot legally coach their students in the off-season, so EduCare has created intramural leagues in which athletes compete when their school season ends. For example, an intramural soccer league is held when soccer is not in season. EduCare also runs a soccer camp. Since any student in the after school program whose GPA falls below 2.0 is required to attend tutoring, the ineligibility rate has dropped from 12% to 2% since

EduCare began supporting the Bell athletic programs (according to the site coordinator). As a result, the athletic director has become a strong supporter of the after school program.

Student recruitment also occurs through the peer mentoring program. Since so many of the peer mentors (juniors and seniors matched with freshmen and sophomores) are also on the after school leadership team, part of the mentoring process includes taking their mentee with them to do classroom presentations about the after school program in homerooms during the regular day.

The tutoring and peer mentoring activities are strongly supported by teachers, counselors, and administrators. The after school activities are seen as helpful to students, so school staff members are enthusiastic about making referrals. Due to Educates increased visibility on campus, teachers (9th grade teachers in particular) are referring students to tutoring and peer mentoring more often.

Communication with Administration

There is an assistant principal assigned to the after school program, who oversees all Beyond the Bell programs at the school. Historically, the Bell administration has been tough to build trust with, preferring to keep things under their control. The EduCare after school program was the first thing on campus they have not been in control of, which created some tension. At times the relationship between the administration and the site coordinator has been confrontational, because the site coordinator has had to justify his right to be on campus and the value of the program. However, the assistant principal in charge, and the rest of the school staff, have accepted the program as an integral part of school culture.

Bell got a new principal in the Fall of 2010 who is more open to the after school program. The site coordinator meets almost daily to keep him informed of what is offered through the program. This principal came from a feeder middle school that also had a BTB after school program.

The site coordinator meets with the assistant principal informally, and the interviewer observed a very positive relationship. Usually the site coordinator will generate ideas, and the assistant principal approves them. An example of the site coordinator pitching an idea was putting the EduCare tutors into the Saturday classes to reduce the student-to-teacher ratio. The assistant principal has an open, honest relationship with the site coordinator and is the person with which to share true administrative perceptions if an idea is perceived not to be working in the after school program.

Communication with Teachers

Most of the after school staff are college-student TAs in the regular day program. The site coordinator visits SLC and PLC meetings to present information about and discuss ideas for the after school program. These meetings also provide a chance for teachers to offer feedback.

Use of School Data

The site coordinator has access to school and student data from the school's testing coordinator. School data is used to determine areas of focus. For instance, it was decided that tutoring would go deeper in Math and English rather than try to cover a wide variety of

subjects, because of low CST scores in these core subjects and low performance in these areas on the CAHSEE.

Individual student data is used by the site coordinator to monitor students' grades. Any student participating in the after school program whose GPA falls below 2.0 must attend tutoring. The site coordinator also monitors regular school attendance and has access to students' schedules so he can find them during the regular day.

Staff Development

The EduCare staff includes a site coordinator and about 15 other staff members at any given time. Separate staff meetings are held on an as-needed basis for fitness, enrichment (performing and graphic arts), and academic assistance staff. More staff meetings are held with tutors than with other staff members. The site coordinator monitors all activities every day, and makes regular rounds to observe staff.

Most staff members are college students who serve as TAs during the regular day. The site lead is a college graduate, who has also served as a TA at this school. Staff members, especially tutors, are selected for their majors. Math and English majors are selected to be tutors. A drama major leads the drama class.

A few of the younger teachers at the school also serve in the after school program. Sometimes other teachers "pop in" to the tutoring activity and volunteer their time to help students. Former students (alumni) who are either coaching or working in some capacity at the school are often recommended for jobs with EduCare. The site coordinator is wary of hiring alumni who graduated too recently from the school due to potential boundary issues.

Community Partnerships

One of the program's goals is to develop partnerships. The program has worked with the local food bank and animal shelter on a recent community service activity. The site coordinator would like to partner with Bally's Fitness to receive their Be Fit Program for Schools. This would provide trainers and new weight and exercise equipment.

Family Involvement

Family involvement is a program goal for the future. EduCare may take responsibility for the Parent Fair at which parents attend financial aid workshops and parenting classes. Beyond the Bell has provided the site coordinator with several connections to help achieve this goal.

Program Activities

Homework Assistance

Tutoring is provided after school on Mondays, Tuesdays, Thursdays, and Fridays. Tutors are mostly EduCare staff. On some days, regular day teachers volunteer to tutor in specific subjects.

Tutoring occurs in a general tutoring session in the cafeteria, in a computer lab (for project-based activities), and in targeted sessions like CAHSEE or CST preparation during Saturday School. Tutoring sessions in Saturday School are led by regular day teachers,

however, due to large class sizes, four EduCare tutors now serve in these Saturday classes to make student-to-teacher ratios smaller and provide more personalized attention for students. Educates tutoring programs include extra copies of textbooks for students who forgot to bring their own, calculators, and other resources and materials for class projects.

Interviewer's Note: The interviewer spoke with the assistant principal assigned to the after school program. He said the after school program played a major role in the school's raising its API by 35 points this past year and having the chance to move out of PI status after six years. He said the site coordinator is successful because of his ability to relate to the school staff and administration. He said the after school program is a major partner in the Saturday program which meets after school and on Saturdays, and is like an ongoing summer session where students may make up credits or study for important tests like the CAHSEE anytime during the year. The Saturday program at Bell has more students than the other eight schools that have them combined, according to the assistant principal. He says that 3,600 students were cycled through intercessions and approximately 700 students attend the Saturday program at any one time. His assistant said that Saturday School has become part of the school culture.

The **Peer Mentoring** program also includes homework assistance. In this program, upper classmen (juniors and seniors) are matched with underclassmen (freshmen and sophomores) with whom they meet twice per week after school for mentoring. A social worker based at the school helps lead the non-academic component of peer mentoring.

Interviewer's Note: The interviewer observed seven mentor-mentee pairs meeting in an upstairs classroom.

Academic Enrichment/Arts

EduCare consistently offers classes in academic enrichment and the arts, but they are always changing and evolving with student interests, and are offered in three-month cycles. Some form of **Band** and **Drama** class is almost always offered, as well as **Graphic Arts**.

Whenever there is a production, many after school groups cooperate to make it happen. For instance, when the Drama club put on the production of *Chicago*, the Band provided the music, the Graphic Arts class made the posters and flyers, Peer Mentors served as ushers and sold concessions, and the Student Leadership team promoted the event by making classroom presentations to spark student interest. Although the cast of *Chicago* was only about 30 students, over 150 students were involved in supporting the production in various ways. This exemplifies how EduCare integrates after school activities so that different groups of students work together on major projects. This also makes students feel like part of something more than just their own club. When a production is over, students usually begin talking about what they want to see as the next big project.

Interviewer's Note: The interviewer observed the Band practicing and holding auditions for an upcoming *Romeo and Juliet* production, led by the school's Drama teacher. There were approximately 15 students present and one girl was singing for her audition. The site coordinator mentioned that many of the students in Band and Drama were referred by the social worker, and these students are case-managed more closely. The site coordinator meets with them and their parents on a regular basis. While watching the Band, the site coordinator

told the interviewer about the backgrounds of the kids, some who have been abused, who were failing or dropping out of school, and are now on track for graduation (and in some cases taking AP and Honors courses). He mentioned that the Band and Drama program is scheduled around major tests so that students can prepare.

A **Film Appreciation** class is being proposed. This class would support English, History, and other classes by showing students films with academic content related to those topics. It will also save instruction time by showing films after school that would have been shown during class time, and will offer students help in writing essays about the films they watched.

Recreation

The after school program features two **Fitness Rooms**. The program tries to coordinate use of these rooms with which off-season athletic teams need to work out, but other students may drop in and work out as well.

Interviewer's Note: The interviewer saw a packed weight room, mostly full of off-season baseball players, but with other students present as well. They were mostly using free weights, with an EduCare instructor supervising. The site coordinator said there is a second weight room that opens at 4:30 PM for soccer players to work out after their camp. Both weight rooms are also open to all students. Sometimes the weight room instructors will cooperate with sports instructors (like the Soccer Camp leaders) and lead smaller groups of students in stretching and conditioning.

The **Flag Team** is led by an EduCare instructor. This instructor teaches student leaders the choreography, and it is then the job of the two student leaders to teach this choreography to the team. There are approximately 45 girls participating on the Flag Team, and no one is cut. However, only the 25 girls who makes the competition squad perform at the football games. The others still attend after school practices, build their skills, and learn the routines.

Interviewer's Note: The interviewer saw two student captains teaching choreography to one group of approximately 25 girls (most likely the competition team). Another group of girls was practicing nearby. This activity was led by an EduCare staff member.

There is a **P90X Workout Class** led by a football coach. Students follow a workout DVD projected onto a giant screen in the multi-purpose room. To help maintain interest in this activity, Students may vote to have a teacher, counselor, or administrator join them for a workout as a special guest for the day. School staff, especially counselors, find this class to be a good way to build relationships of trust with the students, because it makes them seem more human and approachable after they have worked out and sweated with the students.

Interviewer's Note: The interviewer observed approximately 30 male students exercising to a video with a football coach. The students were highly engaged.

There are **Intramurals** and **Sports Camps** provided for off-season athletes. There was a co-ed Soccer Camp taking place on the soccer field on the day of the interview. It looked well-attended, especially considering it was the second week. Many of the students play on the school soccer team when it is in season.

Youth Leadership

The **After School Leadership Team** is part of the Beyond the Bell Take Action leadership campaign and participates in all Beyond the Bell activities. The leadership team has

approximately 10 core students, most of whom are Peer Mentors. Some others of the 35 Peer Mentors also participate with the leadership team. They are responsible for all leadership campaign events like Kick Butts Day, Denim Day, and Do the Right Thing.

Youth leaders propose events to the EduCare staff, and then must present the idea to the assistant principal. Once approved, they are responsible for carrying out their proposal according to the timeline and recruiting other students to help. They do not always succeed at this, and the site coordinator believes it is good to let them fail every now and then for a real world experience. In the Fall of 2010 the leadership students were busy organizing a school talent show at which food sales would benefit a local animal shelter and canned foods would be collected for a local homeless shelter.

Student leaders are also responsible for overseeing cooperation of clubs on major projects like drama productions, where they recruit help from the Graphic Arts class to make posters and fliers, and help from Peer Mentors to work as ushers and concession vendors.

Community Service

After school students serve the community by providing after school activities for feeder middle school students over the summer. Students teach the activities they participated in at the high school. For example, soccer players ran a soccer camp for middle schoolers. Musicians provided guitar and drum lessons. Also, middle school students were invited for their own private showing of *Chicago*. This gave the added effect of getting middle schoolers to look forward to the high school after school program.

Community service is sometimes integrated into larger projects. In the Fall of 2010, leadership students were organizing a school talent show at which food sales would benefit a local animal shelter and canned foods would be collected for a local homeless shelter. In addition, events from the Beyond the Bell Take Action leadership campaign are often community service oriented.

Promotion of Diversity

The school population is mostly Hispanic and is not particularly diverse. However, there are 152 Arabic students on campus. The after school program would like to reach them by showing Arabic films and allowing Arabic students to teach about their culture in classrooms. This would take place as part of the proposed Film Appreciation class.

In general, diversity is promoted through the project-based model that involves cooperation between clubs. This gets students with diverse interests and backgrounds working together and makes students feel like a unified part of a larger program rather than just their particular club.

Support for EL Students

All after school tutors are bilingual and are trained as TAs to support EL students. They know what it takes for an EL student to be reclassified, and reclassification of EL students is one of the primary goals of tutoring. The after school program is planning to start a software-based reading program to help EL students get the skills needed to be reclassified. In the Fall of 2010, 92% of the students in the soccer camp were EL students, and this became a natural outreach to EL students.

Part 2: Activity Observations

These notes were recorded during independent observations of the after school program made on 3/2/11 and 4/11/11.

Homework Assistance

Computer Lab/Writing Center

During the March 2 visit, there were eight students and one staff member in the computer lab, where students come to do homework. It was a fairly large room with about 50 desktop computers and an elevated teacher's area. The staff member was working with one student on her internet research project for the duration of the observation, discussing political campaigns of the past and related topics. Although the staff member did most of the talking, the student appeared to be very engaged and occasionally asked a clarifying question. The staff member appeared knowledgeable about the research topic and was able to explain it to the student in a way that sustained her interest and promoted understanding. Four more students sat at individual computers, spaced apart, and worked on their own assignments. Three other students sat together doing more talking than working, and were not reprimanded. Despite this, all students had work in front of them, and there was nothing like Facebook or YouTube going on in this classroom. The site coordinator explained that this was the last day of the track and therefore things were winding down. On a typical day, tutoring would be offered, but not on this particular day due to track change.

On April 11 there were 15 students and one staff member present at this activity. The school server was down so only a handful of the room's computers had access to the Internet. The noise level was reasonable and students were mostly whispering. The staff member was monitoring the room and making sure that students signed in and out. He helped one student with a printing problem. He explained that most students use the computers for homework, but a few use it to play games. He allows this as long as they are not disruptive. Some students came into the room to print. Others worked on papers for school or researched colleges. Two students were doing homework without computers. One student was playing an online game. Students came and went as they needed. The staff member commented that things were slow that day due to the server being down, and that sometimes they are full when the server is working.

The observer returned one hour later on April 11 and there were four students remaining along with the staff member. Two students were doing homework, one was doing a Google image search, and another was playing an online game. The staff member was using a computer at first, then got up to begin shutting down the computers. He reminded the students to start saving their work since the lab was about to close soon. The students were working quietly and it was nearly silent in the room. At the staff member's prompting, they began saving their work and packing up their bags to leave as 5:00pm approached.

Other Enrichment

Cosmetology

Twelve students and one staff member were present for Cosmetology on April 11. They met in a science classroom with rows of desks facing the front of the room and tables around the edges. The students had makeup, brushes, mannequin heads, hair straighteners, and a variety of other supplies. They were sitting around the room at various desks and tables doing each other's hair/makeup or their own. One student was straightening the staff member's hair. Music played through speakers in the room. The staff member stopped having her hair done when the observer entered the room. She called to the students to have them show her their work and eventually got up and modeled application of eye shadow on a student. Students were talking loudly and one student was kissing her boyfriend in the corner when the observer entered. Once the observation began the students became nearly silent and spread out to get on task. When the observer left there were audible exclamations of relief from the students. When passing the room again later in the afternoon, a high noise level was overheard and students were seen kissing in the corner once again.

Visual/Performing Arts

Cheerleading

During the March 2 visit there were 24 girls in formation on the gym floor facing the staff member (and two volunteers). There were four other girls working in the back of the gym with another volunteer on another routine. After about ten minutes, the staff member (coach) had the 24 girls break up into their groups to work on individual routines, and the staff member and volunteers circulated among the students to watch and give feedback. The coach and volunteers were all involved in this practice for an upcoming competition, and seemed very serious. The only noise was the coach's commands. There was no music playing. The girls were also very serious, engaged, and working hard.

Communication Arts

On April 11 there were 15 students and one staff member present in this activity where students can design and screen-print their own shirts. The activity was held in a large, warehouse-like room with about 30 computers, screen-printing equipment, dark room, poster printer, and other equipment. The doors were open and students came and went. Various activities were going on outside but did not seem to disrupt the room. Besides shirts, students also make stickers, buttons, posters and other items for students and Beyond the Bell. The activities seemed to be mostly self-directed. The staff member circulated the room, managing different students and their individual projects. She said some students did not even know how to use a computer before starting this class. Students asked her clarifying questions or to assist with the screen printing machine while working. The computers were working, but were not connected to the school server. Four students were making shirts, and two others were preparing silkscreens for their projects. The rest of the students were at the computers browsing the Internet and appeared to have varying levels of interest in the class.

“Short Flags”

There were 55 students and one staff member present for this activity on April 11 in the school gym. Students were lined up in seven rows facing the front of the gym. The gym had tall ceilings, the air conditioning was on and the doors were open. There was plenty of room for the activity. The girls all had flags and were dressed out in gym/workout clothes. The staff member demonstrated the moves they were practicing, up in front. She started them off with one arm and then added the second arm movement after they have practiced the single arm several times. She directed the class, move by move, while a student called out the count. Then the staff member started the music and watched as the team went through their routine. The students were all participating. Several stood at the front and helped the staff member model the movements. The students appeared excited about the activity and demonstrated enthusiasm. All students were involved and “on point”.

Sports

Boxing

The boxing class was observed on April 11, the first day the class was offered. There were 11 students and one staff member present, in the wrestling room. The floors were padded and there were trophies and pictures around the walls. Students stood in pairs across from each other, shadowboxing about 10 feet apart. The staff member shadowboxed and gave individual students pointers on their stance and positioning. All students participated, moving back and forth jabbing their imaginary opponents. They were working diligently and took a water break a few minutes into the observation.

P90X Workout Session

On March 2 there were 25 male students and one staff member working out to a P90X video projected onto a large screen, in the front of the cafeteria. It appeared to be a strenuous program and they were in the last third of it. Tables and benches were moved so there was a large workout space in the center of the cafeteria. There were speakers in the front so the video and music could be heard throughout the room. At one point the staff member paused the video for a water break. The staff member worked out with the students but also turned around at various times to face the students and supervise. He encouraged them to step it up and keep going. He was in good shape and made a good fitness role model for the students. The students were sweaty and looking tired. At this point of the workout, some of them were half-heartedly going through the movements. Some stopped altogether when the leader faced the screen. However, they all remained on the floor and paid attention to the video. They were all wearing school gym uniforms. The observer noted this was a very strenuous workout. Many of these students go to the weight room right afterward. Not all of these students take snack, because the strenuous workouts make it hard to “keep it down”.

West Weight Room

This activity was a workout session with ten students and one staff member in the West Weight Room on March 2. The staff member was walking on a treadmill next to two other students on treadmills. A few students were sitting by the weight benches working out with

smaller hand weights and talking. Two students were taking a brief break by the indoor water fountain. The room was filled with cardio machines such as treadmills, elliptical, and exercise bikes. There was a large mirror on one wall and low music playing in the background. Interaction between the staff member and students appeared minimal during the observation. However, since his treadmill was in the back of the room, he was able to watch them all. The students worked out on their own and did not speak to the staff member.

This activity was visited again on April 11. The site coordinator noted that this is the “less advanced” workout area. There were 30 students and one staff member present. Students came and went throughout the observation. The room was upstairs above the locker rooms, was air conditioned, and carpeted, with about 25 exercise machines in the room. The equipment was clean and well-kept. The staff member mostly stood by the door reminding students to sign in and out. He occasionally went over to a student to help with their stance and positioning. He also had to ask a group of students to wait outside until the room partially cleared out. The students were milling around working on machines, lifting weights, or waiting for machines to open up. Some students worked out with partners, others alone. Everyone was involved in some task – either working out or waiting for a machine. Almost all machines were in use. Students displayed varying levels of physical activity; some were serious runners and weightlifters, while others appeared more casual about their routine.

East Weight Room

On March 2 there were 16 students and one staff member training in the East Weight Room. This is a purple room with about 10 stations containing large weights. The equipment looked new. Music was playing for various exercises (the staff member carried a remote control for the stereo). The observer noted that this activity was completely different from what was happening in the West Weight Room. The staff member stood by the sign-in sheet as the students signed in and directed them to each get large purple mats and prepare for exercises to work their core. He sounded like a drill sergeant and shouted out the exercises and the counts. They did ab rollers, pushups and crunches. The students worked hard and the staff member walked around constantly guiding them. The staff member was on top of things, directing every exercise and giving feedback. He said things like, “I know it hurts – that’s why they call it working out. It’s supposed to hurt” and “if it was easy, everybody would be doing it”. The football coach came in briefly to watch and give some feedback to his players. The students were working out hard with the weights. They looked thankful for a brief reprieve when the staff member stepped outside to talk to the football coach. The site coordinator said that this staff member works with the sports team coaches to focus the workouts on the areas that need special targeting. Since soccer was going to be starting soon, they would be focusing on lower body development.

The East Weight Room was visited again on April 11. There were 32 students and one staff member. The training program was posted on the wall. Two sets of students rotate through this classroom throughout the afternoon. The staff member stood in the middle of the room watching various groups, correcting the stance or position of students. He told one student to slow down and warned another not to lean back while weightlifting or else he would mess up his back. The students were working hard as evidenced by their red faces and sweat. They rotated within the group from working out with the weights to spotting their partners.

They appeared to do exactly what was posted on the wall for that particular day. Once a group finished their exercises for the day, they cleaned up their space and left the room.