

Evaluating the Roles and Responsibilities of Stakeholders in a  
Campus-Community Collaboration

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## **ABSTRACT**

Campus- Community collaborations are designed to promote positive relations between local universities and the communities that surround them. Often times, these collaborations include outside organizations that work to meet the needs of community members by providing supplemental services. In this research project, I carry out an evaluation of a local campus-community collaboration that is moderated by third organization. I look at these collaborations in relation to educational approaches and how these two themes interact with the backgrounds and histories of minority and low- income students. Through observations, interviews, and document analysis, I find commonalities and differences in the objectives and expectation's stakeholders of the collaboration have for themselves and for the others. I use this information to deliver a blueprint of the objectives, roles, and responsibilities of each stakeholder. This may then be used as a tool for implementing a campus- community collaboration that considers the perspectives of both central and peripheral stakeholders while effectively communicating and addressing the objectives of each.

The research presented in this paper also serves to inform the knowledge on the ways that education systems respond to the needs of students learning a different language after migration, the methods that can be used to increase their literacy, and the ways that a program's structure may affect their learning and acculturation. In addition, this research provides an example of how collaborations with historically marginalized communities may serve as a resource for entire families, whereby creating community and relationships between schools and parents.

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**Chapter 1:**  
**Introduction**

## Statement of Problem

Collaborations between universities, local governments, and local K12 schools are becoming more popular because of the multiple stakeholders that they serve and the community-wide benefits they often produce. However, these collaborations vary in structure, and therefore can often struggle to find a system that increases efficiency in meeting the overall objectives while also meeting the objectives of each group. This research examines a collaboration titled A3L between the San Jose State University (SJSU), CommUniverCity, an afterschool program at Murphy Elementary School (name of school has been changed for privacy), to evaluate the different roles of each stakeholder and how they affect the outcomes and success of the program and students being served. Moreover, this study examines how the collaboration influences relationships between key stakeholders, particularly the school and local community.

CommUniverCity serves as a liaison between San Jose State University and various community organizations, a portion of which are found at specialized afterschool programs. Collaborations such as these encourage community service-learning that benefits university and K-12 students alike, and potentially broader communities. The CommUniverCity collaboration, A3L, in my research brings together undergraduate students enrolled in a linguistics classes at San Jose State University with children participating in the partnering after-school program at Murphy Elementary School. The program focuses on the improvement of literacy rates for students in the third grade, many of whom are learning English as a second language. University students serve as one-on-one literacy mentors under the advisement of a Special Program Manager with CommUniverCity and their assigned linguistics professor who ensures that their work in the program aligns with their course learning objectives.

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As with many partnerships, the program has encountered some challenges in the collaboration. For example, partners have faced difficulty in defining the roles of each stakeholder, including an unclear vision of what the actors of the collaboration should be doing. The university participants serve as tutors to support the after-school program employees in improving literacy rates among elementary children. But there have been some grievances from the site director that the university participants are not fulfilling their duties, as well as from the university participants that they are not sure what they should be doing, and from the CommUniverCity liaison about the lack of communication with each of the stakeholders, including the parents of elementary school students. The partnership in my study, while promising, presents opportunities for growth. Issues include insufficient training for university participants, a lack of a definition of the authority they have while they are with the students, a lack of communication between central stakeholders, and difficulty in communicating with parents.

Because there are many collaborations between universities and community organizations that work to serve primary school students in marginalized areas in the U.S., like the one presented in this paper, it is important to acknowledge the dynamics between the stakeholders and how they affect the immigrant and minority community. This would mean considering how various aspects of education and collaboration relate back to the program objectives.

My research consisted of two major elements: education and program evaluation. The former was broken down into smaller elements: campus- community partnerships, race and ethnicity, and Latinx/ immigrant education, the latter considers the responsibilities of the actors

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within the collaboration and the implementation of the appropriate evaluation to assist in making positive changes.

I analyzed the role of the stakeholders and how each should be defined within the collaboration, the relationships between the individual stakeholders, and the levels of communication that would be appropriate for each individual relationship within the collaboration. I ask, how do the definitions given to each stakeholder compare to the definitions they give themselves, and how do these affect the outcome of the collaboration?

Furthermore, because I am looking at a program within the context of a specific community, namely those learning English as a second language, I also ask how well collaborations of this type meet their objectives and if they are increasing the academic success of immigrant or minority students while serving as a resource for the families to help them succeed within the dominant social structure. These two questions served as the basis for the program evaluation conducted in this research; the findings may also be applied to other collaborations that aim to help marginalized communities succeed academically while also serving as a foundation for creating relationships between different community institutions.

I evaluated the different aspects of education within the program's collaboration. First, I examined campus-community partnerships and what they mean for the universities participating in them, the local communities, and the community programs being affected. I then looked at race and ethnicity, and the role they play within education, assistance programs, and the creation of resources that support their academic and social success. Next, I narrowed this view of race and considered the education of immigrant students within the school system and the resources available to them. Lastly, I reviewed the usefulness of program evaluation in helping to ensure

these programs are meeting their stated objectives and that they remain a useful and efficient part of the local community (LeCompte and Schensul 2010).

My goals for this project were to map out the interactions between the members of the various stakeholder groups and the roles that each fulfills. The deliverable at the end of my research was a manual that defined the roles and responsibilities of the participants from SJSU, the afterschool program, and CommUniverCity. However, to create the best definitions, and to have those definitions work in a way that is better for fulfilling the objectives of the collaboration, it was imperative that I also collect information from surrounding groups. These would include the parents of the elementary school student participants, administration and faculty from **Murphy Elementary**, and the elementary school students themselves.

Asserting these roles and responsibilities required me to collect information on how the three central stakeholders, SJSU, the afterschool program, and CommUniverCity, each defined their own roles, as well as how they defined the roles of one another. By defining the roles of the university participants, I could demonstrate how their involvement in the collaboration was improving their skills while also creating a relationship with the community and promoting a college-going culture for younger participants. Looking at the duties performed by CommUniverCity allowed me to evaluate how modes of communication could be improved. And by analyzing the structure of the afterschool program, I observed where there was room for growth and communication between them and the university students. My observations and interviews helped to collect information on the effects of the collaboration. By including students, teachers, and parents in my work, my research sheds light on how the program has helped to improve the academic success of the elementary school children as well as how the collaboration has **affected the students outside of the afterschool program.**

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## Significance of Project

By researching the ideal structure of the A3L collaboration, I helped provide a foundation for other collaborations CommUniverCity creates between San Jose State University and local school organizations. Although the community may change, the dynamic between stakeholders should remain relatively similar. The Special Programs Manager at CommUniverCity, who serves as the main liaison in these collaborations, is, at the time of this report, in the process of creating a systematic way of partnering professors with local school programs. The deliverable from my research may, therefore, be used in other partnerships as a framework for those collaborations.

This project also serves to inform the research of similar collaborations elsewhere. It adds to the knowledge that informs the structure of collaborations so that the role of each stakeholder is well defined. Furthermore, it increases visibility for stakeholder groups in other collaborations that are not central to the program but still play a significant role. My research considered the university, and the local program, but also the teachers who see its outcomes in the classroom and on standardized tests and the parents who may see the results while the students are at home.

This research also serves to inform the knowledge on the ways that students who are learning a different language after migration are integrated into the language, the methods that can be used to increase their literacy, and the ways that a program's structure may affect their learning and assimilation. In addition, this research provides an example of how collaborations in marginalized communities serve as a resource for entire families, that help create community and relationships between schools and parents. While conducting my literary research, I saw a need for insight as to how these programs serve as additional academic assistance while also building bridges between minority families and educational institutions. Although I found articles written

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by educators, fewer literature emerged by educational anthropologists. My research helps to fill that gap and perhaps serves as a foundation for further research.

### **The Organization**

CommUniverCity is an organization in San Jose that works to put on various events and program collaborations to unite local communities, the city of San Jose, and San Jose State University. In addition to the after-school program that is the focus of this study, CommUniverCity also assists in providing similar program at other school sites, community clean-ups, Safe and Green Halloween, Viva Calle San Jose, and many other occasions. They are well known throughout the city and have an office on the San Jose State University campus.

Murphy Elementary is both the location in which the university participants go to tutor students as well as the location of the main CommUniverCity office. Here, the Special Programs Manager and other employees work to put on the various events and collaborations. This proximity also allows the Program Manager to interact with the after-school program staff and school faculty more often than at other schools. The physical closeness of the organization to the A3L program provides the afterschool program staff and SJSU students with an easily accessible resource for questions about the collaboration. This provides smaller stakeholders, such as school faculty and parents, the opportunity to interact with the organization. As a result, the CommUniverCity office is also a community resource in the area, one who frequently works alongside the neighborhood association and other local groups.

The A3L program at McKinley was designed to help increase the literacy levels of third-grade students who are reading at a lower than third-grade level, while also providing SJSU students with the opportunity to apply the skills they have learned in their linguistics class. The

campus- community collaboration presented in my research was created to connect university students to the local communities in San Jose while promoting a “college-going culture” for Murphy students.

Because this collaboration has been implemented for a few years, there is already a routine in place for processing participants. SJSU students spend the first few weeks of the semester getting fingerprinted and district clearance. There are some students who have connections elsewhere and therefore fulfill their course required volunteer hours in another setting. With money from various grants, CommUniverCity is able to pay for the fingerprinting process of university students, easing the process. Once university students are cleared, they are given a calendar of available time slots, in which they schedule their volunteer sessions so CommUniverCity and the afters-school program staff may know whom to expect; this information is also used when partnering university participants with students of other grade levels. This calendar helps keep university students accountable for their hours and to their assigned student. The Special Programs Manager from CommUniverCity then holds an in-class orientation for participants, walking them through how a session may go, the tools used, and the overall objectives of the collaboration. Upon arrival at Murphy Elementary, university participants sign in at the afterschool program office, where the director has her desk, art supplies are provided, and books are organized according to reading level. University participants and Murphy students are introduced at the first session, an afterschool program staff member offers a brief introduction and provides the students reading level before guiding them to the classroom set aside for the literacy program. The classroom has plenty of desks and chairs, is used to store some things by the school and in addition to whiteboards, has concept maps posted on its walls.

## **Positionality**

Before beginning my research, I knew it would be important to build rapport with the community, particularly with parents and elementary school children. A key factor in this was to gain recognition. I did so by participating in community events, such as Safe and Green Halloween, attending a neighborhood meeting, and participating in community clean ups. As a bilingual individual who grew up in a similar environment, I believe my positionality also allowed me to build better relationships with members of the community. Before beginning my research, being able to speak Spanish fluently allowed me to connect with parents that are heavily involved with the school. As a student at SJSU, I am also able to relate to the university participants and the expectations they hold of their classes and the benefits they receive from them. Lastly, as I worked at an afterschool program for two years, I had many of the necessary experiences to ask substantive questions and make realistic inquiries about the programs structure. Because I have worked in a similar setting, I understand the perspective they may have of their students' academic lives and the resources they can realistically provide.

**Chapter 2:**  
**Literature Review**



## Campus- Community Partnerships

Campus- Community partnerships have been incorporated into the culture of various higher education institutions to help create students who are well-rounded, can give back to the community, and who can find and create jobs that do some social good. These collaborations typically involve several stakeholders, whose success depends on their ability to communicate and create a program that addresses the objectives of each party and provides a space where all participants feel that their voice is valued; this requires a certain level of cooperation from those participating. There is a necessity for communication, a statement of objectives, and sufficient available resources. To create a collaboration that is successful in its implementation and growth, there should be a “dynamism,” or a malleability to the collaborations structure so that it fits the needs of the stakeholders and the changing context in which it is held to effectively realize program outcomes (Nocon et al. 2004 and Behrman 2011). The flexibility necessary for collaboration would also extend to the stakeholders involved, changing according to the needs and interests of the community (Behrman 2011 and Sorensen and Lawson 2011). Nocon et al. (2004) emphasize the centrality of the community’s interests and needs. The authors state that the focus of a collaboration should arise from what the community members see fit. Although this idea is important, it is often unrealistic because stakeholders already have a set objective. For example, a program focused on literacy, such as the one in my research, cannot quickly change its objectives to math because it is what community members ask for. One solution, however, would be a discussion on community needs to be held by stakeholders to find an organization that fulfill those needs, as opposed to those needs being assumed by outside parties.

Sorensen and Lawson (2011) describe the evolutionary process of collaborations that allow for negotiations in stakeholder roles and objective so that the project may grow with the

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community. This may include a change in stakeholders, a change of objectives, or changes in the roles and responsibilities of each stakeholder. These approaches, however, include a researcher as a facilitator of communication between the various parties, a resource not always available to collaborators.

The “action research cycle” provided by Sorensen and Lawson (2011) includes teaching, research, and service, a system that allows participants to maintain a mutually beneficial relationship with one another. Like the previously mentioned approaches, action research provides room for growth and evolution of the collaboration. By avoiding a strict rubric for the formation of a collaboration, this method allows groups to emphasize certain tasks while subsidizing others. Sorensen and Lawson (2011) use their work in the analysis of various community- university partnerships to describe the research cycle as one of trial and error that continuously works to better itself and fulfill the needs of those the collaboration is meant to serve. The details of Action Research will be discussed later in this paper.

The adaptability needed for success is often led by individuals who have taken it upon themselves to move the program forward. These collaborations benefit from individuals who have connections to each of the stakeholders, serving as moderators for the collaboration, and who are open to communication. Other impactful characteristics include individuals who work to benefit the program with motivations that are not purely monetary, and who are committed to the long-term success of the program (Behrman 2011 and Nocon et al. 2004). Furthermore, an outside evaluator may often serve as a facilitator for open communication between the stakeholders and, thus, decide on changes based on the ideas brought forth through the facilitation (Nocon et al. 2004). One downside to this approach, however, is that collaborations

that do not include a facilitator must adjust or identify another individual to fulfill the role, something that is not always so easily done.

### University Involvement

Collaborations between universities and communities have been used in higher education systems through experiential education, where the curriculum incorporates opportunities for students from different fields to participate in service or applied research with the local community while receiving course credit. It is important that these collaborations consider the effect that they have on the community members whom these programs are set to serve, creating a program that fits the local culture, is welcomed and needed and can create a long-term and reciprocal relationship between the main stakeholders (Behrman 2011 and Bunce and Allahwala 2013).

It is also important to consider the effects the program has on stakeholders other than the elementary school students; these partnerships have been created to serve and educate more than one group. University- community collaborations use experiential learning methods to inform the service learning that guides the curriculum. Although these collaborations bear many similarities to the community- based participatory research (CBPR) in their structure, the role the university's course curriculum plays in the relationship qualifies these projects a community- based research and service- learning (CBRSL) (Behrman 2011). Sam Beck (2005) explains the use of community- service- learning as a method for creating socially aware students. She states that this curriculum framework is founded on the inclusion of the affected community and the sharing of power (Beck 2005). Such collaborations between universities and local community organizations are built on the objective of creating a holistic learning experience for both university student and community members (Beck 2005; Behrman 2011; Nocon et al. 2004).

Observation and active participation allow university students to gain cultural insight into how other communities live, changing their tacit knowledge and informing their evolving perspectives (Beck 2005). The evolution of worldviews also allows students from local schools, for example, to be exposed to higher learning institutions. Besides the benefits these collaborations provide for schools and community members; these projects provide additional assistance for the local organizations that are working to improve the condition and resources in the area (Beck 2005 and Nocon et al. 2004). The approach described by Beck (2005) emphasizes the incorporation of the collaboration as a growing part of the community it is meant to serve. According to Beck, the equality of stakeholder voices allows the outcomes to be fulfilled successfully.

Campus-community collaborations are often founded on the concept of service learning to create better citizens, as well as to allow students to enrich their professional experience in an applied setting; these partnerships are intended to sustain a long- term relationship between the local campus and the surrounding communities (Harris and Kiyama 2015; Wong 2008; Zeldin et al. 2005; Karagiorgi et al. 2018; Beck 2005; Bruce and Allahwala 2013; Behrman 2011; and Sorenson and Lawson 2011) . However, these collaborations must be structured in such a way that the objectives of all the involved stakeholders are met. There must be an agreement between the organizations, the university, and other stakeholders to ensure that it is created around the proper mission, with all voices being heard (Behrman 2011 and Nocon et al. 2004). Another important aspect of creating a holistic learning experience is the sense of partnership between the stakeholders so that neither group feels excluded from the process (Beck 2005 and Behrman 2011). The relationship between stakeholders should allow the collaboration to play off the strengths of each, improving the project that much more (Behrman 2011; Nocon et al. 2004; and

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Sorensen and Lawson 2011). In these approaches, there is a need for special attention to communication and time management so that the interests of each group are addressed (Beck 2005 and Nocon et al. 2004). The approach discussed by Behrman (2011) includes an ethnographic researcher with a central role to the communication between stakeholders. Here, the researcher serves as a moderator that ensures effective communication so that the needs of all parties are met.

A researcher as a facilitator, though, is not feasible for every collaboration.

Unfortunately, Behrman (2011) does not offer an alternative for collaborations that do not have the resources for an outside actor to enable positive and productive communication. A similar idea is presented by Nocon et al. (2004), who discuss the importance of a “spider” within a collaboration to ensure effective communication. Like Behrman (2011), Nocon et al. (2004) state that these individuals are critical for the success of a collaboration. Because these roles are described as stemming from a place of passion, these characteristics are not easy to come by. If individuals who naturally fit these descriptions are missing from the collaboration, there should be an approach presented that offers an alternative for achieving the same goals; one solution may be to present a list of characteristics that can be adopted. Furthermore, there cannot be a single structure that is implemented in all university- community partnerships, each structure should be tailored to the needs and objectives of the stakeholders, mainly those of the serviced community, though they may be built with the same concept blocks (Holland 1997 and Nocon et al. 2004). Nocon et al. (2004) present the Fifth- Dimension approach to university- community collaborations, where a certain degree of informal teaching provides a holistic learning opportunity. In a Fifth-Dimension approach, the collaboration works with university students to create a place for local youth to learn, following the principles of creating an “innovative

context,” creating a safe space for all children to learn, and embracing both local and academic cultures, though they are not mutually exclusive (Nocon et al. 2004 and Harris and Kiyama 2015).

### Collaboration Outcomes

In the end, these collaborations provide the community and the various stakeholders with a variety of products. They allow university students to apply their skills and to receive a holistic education, often exposing participants to new environments; they provide students in the local community with a college-going culture and additional academic resources; and, they provide the organizations with additional assistance in meeting their objectives. An intangible benefit, notably, is the “systematically generated local knowledge” that comes from the collaboration that serves to aid in the design of future collaborations, policies, and programs (Behrman 2011 Sorensen and Lawson 2011). As described by Behrman (2011), CBRL, and other similar structures, assist in the evolution of both the campus- community relationship and the community itself. Her analysis provides an example of a collaboration with interchanging parts, molding to fit current needs.

### Structural Approaches to Education

When studying a program and evaluating the ways in which it affects the academic outcomes of participating students, it is important to begin by looking at the underlying structures of the educational system and the society that houses it. One of the leading theories of educational structure, functionalism, is described by Emile Durkheim (2016) as a method of reproducing the existing social system. Here, the purpose of education is to reproduce the separate classes by socializing the incoming generation accordingly (Sadovnik 2016). Although a

functionalist theory claims the existence of a meritocracy, where all members of a society have an equal opportunity at financial and professional success, it ignores the presence of social factors that may alter the opportunities available to an individual. Through conflict theory, the various factors and forms of capital that may benefit or disadvantage an individual's academic and professional journey are acknowledged (Sadovnik 2016, Bourdieu 2016, Collin 2016). The classification of schools as middle-class institutions by conflict theorists provides a basis for analyzing the various forms of capital that are present in an academic setting.

This underlying structure of the educational system has many effects on the lives of the individuals. I consider the effects that this system has on the lives of immigrant, low- income, and minority students in the United States. The analysis of these effects, then, includes a consideration for culture, power relations, community, and personal histories of students and how these are present in the classroom. The bridging of academic and home lives of students plays a large role in their academic success. Gonzalez and Moll (2002) explore the idea of cultural awareness as an essential tool for creating an effective pedagogy that embraces the knowledge and experiences students bring into the classroom. The authors explain how embracing and incorporating these "funds of knowledge" creates an environment where the teachers and students are both learners who help to evolve the educational system. It is necessary to consider the various purposes of education within a society; the functionalist structure of the educational system allows it to serve as a mode of reproducing the status quo and as a mode of "properly" assimilating immigrant families into said structure (Gaitan 2012; Sadovnik 2016; and Bateson 2014, 37-42).

### *Educational Structure and Marginalized Communities*

Latinx and other marginalized students and communities face additional challenges in the school system because of the differences in power and capital. The institutional marginalization experienced by minority communities can be seen in the imbalance of accessible resources that assist in the academic and professional success of individual members in the dominant culture (Wong 2008 and Bourdieu 2016). The social, cultural, and financial capital available to minority and immigrant communities is often different from those available to their counterparts well-established in the dominant society. These differences in resources are often seen as deficiencies in “necessary” forms of capital. Yosso (2005) establishes the idea of Community Cultural Wealth to demonstrate the value of knowledge gained outside of the traditional or majoritarian environments. She explains the value in form of capital besides those discussed by Bourdieu (2016). Yosso describes how aspirational, linguistic, familial, social, navigational, and resistant capital all work together to serve as resources and to help create the identities of individuals (2005). These differences in capital go on to affect the positionality of individuals within the dominant society, determining the networks and resources that can be accessed as well as defining the amount of power and status they have in a certain context, particularly within the educational system (Yoon 2008 and Delgado Gaitan 2012). As such, many parents feel disempowered in their relationship with schools and teachers (Delgado Gaitan 2012). To resolve these imbalances in power, the disadvantages of the community must be directly addressed. The differences in cultural knowledge mean that different members of a society have different tools available to them when supporting their young academically and professionally (Sadovnik 2016 and Delgado Gaitan 2012). One example would be the amount of involvement required by schools of parents so that their child may succeed. Because of the differences in capital, middle-



class parents often have steady working schedules from a single job that allow them to provide this time, whereas working-class parents, who often work multiple jobs, are unable to, resulting in differences in parent-teacher relationships, parent knowledge of available resources, and student support (Delgado Gaitan 2012).

An approach to solving this imbalance, Delgado Gaitan (2012) states, would be the incorporation of efforts to communicate with working-class parents in ways that consider their lifestyles and personal histories. In her article, Delgado Gaitan (2012) lists three ways in which language, literacy, and communication are major factors in the strength of the relationship between parents and schools, stating that stronger bonds also allow members to expand their cultural knowledge. She explains that “literacy extends beyond written texts” into an awareness of positionality in various contexts that allow different actors to better understand one another. Paulo Freire (1970) takes an in- depth look at this idea, stating that familiarity with literature allows individuals to “read the world” and gain social consciousness. He argues for an educational system that evolves with its members, creating a space that is reacting to the world around it “consciously” to reach true freedom. This is important in clarifying what the parties expect of one another, which she also discusses when explaining that “effective home-school communication facilitates educators’ work” (Gaitan 2012). The approach illustrated by Gaitan (2012) presents an opportunity for involved parties to take a holistic approach to getting to know one another so that they may each have equal power in the relationship. Strategies for communication are often based on the incorporation of the local community into the classroom, a topic that will be further discussed in the section on education.

## Relationships Between Stakeholders

### Community and Programs

Programs created to serve a marginalized community should be designed around the stated needs of the school community. The low- income communities in which large populations of ethnically marginalized and immigrant families reside, these programs serve as a resource for cultural capital that may help individuals navigate the larger society (Bourdieu 2016). There are a variety of program structures that help organizations address different needs by helping to expand resource networks. For many minority communities, these programs assist in providing the relationships and care that members are not receiving from schools or other institutions (Wong 2008). Public resource programs provide assistance for working-class families and immigrant families who are not accustomed to these institutions. The uneven power relations between parents and schools create challenges for students in need of support. Community programs often assist in bridging the home and school lives of students so that they may succeed. Furthermore, these programs provide some of the resources necessary for students and their families to assimilate to the larger society while also maintaining their cultural identity through the embrace of “funds of knowledge” provided by marginalized parents and communities (Gonzalez and Moll 2002; and Wong 2008).

These programs serve to facilitate a relationship between local universities and the communities that surround them. Although these partnerships are designed to benefit the community, they also provide an opportunity for university students to engage and receive a holistic education that applies skills taught in classrooms to real-life situations. The relationships between the various institutions contribute to the resources accessible to local communities,

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where collaboration between stakeholders takes advantage of the strengths of those involved (Bruce and Allahwala 2013 and Allahwala et al. 2013).

The structures within programs that provide different types of capital are created in ways that most benefit the community. Participants from different organizations provide different forms of capital that can be utilized by the attendants of the program. In programs aimed at youth, a program that provides students with the chance to have intergenerational relationships with other community members provides an opportunity for further development of communication, time management, networking, and leadership skills (Zeldin et al. 2005). Collaborations of this type give young students the platform to use their voice to ensure the program is aimed at fulfilling their needs and staying on course to meet its objectives, empowering students in their own development (Zeldin et al. 2005). With these structures, it is important that the adults fulfill the proper roles to best support the students; these would include roles of nurturer, role model, and advocate, while also respecting the role of the students and the collaboration between the two (Zeldin et al. 2005).

There is an important element of reflexivity that should be present when using this approach to lead a collaboration. A cyclical system empowers the voices of the students in active discussions about changes and adaptations of the program. By doing so, the collaborations provide social capital for the participants; illustrating the importance of their opinions and empowering them to have a larger influence on their environment. Zeldin et al. (2005), like other authors presented in this paper (Behrman 2011 and Nocon et al. 2004), describes the role of the researcher as one that helps to facilitate communication and efficiency between collaboration stakeholders. However, Zeldin et al. (2005) described the input of the researcher to be based on

observation and critical analysis, as opposed to the input based on experience and relationships, as described by other authors.

## Academic Success of Immigrant/ Minority Students

### Minority/ Immigrant/ Low- Income Education

In A3L, the program that I am studying, most of the children who participate are either first-generation students with Spanish-only speaking parents or are immigrants themselves, learning English as a second language. As a result, most of these students use different languages at home and at school, creating a division between their worlds. The positionality of these students is unique in that they are transitioning from one culture to another but are also trying to combine the two. Factors such as race and ethnicity make up a significant part of the personal histories of the child participants and the community which the program is set to serve and are therefore important factors to consider.

The social and cultural capitals provided to students at home play a large role in their academic and professional success. For many parents, a central goal is to maintain the values of their home cultures and to support their children in achieving a “better life” (Valdes 1996). As previously mentioned, many parents also face struggles in relation to their children’s schools. There is often a barrier, and therefore a lack of communication between the parents and the education system, with students stuck in the middle. Given these realities, scholars note that programs created for marginalized families should be created as a resource for students, and as a bridge for two groups (Valdes 1996 and Wong 2008). To address this issue, and to better accommodate the needs of bilingual students, approaches to education have emerged that incorporate ethnic backgrounds into curriculum, policy, and method.

The social capital available to low income or immigrant communities within the educational system often leaves them at a disadvantage when trying to succeed academically and

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professionally in the dominant society. However, there have been several studies that analyze various program characteristics that provide the necessary resources for these students so that they may get ahead. The role of caring adults has been found to play an important role in student success, particularly in Latinx youth (Zeldin et al. 2005; Harris and Kiyama 2015; Newcomer 2018). The socioeconomic standing of these students is accompanied by less cultural capital that may be used within an American academic setting. This includes less engaged academic support from adults and a lack of accessible resources; it should be emphasized that these deficits are not from a lack of effort but are due to the marginalization of the community by the dominant Western society and its ideologies (Harris and Kiyama 2015, Bourdieu 2016, Weber 2014 ). Resources that assist minority students must take into consideration their cultural histories, an understanding of the values of the culture, and make an effort to incorporate them into the resources provided. As previously stated, these resources should serve as a bridge between the home and school lives of children. As Harris and Kiyama (2015) explain, a lack of resources often leads to “disengagement” in school, providing an opportune place for community- based programs to step in. In addition, the authors also explain the importance of culturally relevant education and the “presence” of the community in the school, as these two factors provide a more caring learning environment.

Peter Demerath and Allison Mattheis (2012) describe the role of anthropology in the research behind the construction of, and the implementation of multicultural education. They explain the combination of multidisciplinary education and educational anthropology with the intent of increasing educational equity. Educational systems, especially teachers, should be aware of the multiple backgrounds of their students, and how these differences may affect the ways these students learn (Demerath and Mattheis 2012). This, they state, includes more than

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cultural awareness, but also the needs these students may have as “immigrant learners” or the role of parents in their academic lives. They also emphasize “interculturality” in a globalized world that could lead to a generalization of the immigrant experience; they state: “it is important not to assume that two people living in the same ‘society’ share the same meanings” (Demerath and Mattheis 2012). Importantly, Demerath and Mattheis (2012) use the term “additive acculturation,” which differs from the “selective assimilation” used by previous authors in that it suggests a “healthy disrespect” of the meritocracy while acknowledging the importance of education and of cultural identity.

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There is, however, also a claim that an approach of “bilingualism and biculturalism” may be more efficient in creating an educational system that respects and embraces different cultures (Thompson 2003). While arguing against multiculturalism, Thompson (2003) claims that the approach is poorly defined, and thus, without the proper structure to achieve its goals. He argues that a bicultural and bilingual approach to education will embrace the diversity of cultures and promote a system that encourages a bicultural identity in minority and non-minority students.

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In addition, educators should not only be aware of the type of teaching that is happening in the homes of students but should also be aware of what is being taught, and how. Luis Urrieta Jr. (2013) provides an example of this approach by suggesting learning about the types of knowledge that students from indigenous communities in Mexico and the United States learn at home to inform the structure and culture created within the classroom. Eisikovits (1995) suggests a program of “teacher-as-ethnographer” to teach educators techniques for collecting and analyzing data to more effectively accommodate immigrant students. The home lives of students, some authors argue, affect their academic lives not only through the social capital available to them but also because the habits they have developed (Delgado Gaitan 2012). Integrating

awareness will provide educators with insight as to how to incorporate this culture and type of teaching into their curriculum, adapting to, and embracing, the needs and cultures of the students and families of the community (Urrieta 2013 and Eisikovits 1995).

At an individual level, the acknowledgment and incorporation of diversity in the classroom is important to supporting students academically. This is especially true for immigrant and minority students, who, as mentioned, struggle to bridge their home and school lives and who are often marginalized in and out of school. Bogum Yoon (2008) discusses the roles of teacher's positions in relation to English language learners, and how this affects their success. In her article, Yoon (2008) explains how student success is largely affected by the attitudes of the teachers, who may choose either to marginalize them further or to use their diverse personal backgrounds to enrich the experiences of all students

#### Race/ Ethnicity

When looking at the creation of collaborations, it is important to acknowledge the community who will benefit from the program. A successful collaboration takes into consideration the demographics, identities, and needs of the community. The program I am working with serves a community with a large Spanish-speaking and immigrant population, making the ethnic background of the community a significant factor. To successfully implement a program in such a community, there are certain measures that should be taken. These include the proper dissemination of program information in the languages spoken by the community, other than English, outreach for participants through their inclusion and linguistic access, and the use of the second language as a characteristic and not a challenge. These elements are derived from research based in Critical Race Theory, that investigates the role of race in the more dominant society, and Latino/a Critical Race Theory, which is an extension of the former but



with specialization in the needs of the Latino/a community, including language rights and immigration (Quinones et al. 2011; Delgado Bernal and Aleman 2016). Another approach to studying the relationship between ethnicity and education is the use of a Cultural- Ecological Theory that considers the effects of the treatment of minorities, immigrant or not, on success and performance in education, thus influencing success in the greater society as adults (Ogbu and Simmons 1998). These approaches may be combined to help align the objectives of the collaborations, creating programs that disrupt these barriers and allow for the growth of the community (Delgado Bernal and Aleman 2016).

In communities that are largely marginalized, however, there should also be an effort by these collaborations to strengthen the relationship between the parents of the children and the schools so that the students may better succeed. Communication between educators and parents is important in balancing power and in embracing the culture of the community (Delgado Gaitan 2012). The development of these relationships distributes power between parents and educators and creates a more holistic learning environment for the children. In addition, these relationships create a bridge between schools and the cultures students have at home, embracing them as opposed to trying to iron them out (Delgado Gaitan 2012).

Program collaborations serve as a resource for social capital. In university- community collaborations that involve local schools, these programs provide a resource for the students as well as for their families. Because of the difficulties these students often face within the school system, it is important that programs such as the one in my research work to “ameliorate institutional deficiency” in the community (Wong 2008). Resources created for students go beyond the local educational system and provide resources for the entire family to better function within the dominant culture (Wong 2008). Wong reinforces the idea of “selective assimilation,”

so that the heritage of the minority members of the community is not lost, but actively used and interwoven with the daily life created by the majority. She refers to Bourdieu's ideas on reproducing hierarchical culture when discussing the importance of maintaining values while learning to navigate the dominant society. The integration of heritage is an important aspect of multicultural education and collaboration; by actively trying to maintain cultural identity, the educational system will make it a central part of the classroom. The idea of using "coethnic networks" (Wong 2008) to create bridges between groups may also be extended to create co-capital networks, where the strengths of each group are embraced to further expand access to different resources; an idea implemented into the deliverable and evaluation of the research presented in this paper.

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Another approach to the use of university- community relationships is that of Public Interest Anthropology. Peggy Reeves Sanday and Karl Jannowitz (2004) describe a Boasian approach to service- learning, the leading component of community-university collaborations. Sanday and Jannowitz (2004) describe an approach that enables the incorporation of a multiculturalist view of problem-solving. In this approach, which is founded on civic engagement, the focus is on issues of equal rights as enforced through a curriculum set out to help solve social issues. Here, anthropology is used to create a multicultural consciousness for the creation of collaborative programs or projects (Sanday and Jannowitz 2004 and Delgado Bernal and Aleman 2016).

## Stakeholders and Outcomes

### Stakeholder Analysis

Although much has already been said about the various stakeholders involved in my research and other campus- community partnerships, it is important to consider how these multiple perspectives may work together. In collaborations with multiple stakeholders, it is crucial that each party involved maintains its voice, with their roles being recognized as a working part of the project. These relations, though, are often determined by the power dynamics present in the social structure. As such, research should be conducted in a way that allows all voices an equal opportunity to be heard so that all parties may feel empowered to express opinions (Juffermans and Van der Aa 2013). When considering minority stakeholders, it is especially important to consider their perspectives as members of a community that faces **institutional marginalization** and as recipients of the program outcomes (Juffermans and Van der Aa 2013). In the methodology section of this paper, I discuss different approaches that can be used to ensure these voices are considered.

The collaboration in my research consists of many stakeholders, all of whom should be considered in the evaluation. The programs work to ensure equality of power between stakeholders; providing a service to a community while also providing a holistic learning opportunity for students (Behrman 2011; Nocon et al. 2004; Brail 2013). Therefore, an analysis of these stakeholders should consider all parties (Behrman 2011). The objectives of the program should then also set out to meet the needs of all involved parties (Sorensen and Lawson 2011; Behrman 2011; Brail 2013). As a partnership, there should also be an awareness of the modes and levels of communication between participants, another factor that helps to guarantee

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**Commented [20]:** Again, it is essential that the marginalization you regularly refer to be grounded. What does this marginalization look like, who is responsible? Is it institutional or idiosyncratic and localized?

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maintained empowerment of all stakeholders (Nocon et al. 2004). By considering the voices of the students, for example, it is possible to ensure that the program is meeting their needs, not just in theory, but also in practice (Brail 2013).

A stakeholder analysis should examine the expectations held for each group, so that the efficiency of the program may be studied more closely. With so many players, there is a need for trust and flexibility that each is playing their role to the collaboration's expectations (Brail 2013). Furthermore, there should be a level of reciprocity that allows the collaboration to last for long periods of time, allowing all stakeholders to benefit continuously (Bunce and Allahwala 2013 and Behrman 2011). It should be emphasized, however, that although a collaboration consists of multiple groups, the beneficiaries are individuals (Harris and Kiyaman 2015). As discussed, previously the proper resources allow students, especially those from working-class or minority families, to succeed academically and professionally (Harris and Kiyama 2015 and Newcomer 2018); collaborations should not lose sight of this as they work to meet all stakeholder interests.

**Chapter 3:**  
**Methodology**

## **Program Evaluation/ Development**

The research described here consists of not only an evaluation but a plan for improvement. An Action Research (AR) approach to evaluation provides the tools for a holistic analysis that incorporates evaluation (Ivankova and Wingo 2018). A Community- Based Participatory Research (CBPR) approach provides the tools for ensuring the serviced community is being incorporated into the work (Hacker 2013).

An Action Research approach considers the outcomes of a program to find modes of improvement. A spiral use of diagnosing, reconnaissance, planning, acting, evaluation, and monitoring provides a system of reflection so that a project may continue to evolve with the needs of its participants (Ivankova and Wingo 2018 and Karagiorgi et al. 2018). A reflective approach to AR allows stakeholders to be consistently conscious of the outcomes, making adjustments as they are needed. This method also allows stakeholders to make changes to the program structure in manageable ways, preventing large restructurings that interrupt the work being done. Like most other approaches in applied anthropology, there is a strong emphasis on the use of both qualitative and quantitative methods to create a holistic picture before analyzing the data. Action Research is founded on the use of mixed methods to create an approach for evaluation that empowers the various stakeholders, uses their perspectives, and allows for self-reflection for improvement (Ivankova and Wingo 2018). The authors break the approach into three different actions, “reflection-on-action,” which allows teachers to learn from their experiences, “reflection-in-action,” which has participants reflect as they act so they may constantly learn, and “reflection-about-action,” that describes a way in which participants think about the purpose behind their actions and how they are reflected within the classroom

(Karagiorgi et al. 2018). This approach is important in improving practice while also working towards a better understanding of the practice and the context in which it is situated.

Although Action Research provides guidelines for the larger picture of program changes, in this paper, I take a closer look at evaluation. Program evaluations investigate the success and impacts that the program is having on the community members as well as on the students who are participating in the program; it should be conscious of the importance of the stakeholders, including the local families, incorporating them into the evaluation. In this evaluation anthropology, the collaboration serves to “generate, test, apply, and disseminate usable knowledge” (Pinsker and Lieder 2005) to each of the stakeholders, seeing each of them as equal owners of the research (Hacker 2013). To carry out the correct evaluation, I refer to two approaches: Social Science Theory, which uses social change and Critical Race Theory to inform decisions about the programs, and Program Theory, which analyzes the factors that affect the outcomes of the program and the fulfillment of its objectives (Mertens and Wilson 2012).

Salvador Chacon- Moscoso et al. (2014) consider the way in which a method is selected according to its subject and the ways in which an evaluation should be carried out so that it may be generalized to other programs, an important consideration also discussed by Ivankova and Wingo (2018). Determining the best degrees of which to use each method should be done considering five elements of the subject: the user or units, the treatment, outcomes, settings, and time (Chacon-Moscoso et al. 2014). An evaluation of a collaboration should then follow two generalizations, “construct validity,” in which the population is defined, and “external validity,” which is determining whether these same elements may be applied to a different population, so that it can be validated and applied elsewhere (Chacon-Moscoso et al. 2014 and Schensul and

LeCompte 2013). The latter is emphasized in the deliverable of this research project, providing a general structure that may be applied to collaborations in different, but similar, contexts.



**Methods Used**

Data Collection

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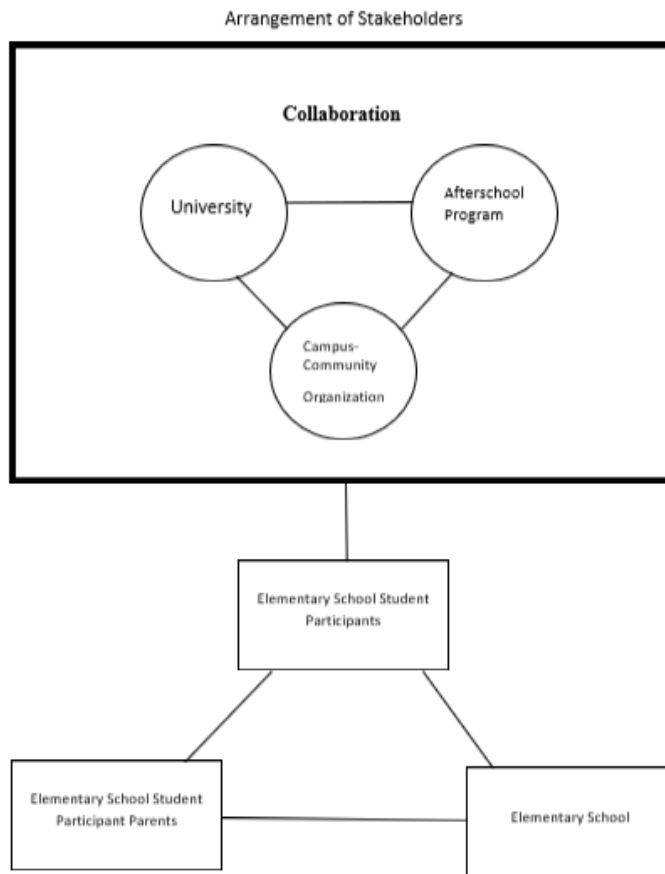


Figure 1.: A visual representation of the interactions between Central Stakeholders inside the bolded box and Peripheral Stakeholders on the outside of the box. Lines indicate interactions between Stakeholders.

The stakeholder map above provides a visualization of the groups I have collected information from. The central stakeholders of the collaboration include, but are not limited to, CommUniverCity employees, afterschool program employees, the professor at SJSU, and the SJSU students who volunteer at the after-school program. Peripheral stakeholders who are not central to the collaboration but are still affected or have an effect include parents of the elementary school students and faculty and administration from the elementary school who have seen the outcomes of the collaboration in the literacy rates of the students.

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By collecting definitions of the roles of each of the stakeholders, I have created a deliverable for CommUniverCity and other organizations interested in creating a campus-community collaboration. I was able to overlap descriptions provided through interviews with my observations, which then allowed me to compare what they said about themselves, what others said about them, and what they did, to triangulate a “true” definition for each stakeholder. Creating a blueprint for the roles and objectives of the stakeholders provided a reference for how to more efficiently fulfill the objectives of the collaboration.

### Observation

The observations assisted in documenting the relationships the SJSU students have with the other stakeholders, as they change every semester their feedback provides information as to how they make the transition of new participants more effective. The data collection method included documented observation of the space in which the tutoring took place and the interactions between the SJSU students and the elementary school students. Observation has allowed me to familiarize myself with the current structure of the collaboration, and the current relationships between the central stakeholders, as well as allow me to create my own relationships with the community (LeCompte and Schensul 2010 and Zeisel 2006). I had the

opportunity to engage with the various stakeholders and see how they interacted with one another. The data collected through observation has provided a basis of information to refer to, presenting examples of interactions that illustrated what the program does, which may differ from what the stakeholders say it does (Yoon 2008). Furthermore, although my projects main objective is to create an assessment of the structure of the collaboration, the program I am evaluating has been created to serve elementary school students. Therefore, I also include these students in my research, collecting their perspectives on the program collaboration. Observing their interactions has also provided me with information for the questions I asked later, being able to refer to certain events and exchanges.

## **Interviews**

### *Informal*

Though I collected information through observation informal interviews were also included, where I ask questions to the various stakeholders throughout my visits to the site. Included were questions about what the participant was currently doing, and why, as well as their opinions about what they are currently doing. However, the questions being asked depended on the role of the stakeholder. When talking to the afterschool program and CommUniverCity employees, SJSU student participants, or the SJSU professor, the questions discussed the structure of the collaboration, level of communication between stakeholders, and observed literacy improvement of the students. When talking to the elementary school staff, I asked about how in-school improvements that can result from participation in the reading partners program and the literacy areas they would like university mentors to focus on. Questions directed to parents asked about the collaboration as a resource, and the communication level they have with the program. Informal interviews were useful in data collection because they provided an

opportunity to address natural phenomena as they were happening (Yoon 2008 and Wong 2008). The information collected through informal interviews also served to inform the questions asked during the formal interviews later and to triangulate outcomes with data collected through other methods (Nocon et al. 2004 and Schensul and LeCompte 2013).

#### Formal – Semi-structured

By conducting formal, semi-structured interviews, I collected information from individual members of the stakeholder groups and information that may not have been provided in the presence of other participants. This technique allowed me to collect information regarding the expectations the stakeholders have of the collaboration and of the other stakeholders and as to the similarities and differences in perspectives of the project (Nocon et al. 2004, Newcomer 2018, LeCompte and Schensul 2010, Zeisel 2006). Furthermore, these individual interviews revealed some unintended areas for further research within the project (Schensul and LeCompte 2013). These interviews have been limited to staff within the central stakeholders, including the afterschool program, CommUniverCity, the participating SJSU professor, and SJSU student participants. Questions covered topics such as opinions on the success of the collaboration, the improvement of the students, and attitudes about their roles within the collaboration. Formal interviews, most of which were recorded, presented the benefits of detecting attitudes and opinions through tone and body language. The observations made during these interactions added a layer of additional data by confirming or showing the extent of certain emotions and perspectives; examples would include sighs and frowns by the interviewee when sharing an opinion or experience (Yoon 2008). Furthermore, formal interviews also provided a structure set of data that was later coded for common themes (Newcomer 2018).

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## Survey

The surveys I have administered in my research have gone out to members of the university stakeholder groups, asking questions about their opinions on the success of the collaboration. Questions to the university participants asked about the usefulness of the collaboration in their own learning and the changes they see in the elementary school students. Although these may serve as preliminary topics, I conducted some exploratory research before creating an accurate survey. These surveys helped to establish a foundation of information on which to base further work, such as the questions for formal interview (Zeisel 2006). I was then able to compare use these surveys to triangulate the information provided through other collection methods (LeCompte and Schensul 2010).

## Additional Sources of Data

Through my various interactions with stakeholders, I was also given access to other sources of data regarding stakeholder roles and responsibilities and the outcomes of the collaboration. These included the orientation presentation introducing new university participants to the program, university student feedback sheets, an annual report of the collaboration, and educational theories that informed the structure of the program. The additional documents provided for my data set presented examples of how the objectives of the program were addressed and further insight into the current structure of the collaboration (Wong 2008 and LeCompte and Schensul 2010). The information in the feedback sheets and annual review both demonstrated action research through reflection (Karagiorgi et al. 2018).

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**Chapter 4:**  
**Findings**

## **Observations**

My observation took place during the times in which the SJSU tutors were present on campus. The one-on-one sessions were held in an extra room on campus used for some storage but was otherwise set up as a regular classroom. There were plenty of desks and chairs, the walls had whiteboards and content organizational maps. There were usually 3 pairs working in the room at a time, although once there were more than 3 pair, the room would get noisy, making it hard for the elementary school children to stay focused.

Though the collaboration coordinators did not provide a formal structure for the meetings, they all went similarly. On their first session, tutors were often, but not always, given a tour of the space, where the afterschool program director showed them where the books were, what other resources could be found in the office, and were then led to the classroom where the sessions took place. Upon arrival, the tutor would sign in and let the director know so that he may get the student from their after-school classroom. The student and tutor would then select books from the color-coded bins that matched the student's literacy level. They would then walk over to the classroom and select a seat. Students and mentors would most often sit beside one another, allowing the tutor to read along with the student. In the initial orientation, mentors were advised to do a "run-through" of the book, looking at images and making predictions with the student before reading. After some conversation as the mentor and student settled into their spots, they would often do this "run-through." Casual conversation between the two participants increased as the semester went by. When the semester began, there was the most emphasis put on reading, with most of the hour being spent reading, doing the run through, and discussing the books. As sessions passed by, however, the time became separated into different activities. As previously stated, there was an increase in conversation, but there were also "brain breaks,"

where the pairs would play games in between books, or they would play games to help vocabulary, such as hangman or Pictionary. Sometimes, a mentor provided worksheets to help students in certain reading standards, or they would provide homework help. Most mentors were informed of the resources and supplies available in the office, although I did not observe any of them being used. Included in these resources were skills cards that provided key terms, story maps, graphic organizers, and other benchmarks to assist mentors in their sessions; in my research, however, there were only 10 instances throughout the semester in which they were used.

Although there were several activities done throughout the sessions, there was a focus on comprehension of the text. Throughout my observations, I noted 98 instances in which efforts to increase or confirm comprehension were made. These were done through discussion of the reading, “text to self,” “text to text,” and “text to world” connections, and other conversations that related to the book being read. This focus was supplemented by reading assistance, of which there were 40 instances in my notes. This number is interesting because the A3L program, according to the CommUniverCity program director, was designed for children who were able to read but had more trouble with comprehension. The rate of reading assistance indicates how the students had a strong ability to read but still required additional help.



## Survey Results

Out of twenty-six SJSU student participants in the collaboration, eleven took a survey on their experiences. These were then supplemented by seventeen feedback sheets and four interviews, which will be discussed later in this paper. These surveys collected information on some demographics of SJSU students as well as some feedback based on their mentoring experience. Although it was a Linguistics course that was involved in the collaboration, most students reported being enrolled in a major outside of Linguistics that was related to teaching, such as Liberal Arts or CHAD, and all were interested in working with children professionally and had worked with them before. These reports are congruent with the description of the students provided by the professor, which will be discussed in another section of this report. The surveys revealed that most mentors found that throughout their experience, they found their students had improved in reading comprehension, word pronunciation, and noticed a decrease in pauses while reading. When asked about the activities done during the sessions, survey participants shared that activities included drawing and games, done most often with resources and supplies brought from home. When asked about the communication they had with other members of the collaboration, they shared that most communications were brief and casual, with some stating they also discussed students' progress and behavior. Although most participants stated that they had not signed up for the course because of the volunteer opportunity, they did share how they had good experiences and were able to see their course objectives applied through their mentoring periods.

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## **Interviews**

### *SJSU students*

Interviews with student mentors took place after the volunteer hours had been completed. Although each of the interviewees reported having a positive experience, they also informed me over some suggested areas for improvement, many of which overlapped. When looking at these interviews, it is important to acknowledge that the SJSU student mentors change with each semester, and therefore their opinions are based on relatively short experience. Secondly, the semester that the interviewees participated in was one in which the permanent CORAL program director was on leave, and their experiences are with an interim program director who was new to the site. Throughout the interviews, there are some recurring patterns, such as comments on communication and organization between stakeholders, the involvement of elementary school teachers in the collaboration, the activities done in the meetings, and the outcomes of the collaboration. Interviewees made comments on each of these themes, however, many of the ideas overlap; I discuss the details of each theme here.

In the interview, students were asked to comment on the “setting up” process, where they received clearance to work with children through TB tests and fingerprinting, and as they were paired with their elementary school student. Although all participants shared that the process was easy and straightforward, some suggested that finding a location to do the fingerprinting was difficult and could be made easier by having the process done at the sheriff’s department on the university campus. The interviewees also stated that although the information provided through the orientation was useful, there were some aspects that were not present in the experience or that were not accurate; this included the ticket reward system for the elementary school students, and being paired with students who were not at the appropriate grade level. Mentors were also

asked about the resources used during the sessions. Although they were provided supplies and Skill Cards by CORAL, the participants revealed that they were unaware of them or they used supplies and other resources brought from home; this information coincides with the information presented in the surveys and observations. When asked about the communications they had throughout their experience with other stakeholders of the collaboration, interviewees stated that they would have liked to have more interaction with the CORAL director or other sources that could have provided them with more information as the structure of the meetings or as to the specific needs of the student.

The request for more specific information on the elementary- school students then led to the second theme found throughout the interviews. All participants shared their desire to have had some interaction with the elementary school teachers of their students. Though they understood that the CORAL program was distinct from the formal educational system, they suggested that some communication or information from the teacher would allow them, as mentors, to focus on the pre-identified needs of the students, as opposed to taking the first few meetings to figure them out. This idea was also represented in the observations and was identified as a common theme found in interviews with various stakeholders, which will be discussed respectively.

The topic of student information was often surrounded by discussions of the activities that were done during the sessions. As had been expressed by other stakeholders, the mentors informed me that there was very little formal structure for the sessions provided. Many of the university students interviewed then revealed that they were at first under the impression that the sessions should be focused on reading, though they later learned that there was a lot of flexibility on the structure and that it should instead be focused on comprehension. The mentors then

explained how this information led them to vary the activities during the sessions. Although there was still a reading segment to the sessions, the time was also split to include discussion on the literature, games to expand vocabulary, “brain break” games, and homework help. One mentor shared how her student asked for assistance on particular assignments, knowing there was some work that he could not receive help for at home.

The outcomes of this collaboration were evaluated at two levels, the first being the outcomes in relation to the elementary school students, and the second being the outcomes in relation to SJSU students. Although the central focus of the collaboration is the former, it is important to also consider the benefits and challenges this experience is creating for the university students who are participating as part of their course curriculum. That being said, the outcomes of the collaboration, as stated by the university mentors, came to be more than what was initially stated, but was also congruent to the expected outcomes of other stakeholders. The participants spoke of how the sessions often contained more personal conversations, where the elementary school students communicated personal challenges and concerns. Furthermore, they explained that as time passed, they noticed an increase in confidence in the students, which resulted in literacy improvement. Although all of those who were interviewed stated that they believed more time would be necessary to see significant increases in literacy levels, they were able to see some progress in their experiences together. In addition, most of the interviewees expressed that they came to see the experience as more of a mentorship than as reading improvement program, as there was not enough time for it to be considered the latter. Lastly, the mentors often mentioned the outcome they saw as university students. As will be discussed in more detail in the professor’s interview, one of the objectives of this collaboration was to provide SJSU students with the opportunity to apply their skills in an educational setting, and that the

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mentorship provided university students with the opportunity to observe the terms discussed in class. The interview revealed that the mentors often found it difficult to note these observations, either because they were occupied with the students, or because the situation did not provide an opportunity for the patterns they discussed in class to come about. The interviewees then indicated that they would have liked to have been given activities or a structure that would create the circumstances for them to make the proper observations, though they understood that reading and the discussion it led to could be used as such a tool.

### Professor

The semester the research was done was the third in which this Linguistics professor was participating in, though the collaboration had happened with other university courses. This professor, was in the linguistics department, whereas the others had been in the Child and Adolescent Development (CHAD) Department. The difference in department meant a difference in structure and course objective, however, as professor [redacted] shared, the students who were enrolled in her course were most often from the CHAD Department, and as a result, the curriculum had to be adjusted to fit their needs. Furthermore, because the professor had regular contact with the university mentors, the answers she provides in the interview are informed by the feedback she received from them. The two main themes that were discussed in the interview with the professor were the objective of the course and how the collaboration helped to meet those objectives, and the roles of the other stakeholders.

Professor [redacted] began by explaining that the sessions between mentors and elementary school students were not based on a provided structure. She explained that this

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received both negative and positive feedback from her students, giving them both too much freedom and not enough guidance. She did state, though, that they were provided with guidelines on the information they should try to glean from their experiences. She explained that the reading help was meant to be comprehension based and provided mentors with the freedom to take different approaches in doing so. One of the main course objectives, Professor [redacted] explained, was the observation of the elementary school students' linguistic capital, understanding the code switching and language usage while also considering and valuing their backgrounds and heritage. In the interview, Professor [redacted] pointed out that although the six hours of mentorship assigned to her students may not be enough to see significant changes in their mentees, it was enough time to have an impact and create a supportive relationship.

The second large theme the professor discussed was the role of the different stakeholders. As she explained the course objectives, she also explained that mentors were expected to take notes at each meeting and use the information provided in class to find different tactics of assisting their reading partner. By doing this, she continued, the university students were provided with an opportunity to apply their skills and have a chance for professional development. One of the challenges, he explained, was the attendance of university students, describing instances in which mentors were not arriving at their set times, or were not completing their hours properly. When discussing the communication between the other stakeholders and herself, Professor [redacted] explained how she would have liked an increase in contact with both the CORAL Director and the CommUniverCity Director. She did explain, though, that in response to this lack of communication, she and the CommUniverCity Director met at the end of the semester to prepare an annual report and to discuss improvements for future semesters, which were discussed in further detail in an interview with [CommUniverCity SPM].

Furthermore, she expressed that certain characteristics of the CORAL director assisted in the proper function of the collaboration. She listed these as the ability to answer questions, and understanding of certain circumstances, and continuous communication and recommendations. Much like the feedback provided by university students, Professor [redacted] expressed a desire to involve the elementary school teachers. She explained that he would like to have teachers assist in the placing of the participants and would like to create a structure that correlates more closely to the school curriculum of students. Lastly, when discussing her own role in the collaboration, the professor declared that she would like to ensure more consistency in the reading partner pairing so that they align with course objectives and would like to have stronger relations with other stakeholders.

*CommUniverCity Special Program Manager (SPM)*

Most of the interactions I had with CommUniverCity were with the SPM, who provided the information for the research question. It was in discussions with this individual that we looked at the possible gaps in the collaboration and decided that a manual for the different stakeholders would be the most beneficial deliverable. As the CommUniverCity SPM, she is responsible for creating the connections between community needs and university courses that are equipped with the skills to address stated needs. Because there was so much interaction, I saw it fit to have two formal interviews with her, one to as an update to the current standing of the collaboration, and a second to ask questions more like those in other interviews.

Here, I present the information provided from both interviews, although there was much overlap. Because she is at the center of the collaboration, her interviews contained reflective notes, where she uncovers small tasks, she believes will improve the program, but would fall on

her to do. Her interview, then, is separated into three themes, objectives of the collaboration, stakeholder roles and responsibilities, and notes for the future of the collaboration.

When discussing the objectives and outcomes of the collaboration, [CommUniverCity SPM] explained that it was important for the collaboration to have a positive impact on both the elementary school students being served and the university mentors who are using the experience to apply their skills. She continued by stating that, for this reason, the sessions had very little structure, allowing mentors to take the lead and use their skills to approach the improvement of student literacy. When talking about the quantitative outcome of the program, she explained that this information is not received until the academic year has been completed. The results from each of the four leveling tests done throughout the school year are input into a database by the after-school program administrators; though it is collected at these different points, the data is not accessible until July. This then means that a student's literacy progress is not seen until after the end of the year. The purpose for this, she explained, was that administrators believed a year of data collection was necessary to see a substantial change in a student's progress. In addition to these changes, [CommUniverCity SPM] explained that the collaboration served to create a deeper change in the participants but would like to know more about the behavioral changes that occurred. She explained how the collaboration was founded on a belief that it was up to the entire community to ensure the successful upbringing of a child. Furthermore, when asked about the creation of a college-going culture, [CommUniverCity SPM] explained that this partnership provided the elementary school students with an opportunity to personally know individuals in college, and to see themselves reflected in those mentors, particularly when they were both people of color.

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The topics of data analysis, professional development, mentorship, and the creation of a college-going culture were intertwined with a larger discussion regarding the role and responsibilities of each stakeholder, as well as her interactions with each. [CommUniverCity SPM] explained that the collaboration with [professor] had been successful because of the steps the professor took to manage the students and in helping to ensure the mentors were set up to begin their sessions in a timely manner. However, she also reflected on the lack of communication throughout the semester, acknowledging that besides the initial set up process and updates on special circumstances, there was no communication between them. Throughout her interviews, the CommUniverCity Special Program Manager also discussed her interactions with [afterschool program director] regarding the collaboration. Although they both have offices on the elementary school campus, [CommUniverCity SPM] explained that communication was often difficult because of the varying schedules and work locations of the multiple other individuals she interacted with. These interactions, then, were done on two levels; the first regarding logistics for the collaboration, such as volunteer resources, and the second being daily updates with the site director regarding the university participants themselves. As with the professor, [CommUniverCity SPM] explained that most communication was done at the beginning of each semester, with only updates on special circumstances being discussed throughout. Like many other interviewees, [CommUniverCity SPM] expressed an interest in creating a role for the elementary school teachers in the collaboration. She explained how receiving information as to the changes they have seen in students who have participated in the program will assist in the further development of the collaboration and providing insight as to what should be focused on. Importantly, however, she also showed concern as to whether the program significant enough results for it to be “worth” teachers becoming invested. The last

stakeholder she discussed in her interviews was herself. She explained how her main role was as an organizer, working to get mentors cleared and scheduled for the sessions. This includes an orientation each semester for incoming university participants as to the objectives and structure of the collaboration and the maintenance of schedules for an efficient program.

As previously stated, her communications with me involved much reflection on her own role and responsibilities. These were often ignited by the feedback received throughout the previous semester. As [professor] had also explained, the two of them met at the end of the semester to analyze and incorporate the feedback students had provided, and to discuss how they could be addressed in the future. One of the largest considerations was of the amount of communication between stakeholders. To address this, [CommUniverCity SPM] and [professor] had agreed to continuous check-ins throughout the semester, enabling them to address problem and concerns sooner. Importantly, the idea of communication was extended to include teachers, for reasons stated above, and parents of participating elementary school students, to help ensure the students are present for their entire session. The increase in communication was furthered by the [CommUniverCity SPM] to include an increase in her knowledge about the collaboration. She stated her belief that in order to maintain the progress of the program, “the most people should know that most information” (personal communication). This included, she explained, her participation in leveling and Skills Cards training and a deeper understanding of the pairing between mentors and students in order to help ensure consistency in the information given to participants. Furthermore, the CommUniverCity SPM listed other areas that needed to be addressed to help the collaboration progress. She listed these as closer management of mentors’ attendance, pairings that reflect the objectives of the collaboration of “accelerating third-grade

literacy,” and ensuring university participants are meeting their own course objectives through their experience.

In her interviews, [CommUniverCity SPM] then described what she would like to see in the future of the program. She communicated her belief that looking at the raw data collected by the afterschool program throughout the year would assist in navigating program objectives. Furthermore, she described how characteristics of communication, open-mindedness, and presence, which were already present in the collaboration, were the most necessary in guaranteeing its success.

#### *Afterschool Program Director*

The interview with the Program Director focused largely on her own role and the outcomes of the collaboration. She began by stating that the top priority of the collaboration was to make sure it was addressing the expressed needs of the community, which were demonstrated or communicated through assessments, observations, and recommendations from various community members. [Program director] then explained that because these stakeholders had been working together for so long, they had developed an understanding of their own roles and responsibilities. She went on to express how although the elementary school students are receiving academic support, other outcomes include the development of social skills, a relationship with someone students can look up to, and exposure to a college-going culture that encourages students to see a similar future for themselves. Other outcomes the Program Director mentioned were engagement by students and active efforts on their part to make sure they are

present for their sessions and a noticeable improvement in literacy that teachers have commented on, adding that several parents have requested that their student be provided with a mentor after hearing about its benefits.

In her interview, the Program Director presented ideas and comments on the role of stakeholders and the structure of the collaboration as interwoven. While explaining her own role, and the role of the community program she was a part of, she explained how the various tasks were based on “Malow’s Hierarchy of Needs,” which she described as an effort to ensure students have their basic needs met so they may be better engaged in in-depth learning methods, which the university mentors provide. She then explained that her role was largely based on communication with other stakeholders, “taking the extra time” (personal communication) and maintaining transparency about processes. This, she also explained, was paired with similar efforts by CommUniverCity and the university professor to update one another. Other tasks, she continued, included organizing resources for mentors, monitoring mentor attendance, and leveling elementary school students four times a year. Lastly, when discussing the role of the other stakeholder, she acknowledges the involvement in the form of access to space provided by the school and the preparedness of the elementary school students to learn and engage with mentors. [Program Director] also described the importance of the university professor preparing her students to engage with their mentees on more than one level while also encouraging them to take different approaches to meet the collaboration objectives. She explained how many of the students who had participated thus far had a familiarity in working with children, and therefore had a toolkit to access when looking for additional activities. When discussing the role of CommUniverCity, she then asserted the importance of the foundational structure provided by the organization to the implementation of the collaboration.

Principal

This collaboration is unique in that the afterschool program, CommUniverCity, and other community organizations are all located on the elementary school campus. In her interview, the school principal conveyed how although she was not very active in the collaboration, the physical proximity of the organizations had implication for their relations. Though [school principal] defined the objectives of the collaboration much like the other interviewees, as an approach for assisting students in improving their English literacy, she also described other outcomes. She explained how although she did not receive reports on the progress of participating students, she understood that the mentorship helped build intergenerational relationships helped increase the confidence of students while creating a college-going culture and providing socio-emotional support. The school principal also explained how the outcomes of the reading partners program, however, was dependent on the preparedness of the university students. She explained how although the individual support and attention is beneficial to the elementary school students, additional benefits rely on the skill levels of the mentors regarding the support they are prepared to provide. [School principal] expanded on this idea by explaining how the local community needed socio-emotional support as a result of the high levels of trauma experienced, and therefore, university participants needed to be prepared to talk to and relate to students about more than just the literature.

In her position as a school administrator, [school principal] explained how there was a separation of management and therefore does not have an active role, though, she was aware of the impact the program has had. The principal explained how teachers often recommend students to the collaboration based on student needs and experiences, though the only knowledge of quantitative outcomes she receives is what the program shares with her. When asked about the

further involvement of teachers, as had been suggested by other interviewees, she explained how the school was always looking to provide additional resources for the community, but because of their own limitations, they welcomed additional support from other organizations. This then led to a discussion of the interaction between organizations.

The principal explained how although there was little communication with [afterschool program] and CommUniverCity about the A3L program, there is an ongoing process of collaboration between the three stakeholders to address community needs in other formats. [School principal] disclosed how the collaboration allowed the school to take advantage of the closer relationship CommUniverCity has with the community to bridge the cultural gap between the two to create an academic environment that acknowledges and embraces the backgrounds and heritage of students. In the discussion of the future of the collaboration, the principal stated that although she did not have a direct role, she hoped to increase communication so that they may find more overlap in their resources to align objectives and become a “hub of resources” (personal communication).

### Parents

As peripheral stakeholders, I thought it would be important to understand the perspectives of the parents of the participating students. The collaboration provided a resource within the afterschool program, making the interaction between mentors and parents rare, if not altogether absent. To gather information from parents, I spent two days on site during times when most students were picked up, asking arriving parents about the program and if they had any children participating; all but one interaction was in Spanish. Many students walked home, were signed out by an older sibling, or were picked up by a non-primary guardian, restricting the number of possible participants. Of the twenty-one parents I approached, only three had heard of

the program before and had children enrolled, two others had not heard of the program but had children who said they had participated in the program, and the others had not heard of the program and did not know whether or not their child had participated. After providing more information to one parent, he revealed that he had never heard of the program, he explained how he would like his child to be a part of it as they were not getting enough homework done and were falling behind.

The three parents who knew about the program provided varying, but similar, insight. One mother, whose daughter had been enrolled in the program a couple of years prior, shared how she had asked the afterschool program for resources for her daughter, who did not speak English at the time. She then communicated that her daughter had received help with reading, homework, and English development; her daughter is now a fluent English speaker. The second parent to provide more insight informed me that her son had been enrolled in the program for two years, in first and third grade. She explained that she had been given a consent form for his participation; she went on to tell me that his participation had resulted in improved academic performance, reading fluency, and speech, the last of which he also received additional help for through the school. This parent also shared how she has noticed her son reading for leisure. The last parent also reported having received a consent form for her daughter's enrollment in the reading partners program, saying that she was asked what areas her child needed help in. She explained that this was her daughter's first time participating and that she had already received positive feedback from the teacher on her literacy improvement.

#### *Elementary School Student Participants*

Throughout my data collection process, I conducted informal interviews with elementary school student participants. I had become familiar to them throughout my visits and participation

in community events. The mentees were not forthcoming with their opinions but did share bits of information. Throughout my time at the sight, I interacted with various student participants but was not able to gather more than a comment from them. Out of fourteen direct interactions with young participants, I learned that they had positive feelings towards the program, expressing how mentors helped them with homework and their reading, and how they liked playing with the mentors after they finished working. One student expressed that she liked the program, but thought it was difficult. Many of the elementary school students voiced positive emotions towards their tutors but were unable to recall their names.

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### Teachers

Although they are not central to the collaboration, I believed the teachers of the student participants were important to consider in the evaluation of structure and outcomes as they see how the outcomes affect the formal leveling of participants. The collaboration currently includes students in second through fifth grade, though it was officially created for third-grade students. Because of this, I decided it was best to interview third and fourth-grade teachers, as they would see the direct impact of the program through school work and tests. At Murphy Elementary, there are two teachers for each grade level; I carried out individual informal interviews with both third- grade teachers and one of the fourth- grade teachers. Two of the interviewees were in their first-year teaching at the school and the other was in her third year at the school, but it was her first year teaching third- grade. Of the three teachers, none of them had heard of the reading partners program, though one had overheard one of her students talk about a tutor in the



afterschool program but did not ask for details. Because of unfamiliarity, I provided a brief summary of the collaboration, before asking for their opinions.

All three teachers showed interest in the program and were willing to communicate with the mentors or the afterschool program to provide suggestions for areas of focus. Different methods were recommended by the interviewees, such as meeting with mentors in person, exchanging emails, providing feedback sheets, or filling out feedback surveys provided by the afterschool program; importantly, one teacher stated that although she would like to share information, she was unsure of any legal limitation for doing so. One teacher offered to assist in the development of a similar program for older students, as A3L was meant for the younger grade levels.

When asked about the type of support they would like to see the mentors provide, now that they knew about the program, all three teachers explained the low literacy levels of their students, all stating that they had very few students who were currently at or above the appropriate literacy bracket. All participants also revealed that many students were missing “basic” or “foundational” (personal communication) reading skills and would like the reading partners program to focus on reinforcing these skills, as well as helping to develop comprehension and vocabulary. One teacher stated that the program would be most beneficial as a supplementary resource for student support and would work well as a mentorship or “accountability” program so that students may practice reading outside of the classroom.

## **Other Sources of Data**

Throughout my observations and interviews, there were several pieces of additional data that were collected from members of the stakeholder groups. These sources varied in origin, but each provided new insight into the intended objectives and structure of the collaboration and how it reflected or contrasted to the actual ways it has been carried out. I present the information presented in each below.

### *Annual Report*

The annual report was prepared by both the university professor and the CommUniverCity Special Programs Manager. In it, they define the objectives and overall structure of the collaboration while also listing some improvements to be made in future semesters of the program. They state that the collaboration is structured as a pairing of one university student mentor and a third-grade elementary school student, meeting for six to eight one-hour sessions throughout the semester. They explain that university students are provided with the freedom and resources to apply their skills in any way they choose to help build rapport and increase the literacy levels of their reading partner. In addition, [university professor] and [CommUniverCity SPM] listed methods of improvement, such as involving parents to ensure students are present for the entire session, monitoring mentor attendance, making sure students do not participate in more than one session a day, and making sure mentees are in the third grade. The annual report includes details on the pairings between mentors and students, explaining that it is done based on student needs and mentor experience. Lastly, the report explains that an orientation is provided to communicate this information to participating university students.

### Orientation

As has been explained through other sources of information, CommUniverCity and the Program Director of the afterschool program are responsible for giving an orientation to incoming university participants, introducing the new participants to the program, its structure, and its objectives. In the presentation, the university students are instructed on where to go and where to find supplies and resources on site. The presentation, however, focuses on the objectives and the research that supports them. [CommUniverCity SPM] and [afterschool program director] explain that this collaboration has been created to tackle the deficiencies in English literacy in a low SES minority community. They then stated that the partnership is meant to build elementary school student vocabulary and comprehension through discussion and one-on-one intervention. Furthermore, they explain that mentors are charged with engaging student interest through various tactics, including the use of “connections terminology,” (text to text, text to self, and text to world) (presentation slide). Through the sessions, mentors also serve as models of academic success while encouraging the discussion of different ideas, particularly through positive reinforcement in the form of tickets that elementary school students may exchange for prizes.

### Feedback Sheets

Prior to the conclusion of the semester, after the university students had completed their volunteer hours, Professor [redacted] requested and collected anonymous feedback sheets from participants asking, “what went well?” and “what can be improved?” These were then photocopied and shared with CommUniverCity and me. Although these sheets were brief, they presented valuable feedback, much of which was also revealed through other sources of data. One of the most common themes in these sheets was organization, both physical and structural.

Many university participants conveyed the frustration they felt when the mentee was not present or left early and there was no backup plan; others explained that they felt the students they were mentoring were in grade levels not fit for the program, being either too young to receive help in reading comprehension, or too advanced to need this type of literacy support. Many participants informed me that the loose structure of the sessions provided them with the opportunity to do different activities with their mentees; however, many also mentioned a preference to receiving a guide for areas their students need extra help in or a more detailed explanation of each reading level. There was some feedback that presented split opinions, for example, some stated that they would have liked much more interaction with the afterschool program staff, whereas others shared experiences with helpful and interactive staff. Another difference in experiences was mentioned regarding pairings, with some participants having the same mentee for most, if not all, sessions, and others having a different reading partner each time. Other topics covered in the feedback sheets were the suggestion for updated books, comments on the absence of tickets to give to students that had been mentioned in the orientation, and a concern for the minimal space, where elementary school students were easily distracted if there were too many other groups present. Lastly, and importantly, there were many positive comments made on the behavior of mentees; many university participants expressed that the students were attentive, engaged, patient, and enthusiastic about the sessions.

## **Chapter 5:**

## **Conclusion**

The literature and data collected agree on the primary characteristics that define a successful campus- community collaboration. Many scholars cited above provided evidence as to the importance of community involvement in the creation and implementation of the program. This is exemplified by the way the after school program director explained that the structure of the program was based on the expressed and observed needs of the community. Furthermore, as the professor explained, the purpose of the collaboration is to create resources that integrate the background and heritage of elementary school students. Another common theme in the literature was the emphasis on the importance of individual relationships, highlighting caring intergenerational relationships to promote academic and professional success through access to resources and networks.

Another area of agreement was the methods of embodying these values to succeed in meeting collaboration objectives. Various authors throughout the literature of collaboration described characteristics of individual participants that assisted in the success of the collaboration. These included individuals who worked to increase and maintain communication between stakeholders, and passionate individuals who complete additional, unassigned, tasks to ensure success. Lead participants of the central stakeholder groups exhibited these characteristics, as they described doing tasks such as making sure the resources are easily accessible, ensuring communications were carried through, and investing additional time for the management of participants. Lastly, the greatest emphasis was on communication, a factor that was present in the literature, the methodology, and the findings. According to these sources, regular contact between stakeholders, both central and peripheral, was crucial in maintaining the program and monitoring progress to inform further evolution.

## Deliverable

The tangible outcome to this research, the deliverable (Appendix D), provides an outline for the roles, responsibilities, and objectives of stakeholders within a collaboration. The information provided for each section was based on both the information found in the literature and through the data collection. A central theme found throughout all sources of information was the importance of communication to the success of the collaboration and was therefore also central to the deliverable. The deliverable is in the form of a booklet, with a section providing a brief outline for each stakeholder. The stakeholder map was also provided in the deliverable to assist users in visualizing the interactions between parties (Figure 1). Although there was a large amount of overlap between stakeholders, each had some responsibilities that differentiated them. Furthermore, the number of responsibilities also differed, with central stakeholders requiring more active participation than the smaller stakeholders.

The objective of the CommUniverCity is to create connections between university professors and local organizations to address stated community needs. Roles and responsibilities would include being informed on community needs, frequent communication with the university participants and the afterschool program. Other responsibilities should include data analysis to track progress and outcomes of the partnership. The roles, responsibilities, and objectives of the university participants were separated into two, for the professor and for students, respectively. As a participant that is usually involved for a longer period of time than students, the university professor has the main objective of managing and preparing their students for their own role in the collaboration. This includes fulfilling tasks such as creating course objectives that can be aligned with those of the overall collaboration, maintaining communication with students and other central stakeholders regarding the program, and ensuring university participants are

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equipped with the proper tools to effectively meet partnership objectives. The objective, roles, and responsibilities the university students are different from that of the professor in that they are on the receiving end, also making them clients to the collaboration. Their objective has two parts, engaging in the program to benefit the students and community and engaging in the program as an opportunity for professional development. Roles and responsibilities to meet both parts of the objective include engagement, communication of needs and student progress to other stakeholders, and accountability for participation. Third, the objective of the community organization should be to support the academic and professional success of community members by providing access to resources and various forms of capital. Roles and responsibilities that assist in accomplishing these goals would be serving as a source of insight to community needs so they may be addressed through collaboration, providing materials and resources to program participants, and maintaining communication with central and peripheral stakeholders to help maintain the collaboration.

The remaining stakeholders are not directly involved in the collaboration, but their cooperation is essential to the success of the program. Although the formal education system is not involved with the implementation of the afterschool program, they have a similar outcome in that it is focused on the academic success of students. In the structure provided, the objective of the school is to increase community access to resources that provide supplemental support for academic success. Roles and responsibilities of school faculty and administrators would be to provide insight to community need, provide feedback on the outcomes of the collaboration, and to regularly communicate with collaboration stakeholders to align objectives and resources. Next, parents of participants would have the objective of supporting the collaboration and the children by making sure students are present for their sessions, providing feedback on program



outcomes, and expressing changing needs so that they may be addressed. Lastly, is the role of the student; although these participants are central to the objectives of the collaboration, they do not have a role in the collaboration itself. The objective for students, then, is to take advantage of the potential benefits of the program through engagement, attendance, and expressing their needs.

Each of the stakeholders has a unique set of roles and responsibilities, but as can be seen, there is overlap in the objectives. There are also similarities in the methods provided for each stakeholder, however, the steps that should be taken to increase the success of the collaboration, such as the inclusion of community members, the presence of certain characteristics in collaboration members, and a spiral structure of self- evaluation, are presented from different approaches. The objectives, roles, and responsibilities in the deliverable are generalized so they may be adjusted to the context of each collaboration; a crucial factor in education.

## The Anthropological Difference

This report presents insights to campus- community collaborations from different perspectives, deconstructing its elements to look at the individual parts. Though ethnography, a central method in applied anthropology, is becoming more widely used by researchers in other fields of study, anthropologists benefit from a deeper understanding of analyzing systems and interactions within a culture. The campus- community collaboration presented in this paper involves multiple components, including the formal educational system, the historic experiences of the community being served, and the different forms of capital that are specific to the socio-economic status of the community.

An anthropological approach to program analysis provided the tools for evaluating the entanglement between the pieces, considering the historical context that created these connections and providing a level of objectivity inaccessible by researchers from a different field. Though many of the methods discussed in this paper refer to the self-reflection of participants and to outside researchers as facilitators for this reflection and communication, anthropologists have a familiarity with the ethnographic approach that informs the creation of effective methodology. This includes an awareness of researcher and participant positionality when creating research questions, data collection tools, and in data analysis. In addition, data collection and analysis in anthropology opens itself to a multidisciplinary approach, and while the information provided by participants is central, anthropologists also incorporate research done in other fields, including quantitative analyses to triangulate the findings. The multi-method approach to ethnography results in research that works well when evaluating organic human interactions and stakeholder collaborations (Ervin 2000).

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Schensul and LeCompte (2013) explain how the external validity of research can be determined by the use of appropriate methods, the consideration of a groups' historical experiences, a researcher's relationship with the participating community, and consideration of the cultural setting in which the research is being done. Applied anthropology has a theoretical framework that aims to fulfill each of these requirements.

To do an analysis on a program is to also look at its entanglements with the world around it. As Boas (2014) explains, the "interdependence of cultural phenomena" is a crucial part of research, as one system or interaction cannot be isolated from its cultural surroundings. Malinowski (2014) makes a similar argument, stating that an aspect of culture should be analyzed at the same time as the institution. In this research, I considered the historical experiences of marginalized groups as well as the complexities of the current educational structure. I then evaluated how these histories interacted with current campus-community projects and how all these factors work together to define the roles and responsibilities of stakeholders in the implementation of the program. With an anthropological approach, I observed, surveyed, and interviewed members of the community to consider their perspectives when drawing out an ideal structure for the collaboration.

Holmes and Marcus (2014) discuss the importance of participant involvement in ethnography. They state that using participants as partners as well as informers enables researchers to gather information that may not be apparent or easily revealed through other methods and helps to close the gap between researchers and participants, eliminating "otherness." This idea is also supported by Juffermans and Van der Aa (2013), who explain how participants should be empowered to provide input on research done in their own community.

The combination of outside analysis, insider knowledge, and quantitative backing that anthropologists present in their research results in holistic findings that are accessible to the research participants and other readers outside of anthropology.

### **Future Research and Limitations**

The research presented in this paper provides several potential areas for further study. To begin, the information collected was retrained by time limitations; in the semester following this research, the university course was cancelled, leaving the collaboration without one of the central stakeholders. Further research would extend the data collection period to include an analysis of new policies and structures as they are implemented and tested, and to expand the sample size of research participants. Furthermore, there is also the potential for a comparative study between the various campus- community collaborations moderated by CommUniverCity so the researcher may glean the most successful characteristics of each to create a more specific structure for the organization.

The possible extensions of this research above consider routes in evaluation and practice. There is, however, also an opportunity for further theoretical analysis of the collaboration. The themes presented in the review of literature offer areas for considering the purpose of education in a society (Collins 2016, Durkheim 2016, Radcliffe- Brown 2014, Weber 2014) including theoretical research on the assimilation of youth or migrants, looking at various definitions of integration, who these ideas are imposed by, and the consequences of these standards (Benedict 2014). Further research could consider implications of globalization on the evolution of the industrialized world and the ways in which members of these diversified societies are educated (Durkheim 2016, Kroeber 2014, Leach 2014).

## Closing remarks

When looking at educational programs, whether they be part of the formal institution or not, it is important to remember that formats and structures are difficult to generalize. The unique makeup of each community makes research challenging, as it cannot easily be applied, even within the same school districts. Even so, this research informs the growing knowledge of educational resource and capital accessible to marginalized communities. The literature and findings present the gap in communication and collaboration between resources, the educational system, and student home life. The structure that resulted from this research is a tool that can be applied in many collaboration efforts. By limiting the recommendations to general guidelines for central and peripheral stakeholders, there is a malleability in the structure for users to implement this tool even when there is a turnover in collaboration partners. The approach is flexible enough that pieces of its structure can be taken as needed or can be evolved into a more specific approach based on participant preferences. Furthermore, this report is unique to the literature presented in that it considers a wider range of participants, such as the school principal, teachers, and parents, who are not directly involved in the collaborations, but whose actions and values can significantly impact its success and implementation. I have collected and combined the perspectives, values, and opinions of collaboration participants to design a recommendation that fits their needs and provides room for growth and evolution.

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**APPENDIX A**  
**RESEARCH INSTRUMENTS**

**SJSU Student Questionnaire**

What is your major?

\_\_\_\_\_

How far into the program are you?

- 1 year
- 2 years
- 3 years
- 4+ years

Have you worked with children before?

- Yes
- No

Are you interested in working with children professionally?

- Yes
- No

How would you rate the process of establishing your work at McKinley?

- Very good
- Good
- Neutral
- Bad
- Very bad

Did you sign up for this course because of the volunteer opportunity?

- Yes
- No

Do you feel like you are practicing your course objectives while volunteering? Please explain.

Was your student at the reading level appropriate for his/ her grade? If not, describe his/ her reading level.

What improvements have you noticed any improvements in your student? (Circle all that apply)

- Increased reading comprehension
- Increased reading speed
- Word pronunciation
- Decrease in pauses when reading
- Reading level

How often do you talk to employees from CommUniverCity or CORAL?

- briefly when I arrive
- briefly before leaving
- extensively before leaving

When talking to CommUniverCity or CORAL staff, what do you talk about? (Circle all that apply)

- volunteering schedule
- small talk
- student behavior
- student's literacy/ progress
- program objectives
- volunteering instructions

What information, if any, would you have liked to have received prior to beginning your volunteer work?

Did your student experience match what you were told to expect by your professor? Explain.

What activities besides reading did you do with your student?

Did you bring supplies yourself? If so, why didn't you use the ones provided?

### **Interview Questions:**

#### **Afterschool Program Director**

What do you understand the collaboration to be? What are its objectives?

Describe any communications you have (regarding A3L) that you have with CommUniverCity, the SJSU professor, the school, the parents, teachers. What do you discuss?

What improvements, if any, have you seen in CORAL students' literacy levels?

How would you define your role within the collaboration?

What are the roles of other stakeholders in the collaboration?

Are there any changes you would like to see in the collaboration?

Are there any change in your role that you would like to see?

How do you see the future of the collaboration?

What, in your opinion, are some characteristics that need to be present to make this collaboration successful?

**Professor, Campus- Community Organization, School Principal**

Name of interviewee:

Do you have any communication with CORAL, CommUniverCity, or the SJSU Professor?

How often do you communicate with either of these groups?

What is discussed in your communications?

What do you understand the collaboration to be? What are its objectives?

What improvements, if any, have you seen in CORAL student's literacy levels? If any.

What long term patterns have you seen? How long, in your opinion, does it take for changes to occur?

Do you think you have a role within the collaboration? If so, how would you define it?

Are there any changes you would like to see in the collaboration?

Are there any changes in your role that you would like to see?

## **University Students**

Briefly tell me about your experiences as a tutor

- How many students did you have?
- How was your experience signing up?

What change did you notice in your student(s)?

What resources did you use as a tutor?

What activities would you do with your student? Why?

Did the orientation sufficiently prepare you for your experience?

Did you have the experience you expected? How was it similar or different?

According to your professor, what experience were you supposed to have as a tutor? Was this prediction accurate? In what way?

- Did your experience match your course objectives?

What did you learn that you had not expected to?

What did you wish to learn from this experience but didn't?

Is there anything you would have liked to have known before beginning to tutor?

Any other comments or suggestions you would like to make?

## **Teachers**

What do you understand the A3L collaboration to be?

What have you seen or understood to be the outcomes of the program?

Are there any change in objectives or outcomes that you would like to see?

Would you be willing to become more involved with the collaboration?

If so, in what way?

## **Parents**

How long has your child been in A3L? Cuánto tiempo ha estado su hijo/a en él programa de A3L?

Were you informed of his/ her enrollment in the program? Le informaron que su hijo/a estaba participando en él programa?

What do you understand the objectives of the program to be? ¿Qué entiende que sean las metas del programa?

What outcomes have you seen as a result of enrollment in the program? Cuales son los resultado del programa que ha visto?

Are there any changes in objective or outcomes that you would like to see? ¿Hay algunos cambios que le gustaría ver en el programa?



**APPENDIX B**  
**IRB APPLICATION**  
**SAN JOSE STATE UNIVERSITY**  
**HUMAN SUBJECTS INSTITUTIONAL REVIEW BOARD**

**IRB Application**

*Instructions: Prior approval by the Human Subjects Institutional Review Board is required for all research involving human subjects to be conducted by SJSU faculty, students, or staff. Procedures may not begin until approval is received. Students must obtain their faculty supervisor's signature on an [assurance form](#) that is included with this application submission; likewise, faculty and staff primary investigators must include the signed assurance form for their research. Please fill out this application completely. Instructions to applicants can be removed prior to submission. Submission instructions appear at the end of this document.*

**STUDY TITLE**

**Defining the Roles of Stakeholders in a Campus- Community Partnership**

**FUNDING SOURCE**

*If the project is not funded, state "no funding."*

No Funding

**ANTICIPATED START DATE**

*Indicate an approximate date when you want to start the human subjects portion of your research. Make sure the date is not retroactive open submission and allows enough time for the IRB process.*

August 20, 2018

**RESEARCH TEAM MEMBERS**

**Primary Investigator, Student Investigator, or Project Leader**

*If there is more than one primary investigator or student investigator please identify one point of contact and provide contact information for that individual only. List all other investigators in the "additional study personnel" section below.*

**Name: Briza Diaz**

**Email: brizavd\_12@hotmail.com**

**Phone Number: (909) 561-7394**

**Department Name:**

Select One:  Faculty Member  Staff  Student

**Qualifications**

Describe any relevant expertise that you or your faculty supervisor (if applicable) have as it relates to this study which prepares you to conduct research with the population identified in the protocol, including relevant coursework, background, experience, and training. Also describe your knowledge of local community attitudes, cultural norms, and the cultural sensitivities necessary to carry out the research, if applicable.

As a current graduate student in applied anthropology, with a completed undergraduate degree in anthropology, I have completed coursework that in proper methodology and collaborative skills when working with community organizations. These include techniques for creating relationships with the community members, conducting survey and interviews, and observational skills. My undergraduate degree in Spanish helps to ensure that I have the proper communication skills and cultural knowledge to interact with the community, as many of them speak Spanish as their first or second language.

**Additional Study Personnel**

List all personnel, including additional primary investigators, who will assist in conducting the research in the table below. Add rows as needed:

Name	Role (e.g., Co-PI, research assistant)	List of Responsibilities
n/a		

**EXEMPTION SCREENING**

Exemption is not the same as exclusion from review. To determine whether your work is excluded from oversight altogether, please use the [Exclusion Worksheet](#) posted on the IRB website.

Exempt status means that the work has been determined to be research that involves human subjects but, if the work meets specific criteria, it does not go through a formal IRB review. Rather, exempt research is registered with the Office of Research. There are still protections in place for the participants, such as the right to be fully informed of the study, and the research is still subject to oversight by the Office of Research. Exempt status is conferred by the Office of Research prior to data collection after the investigator has submitted all of the required supporting documents, including this complete IRB application, consent documents, data instruments, and permission from participating institutions, if applicable.

To help the Office of Research screen your work for exemption, please check all of the boxes below that apply to your research. If you are not sure whether an exemption category applies, leave the box blank.

**(1)** Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

**(2)** Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

**(i)** The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

**(ii)** Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or

**(iii)** The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review as outlined by federal regulations at 45 CFR 46.111(a)(7).

**(3) (i)** Research involving benign behavioral interventions in conjunction with the collection of information from an adult subject through verbal or written responses (including data entry) or audiovisual recording if the subject prospectively agrees to the intervention and information collection and at least one of the following criteria is met:

**(A)** The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

**(B)** Any disclosure of the human subjects' responses outside the research would not

reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or

**(C)** The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB as outlined by federal regulations at 45 CFR 46.111(a)(7).

(ii) For the purpose of this provision, benign behavioral interventions are brief in duration, harmless, painless, not physically invasive, not likely to have a significant adverse lasting impact on the subjects, and the investigator has no reason to think the subjects will find the interventions offensive or embarrassing. Provided all such criteria are met, examples of such benign behavioral interventions would include having the subjects play an online game, having them solve puzzles under various noise conditions, or having them decide how to allocate a nominal amount of received cash between themselves and someone else.

(iii) If the research involves deceiving the subjects regarding the nature or purposes of the research, this exemption is not applicable unless the subject authorizes the deception through a prospective agreement to participate in research in circumstances in which the subject is informed that he or she will be unaware of or misled regarding the nature or purposes of the research.

**(4)** Secondary research for which consent is not required: Secondary research uses of identifiable private information or identifiable biospecimens, if at least one of the following criteria is met:

**(i)** The identifiable private information or identifiable biospecimens are publicly available;

**(ii)** Information, which may include information about biospecimens, is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained directly or through identifiers linked to the subjects, the investigator does not contact the subjects, and the investigator will not re-identify subjects;

**(iii)** The research involves only information collection and analysis involving the investigator's use of identifiable health information when that use is regulated under 45 CFR parts 160 and 164, subparts A and E, for the purposes of "health care operations" or "research" as those terms are defined at 45 CFR 164.501 or for "public health activities and purposes" as described under 45 CFR 164.512(b); or

**(iv)** The research is conducted by, or on behalf of, a Federal department or agency using government-generated or government-collected information obtained for non-research activities, if the research generates identifiable private information that is or will be maintained on information technology that is subject to and in compliance with section 208(b) of the E-Government Act of 2002, 44 U.S.C. 3501 note, if all of the identifiable private information collected, used, or generated as part of the activity will be maintained in systems of records subject to the Privacy Act of 1974, 5 U.S.C. 552a, and, if applicable, the information used in the research was collected subject to the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq.

**(5)** Research and demonstration projects that are conducted or supported by a Federal department or agency, or otherwise subject to the approval of department or agency heads (or the approval of the heads of bureaus or other subordinate agencies that have been delegated authority to conduct the research and demonstration projects), and that are designed to study, evaluate, improve, or otherwise examine public benefit or service programs, including procedures for obtaining benefits or services under those programs, possible changes in or alternatives to those programs or procedures, or possible changes in methods or levels of payment for benefits or services under those programs. Such projects include, but are not limited to, internal studies by Federal employees, and studies under contracts or consulting arrangements, cooperative agreements, or grants. Exempt projects also include waivers of otherwise mandatory requirements using authorities such as sections 1115 and 1115A of the Social Security Act, as amended.

(i) Each Federal department or agency conducting or supporting the research and demonstration projects must establish, on a publicly accessible Federal Web site or in such other manner as the department or agency head may determine, a list of the research and demonstration projects that the Federal department or agency conducts or supports under this provision. The research or demonstration project must be published on this list prior to commencing the research involving human subjects.

**(6)** Taste and food quality evaluation and consumer acceptance studies:

**(i)** If wholesome foods without additives are consumed, or

**(ii)** If a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

## STUDY INTRODUCTION

**Purpose:** Provide an explanation of the purpose of the proposed research written for a general audience. Include a concise statement of your research questions or hypotheses.

My goals for this project are to map out the interactions between the members of the various stakeholder groups and the roles that each fulfills. The deliverable at the end of my research will be a manual that defines the roles and responsibilities of the participants from SJSU, CORAL, and CommUniverCity. However, to create the best definitions, and to have those definitions work in a way that is better for fulfilling the collaborations objectives, I must also collect information from surrounding groups. These would include the parents of the CORAL students, administration and faculty from McKinley Elementary, and the elementary school students themselves. My research, and the manual that results from it, will inform CommUniverCity on tactics for improving their program at McKinley and at other sites. Furthermore, this research will also contribute to the body of anthropological knowledge concerning campus- community partnerships, organizational evaluation, and immigrant and minority education. This research is focused on the evaluation of a program that has been created to support the academic advancement of elementary school students from a low-income immigrant community. As a result, my study will focus on this population of elementary school students and their community, the majority of whom are immigrants and speak, or are learning to speak, English as a second language. To collect valuable information, I must include participants who fit these characteristics.

**Background:** Include a brief (1-2 paragraphs) review of any relevant and current scholarly literature that supports the purpose of the research or that led to the formulation of the study. Include citations and attach a list of references to this submission, if applicable.

Campus-community collaborations are often founded on the concept of service learning to create better citizens as well as to allow students to learn their professions in an applied setting and are intended to sustain a long- term relationship between the local campus and the surrounding communities. However, these collaborations must be structured in such a way that the objectives of all the involved stakeholders are met. There must be an agreement between the organizations, the university, and any other stakeholders to ensure that it is created around the proper mission. Furthermore, there cannot not be a single structure that is implemented in all university- community partnerships, each structure should be tailored to the needs and objectives of the stakeholders, mainly those of the serviced community, though they can be built with the same concept blocks (Holland 1997). Furthermore, program collaborations serve as a resource for social capital. In university- community collaborations that involve local schools, these programs provide a resource for the students as well as for their families. Because of the difficulties these students face within the school system, it is important that programs such as this one work to “ameliorate institutional deficiency” in the community (Wong 2008). Resources created for student go beyond the local educational system, and that provide resources for the entire family to better function within the dominant culture (Wong 2008).

Peter Demerath and Allison Mattheis (2012) describe the role of anthropology in the research behind, the construction of, and the implementation of multicultural education. They explain the combination of multidisciplinary education and educational anthropology with the intent of increasing educational equity. Educational systems, especially the teachers, should be aware of the multiple backgrounds of their students, and how these differences may affect the way these students learn (Demerath and Mattheis 2012). To carry out the correct evaluation of this campus- community collaboration, I refer to two approaches: social science theory, which uses social change and critical race theory to inform decision about the programs, and program theory, which analyzes the factors that affect the outcomes of the program and the fulfillment of its objectives (Mertens and Wilson 2012).

**Research summary:** Provide a brief 1 paragraph outline of how you will achieve the study objectives and answer your research questions in the following ways:

1. Research design (experimental, descriptive, correlational, etc.).
2. Data collection methods.
3. Data analysis methods (describe the specific quantitative or qualitative analyses to be performed, if applicable).

By collecting definitions of the roles of each of the stakeholders, I will create a deliverable that provides a definite description of each of the stakeholders so that the collaboration may have a stronger structure and be more efficient in fulfilling its objectives. Observation will allow me to familiarize myself with the current structure of the campus- community collaboration, and the current relationships between the central stakeholders, as well as allow me to create my own relationships with the community. I will have the opportunity to engage with the various stakeholders and see how they interact with one another. I will do this by taking photographs of the work area and participant interactions and mapping the current space and looking at how the space is used by the different stakeholders. This may reveal information as to what resources are available to the participants, and how often they are used. Because I intend to collect information through observation, this will also include informal interviews, where I ask questions to the various stakeholders, including the children, throughout my observation. The collection of multiple and varied formal interviews will provide me with information as to the similarities and differences in perspectives of the campus- community collaborative project, though this will be kept confidential to prevent tension within the participants during or after my research. Furthermore, these individual interviews may reveal some possible areas for further research within the realm of campus- community projects. Because this project consists of various stakeholders, focus groups would be useful in collecting more information quickly. Focus groups may be used for major stakeholders who are not central to the collaboration, such as the parents of the elementary school children and faculty and administration of the elementary school. Lastly, the surveys I will be administering in my research will go out to members of all stakeholder groups, asking questions about their opinions on the success of the collaboration. Although these surveys will ask questions relating to the same topic, the question will differ based on stakeholder group they belong to. Information from these surveys will then be compared to anonymous surveys previously collected by CommUniverCity, these surveys do not provide any identifying information.

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## PARTICIPATING INSTITUTIONS AND LOCATION

1. **Study location:** Where will the study be conducted? List all study sites, including SJSU.

This research will take place at McKinley Elementary School in San Jose. This will take place during after school hours during the CORAL program, a program aimed at increasing English literacy rates in elementary school students with the assistance of volunteers from San Jose State University as one-on-one tutors, and will be limited to spaces used by the afterschool program. There will also be research done in the CommUniverCity office located on the McKinley Elementary School campus.

2. **Participating institutions:** List any non-SJSU participating institutions that will serve as a source of subjects, a source of records, or a source of information about subjects. Include specific information about the institution's role in your research.

CommUniverCity – An organization that connects SJSU courses to community organizations in an effort to create a relationship and sense of unity between local residents and students from the university.

CORAL – An afterschool program that provides child care, homework, help, and enrichment for elementary schools. At McKinley elementary School, the students enrolled in the program vary in ages, with the students taken dependent on the funding received. This site is the first to use CommUniverCity to implement the literacy tutoring program in which students are taken aside, independently, a few times a week to work with a university student to improve their reading skills.

McKinley Elementary School – A local school that is also home to the CommUniverCity office, the CORAL afterschool program, and the Neighborhood Association Youth Center.

3. **Investigator(s) affiliation:** Disclose any affiliation that you have with each study site (e.g., employee, intern, collaborator, client, contractor).

I do not have any affiliations with any of the institution other than this research.

## PARTICIPANT POPULATION

1. **Type of subjects:** Describe the participant pool or community from which you will enroll participants as specifically as possible (e.g., college students in a specific class, professionals in a specific field, random pedestrians). If you will be accessing secondary data about individuals only, describe whether you are targeting a specific population in your study. If you will have multiple groups of participants, please answer the protocol application questions for all groups.

This research will involve various stakeholders from various institutions, including:

SJSU

Diaz

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- Linguistics professor who in collaborating with CommUniverCity
- Students in the linguistics coarse who are currently enrolled in the course. Because my research will take place over two semesters, this will consist of two different groups of students.

#### CORAL

- Site Director who supervises the staff
- Staff

#### CommUniverCity

- Special Programs Manager show serves as the primary liaison for the collaboration
- Staff who support the Special Programs Manager

#### McKinley Elementary School

- Administrators
- Teachers for grades kindergarten through third

#### Parents of students currently enrolled in the CORAL afterschool program

#### Elementary school students currently enrolled in CORAL

- Again, because of my research time frame, there may be some changes to members of this group.

2. **Number of subjects:** State the expected number of participants as well as what a reasonable sample size would be to answer your research questions. If applicable, explain how the number of participants needed to answer the research question was determined.

Because the campus- community collaboration I will be researching has many stakeholders, but is small in totality, I will be taking information from a few members of each group. I would expect this to be:

- 3 elementary school teachers and/ or administration members
- The SJSU professor (1)
- 3 SJSU students per semester (6 total)
- The CommUNiverCity Special Programs Manager (1)
- 2 CommUniverCity staff
- The CORAL site director (1)
- 2 CORAL site staff
- 3 parents per semester (6 total)
- 5 elementary school students per semester (10 total)

*Participants will be selected on a voluntary basis. Participating university students will be required to be active volunteers at the CommUniverCity – CORAL collaboration. Parents will be required to currently have children enrolled in the CORAL afterschool program. Elementary school students will be selected on a voluntary basis, though they will also require parent or guardian permission. Parents and elementary school students must speak either English or Spanish, as those are the languages the interviews and questionnaires will be available in. CommUniverCity, CORAL, and McKinley employee participants will be selected on a voluntary*

*basis, though they will be required to have at least one year experience with the campus-community collaboration at McKinley.*

3. **Subject demographics:** State the age range, gender, and racial or ethnic background of the participant population being targeted, if applicable.

This research is focused on, but not limited to, research with participants who fit these demographics:

- 3 parents per semester (6 total) – of Latino/a background
- 5 elementary school students per semester (10 total) – grades kindergarten through third of Latino/a background

4. **Inclusion/Exclusion criteria:** State any inclusion or exclusion criteria. If prospective participants will be screened via tests, interview, etc., prior to entry into the “main” study, explain how, where, when, and by whom the screening will be done. Information on what will be done with the data of those who do not qualify for the study should also be provided in this section.

Research is focused on, but not limited to, parents and elementary school students who fit these specific criteria:

- 3 parents per semester (6 total) – criteria: of Latino/a background who speak English as a second language or no English at all and who currently have students enrolled in the CORAL afterschool program
- 5 elementary school students per semester (10 total) – criteria: enrolled grades kindergarten through third of Latino/a background and who speak English as a second language or no English at all and who are currently enrolled in the CORAL afterschool program

5. **Rationale for subject selection:** Describe why this is the appropriate population for your study (i.e., is this population the logical choice for answering your research questions or for applying an intervention?). If applicable, explain why potentially vulnerable participants are needed (e.g., children, pregnant women, economically or educationally disadvantaged individuals, the homeless, the incarcerated, or people with impaired decision-making capacity).

My research looks at campus- community collaborations and the ways in which stakeholder perceptions of their role affects the outcomes of the project. The effectively evaluate the relationships within the collaboration, my research requires interviewing and observing the various stakeholders and their interactions with one another. Although the campus-community collaboration at McKinley Elementary is focused around the CORAL program and the volunteers from SJSU, I must also consider the perspectives of the elementary school students, who the program serves, as well as the teachers and parents, who can observe the changes in the students, if any, outside of the afterschool program.

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6. **Special needs:** Does the subject population have any special needs (do they have limited literacy, will they need translations, etc.)?

Many of the participants in my research speak little to no English and have Spanish as their primary language. Because of this, I will be translating consent forms, information forms, and surveys into Spanish and will be holding certain interviews and focus groups in Spanish. My undergraduate degree in Spanish validates my ability to make these translations accurately.

7. **Prior associations with research team:** Are the potential participants already known to the researcher or research team?

No

#### **POTENTIAL CONFLICTS OF INTEREST**

Disclose and address any financial conflicts of interests that any research team member may have as a result of a relationship with the non-SJSU entity financing the research or supplying the materials to be tested under the protocol (e.g., positions of management, equity interest, rights to a pending or issued patent, or licensing rights). You may indicate that there are no conflicts of interest, if applicable.

N/A

#### **STUDY PROCEDURES**

##### **Recruitment**

1. **Recruitment/enrollment procedures:** Explain how, where, and when prospective participants will be identified and approached for study participation. Make sure to be clear about how the research team will gain access to participants, what will be said to them, and to outline which members of the research team will conduct the recruitment. If you will be accessing secondary data about individuals only, please describe how you have access to such data and what type of permission you have to access private and protected data (e.g., medical, academic, employment, or financial records). If you will have multiple groups of participants, please answer the questions for all groups.

I will be conducting this research alone and will therefore be the one recruiting participants. I will be approaching these potential participants at McKinley Elementary School. This will take place during the CORAL afterschool program, or at other times that teachers and administrators are available. I will also be approaching participants from McKinley Elementary School via email to meet with them at the site.

2. **Potential conflicts of interest:** Do any members of the research team have a supervisory role over potential participants, provide services to the targeted population outside of the research, or serve in a dual role that may result in a power imbalance between researchers and the participants (e.g., teacher/student, employer/employee)?

NO. Move on to question 3 in this section.

YES. Please answer (i) and (ii) below.

(i) Please identify which members of the research team have a supervisory role over potential participants or provide services (such as treatment, assessment, or training) to the targeted population outside of the research, and explain the nature of the relationship to potential participants.

(ii) What precautions will be used to minimize undue influence or potential coercion of participants who are also clients or individuals who receive services from members of the research team outside of the research context?

3. **Recruitment materials:** List any recruitment materials that will be used and note the type of media and where they will be posted. Attach recruitment materials such as telephone or speech scripts, email or letter invitations, flyers or social media postings.

To recruit participants for my research, I will be distributing information sheets as to the objectives and methods of my research. These will be distributed through hard copy and email depending on the accessibility of my target audience.

#### **Consent Process**

*The consent process begins with the recruitment of participants, which was described in the previous section. In this section, you will be asked to describe the rest of the informed consent process. If you will have multiple groups of participants, please answer the questions for all groups. If you will be accessing secondary data about individuals only, or if a question does not apply to your study, you may indicate N/A.*

1. **Who will obtain consent and who will be available to answer participants' questions?**

As the sole researcher, I will be the one obtaining consent and answering any questions the participants may have.

2. **How will consent be obtained (in person, by email, by mail, via web, signed, unsigned, etc.)?**

Consent will be obtained in person

3. **Where and when will consent be obtained?**

Consent will be obtained at McKinley Elementary School at various times. Either in the CommUniverCity office, at the CORAL sign-out time, or in classrooms. It will be obtained before the participant is included in my research.

**4. What language(s) will be used to obtain consent?**

Consent forms will be available in both English and Spanish

**5. If you anticipate the need to obtain informed consent from a legally authorized representative (LAR) in cases where the subject population under consideration may have impaired decision-making ability, describe how you will identify an appropriate representative and ensure that their consent is obtained.**

Before beginning my research, I will be collecting consent forms from parents of the CORAL students. Any consent forms not received will result in their child/ children's exclusion from my research. To ensure consent from the appropriate representative, I will only be accepting consent from adults over the age of 18 who are authorized by the CORAL afterschool program to sign the student out at the end of the day.

**Consent Documents**

*Indicate the type of consent document(s) that will be used. Descriptions of the various types of consent documents are outlined in the [Informed Consent Handbook](#) posted on the IRB website. If different consent documents will be used for different participants or methods, check all that apply and indicate which form will be used for which participants/methods.*

- No consent will be sought
- Standard consent form (written consent form, signed by participant)
- Parent or guardian permission form
- Consent notice (written consent document, unsigned by participant)
- Standard consent short form and script (verbal consent only)
- Altered consent form (some of the standard elements of consent are omitted).

Rationale:

**Assent**

*Minors or adults who have impaired decision making ability should still be informed about the research and asked for their permission to participate, whenever possible, in a manner appropriate to their condition or age. Note: Though consent must be sought first from the LAR or parent before assent is sought, in most social and behavioral research the wishes of the subject override the consent of the LAR*

or parent. If assent is not applicable to your study, indicate N/A in this section.

**1. Who will obtain assent and who will be available to answer participants' questions?**

As the sole researcher, I will be obtaining assent and answering questions participants may have.

**2. How will assent be obtained in a way that takes into account the age, developmental ability, and cognitive capacity of the subject (e.g., verbal vs. written assent)?**

I will be introducing myself to the various stakeholders, including the elementary school children. In terms understood by their age group, I will explain what my tasks are and how I would use their participation. This will be done verbally upon introduction to members of the research community, and once again through the consent forms that I have written out. To ensure full consent from elementary school students, I have written a consent form at a simpler literacy level. I will be prepared to present the details of my research in both English and Spanish.

**3. Where and when will assent be obtained?**

Consent will be obtained at McKinley Elementary School at various times. Either in the CommUniverCity office, at the CORAL sign-out time, or in classrooms. It will be obtained before the participant is included in my research.

**4. What language(s) will be used to obtain assent?**

English and Spanish

**Assent Documents**

Indicate the type of assent document to be used, if applicable. Descriptions of the various types of assent documents are outlined in the [Informed Consent Handbook](#) posted on the IRB website. If assent is not applicable to your study, leave this section blank

- Assent form (written form, signed by participant)
- Assent notice (written form, unsigned by participant)
- Assent script (verbal assent only)
- No assent will be sought

Rationale (e.g., the capability of the subject to understand the research is too limited, or the research holds out a prospect of direct benefit that is important to the health or well-being of the subject):

**What Participants Will Be Asked to Do**

If you will be accessing secondary data about individuals only, you may indicate N/A if the question does not apply to your study.

**1. List procedures in which the participants will take part in a chronological manner.**

*Include only those procedures that involve the participants (e.g., interventions/interactions, data collection procedures). Do not include procedures that the researcher will be doing separately (e.g., literature review, transcribing recordings, data analysis).*

- Participants will be observed in their usual interactions within the collaboration, these observations will consist of photographs for reference in my notes
- During observation, participants will be asked questions about that their roles
- Participants will be asked to fill out a paper survey concerning their interactions and roles within the interaction
- Participants will be asked to take part in a focus group and/or a formal individual interview

**2. Explain who will conduct the procedures, where and when they will take place.**

*If you be using an online or third-party vendor/application to disseminate your data instruments to participants, please provide the name of the online or third party vendor/application.*

As the sole researcher, I will be conducting the various procedures. These will take place during the afterschool program's hours, or at a time set by the participant.

**3. Indicate the frequency and duration of each procedure as well as the total time commitment for the study.**

I will be conducting research about twice a week for about four hours each time. The research will take place from August 2018- April 2019.

**4. Identify any research procedures, treatments, or interventions that do not conform to commonly accepted clinical or research practice.**

N/A

*If the study only involves standard research or clinical procedures, enter N/A here.*

**5. Describe appropriate alternative resources, procedures, or courses of treatment, if any, that are available to prospective participants who choose not to participate or are excluded from the current study.**

*If the study does not involve a treatment or intervention, enter N/A here.*

N/A

**6. Will the study take place in a classroom setting with student participants?**

*Note, this question does not pertain to a lab setting where students may arrive because they have signed up to be part of an experiment.*

- NO. Move on to question 7 in this section.  
 YES. Please answer (i), (ii), and (iii) below.

(i) Explain what activities will be required as part of the normal class activities and what activities will be voluntary as part of the research (be sure to include this information on your consent document).

All research participation will be voluntary. This will include observation, focus groups, and interviews that will take place at a time fitting the schedule of the participant.

(ii) What will students who chose not to participate in the research do?

There will be no change for students who would not like to participate, they will continue with their normal after- school program schedule.

(iii) If students will miss class to participate in the research, indicate how they will make up the work.

This will be done during after-school program hours, no class time will be missed.

**7. Does the study involve deception or providing incomplete information to participants initially?**

- NO. Move on to the materials and devices section.  
 YES. Please answer (i), (ii), (iii) below.

(i) Explain what the deception or incomplete disclosure will entail (e.g., the consent form will not reveal complete details about the purpose of the study).

(ii) Explain why the use of deception would fulfill the research purpose better than non-deceptive methods in terms of the study's prospective scientific, educational, or applied value (e.g., deception is needed to minimize biased responses).

(iii) Describe the plans to debrief the participants and include a debriefing script that will be used to explain the deception to participants after their participation or after the study is completed.

**Materials and Devices**



1. **List the kinds of data instruments that will be used and attach copies to the protocol (e.g., surveys, questionnaires, interview questions, data intake sheets).**

- Surveys
- Informal Interviews
- Formal Interviews
- Focus Groups

2. **Describe any cognitive or psychological tests that will be employed and provide representative examples of any computer stimulus or other test materials.**

N/A

3. **Will you be using an experimental device (i.e., a device that has not been approved by the FDA or a commercially available device which will be used or investigated in a manner that deviates from the approved labeling)?**

- NO. Move on to question 4 in this section.
- YES. Please answer (i) and (ii) below.

(i) Describe what the device is and how it works. Include diagram(s) and photo(s) of the device that illustrate how it works.

(ii) Is the device a non-significant risk (NSR) device? An NSR device, as defined by the FDA, is 1) not intended as an implant, 2) not needed for sustaining human life, diagnosing, curing, mitigating, or treating disease, and 3) does not present a potential for serious risk to the health, safety, and welfare of the subject.

- YES. Move on to question 4 below.
- NO. The device poses a significant risk to subjects and requires submission of an application to the FDA in addition to IRB approval. Please contact the SJSU IRB office for more information.

4. **Indicate what types of recording devices will be used to record data from participants by marking all boxes that apply to your study and answering the accompanying questions below.**

**Standard notetaking on computer or pen and paper**

What kinds of information will you be recording in your notes?

I will be recording information as to the structure of the program, the interactions between stakeholders, and the resources made available and accessed throughout the program. This will include observing reactions within stakeholder interactions and taking notes on any informal interviews held during my observations.

**Audio recording only**

What kind of device will be used? What/whom will you be recording (e.g., individual interview)? Will the recording be transcribed? If so, by whom? Will the transcription contain identifying information about participants? How will the recordings be used? Will the recordings be shared? If so, how and with whom?

Recording will be done through my personal phone, and uploaded to a computer at home, under password protection as well as on a flash drive that will be in a locked location at home, they will then be deleted from my phone, which is also password protected. As the sole researcher, I will be the one recording formal interviews and focus groups. Although the recordings will not be transcribed in their entirety, sections that I deem valuable to my research will be. However, participants will not contain identifying information, as they will be labeled as "Interviewer 1," and so on. Furthermore, these recordings will not be shared as they will remain confidential, however, I will be sharing the transcribed sections in my final research report, though they will maintain anonymity. This research report will be available to my SJSU research committee and posted on the website for others to read.

**Audio and video recording**

What kind of device will be used? What/whom will you be recording (e.g., group interview)? Will the recording be transcribed or edited? If so, by whom? Will the transcription or edits contain identifying information about participants? How will the recordings be used? Will the recordings be shared? If so, how and with whom?

**Photography**

What kind of device will be used? What/whom will you be capturing in photographs? How will the photographs be used? Will the photographs be shared? If so, how and with whom?

Photographs will be taken using my phone, once again, these will be stored on a password secure laptop at home and on a flash drive, until then, they will be on my phone, which is also password protected. Photographs will be taken of the areas used by the SJSU students while they tutor, the CommUniverCity office, and other unidentified areas used by CORAL, if any. Participant consent/ assent will be obtained for their inclusion in any photographs. A participant will be able to participate in research if their consent is given but may choose to be excluded from the photographs. These photographs will serve as a point of reference for my notes as I research what interactions take place in certain areas and how space effects the fulfillment of campus- community collaboration objectives.

Commented [49]: Change 3 - Why photos are needed

**Other**

Please describe:

**Data Management Plan**

1. **Will data collected from your data instruments, recording devices, or from secondary sources contain identifying information about participants or contain enough combined information to potentially result in identification of participants?** *Note image recordings of people are generally considered identifiable unless an obscuring mechanism is built into the recording process.*

NO. Move on to question 2 in this section.

YES. Please answer (i)-(xi) below. If a question does not apply to your study, write N/A.

(i) What kind of identifying information or potentially identifying information will be collected?

Participants will be asked about their roles within the collaboration, this will reveal information about their position, and therefore potentially make them identifiable.

(ii). Will any information that could result in identification of participants be reported with their consent? If so, what kind of identifying information will be reported?

Yes, information about their position within the collaboration or program will be used in my research. However, their names will not be stated in the report.

(iii) What mechanisms will be used to maintain the confidentiality of identifying information that participants have not consented to have disclosed (use of a coding system, pseudonyms, etc.)?

To maximize possible confidentiality, participants will be given pseudonyms, referred to as “interviewer # \_,” and in some instances, consolidated to be referred to as “one participant...” There will also be coding of information to find general patterns. However, because the campus- community collaboration is relatively small, I will not be able to ensure complete confidentiality, though I can ensure that I will make an effort to maximize it.

(iv) Are you a mandated reporter – someone who is legally required to report abuse, neglect, or a person’s intent to harm self or others to the appropriate authority? (If yes, please be sure to also report this limitation to confidentiality on the appropriate consent document if it is applicable to the study).

Yes

(v) Are there any other limits to your ability to maintain confidentiality, such as in group interviews and focus groups where you cannot guarantee that participants will not disclose what was shared outside of the group?

Yes, the focus groups I conduct for my research will have various participants, and although I may ask them not to share any information, I can not legally bind them to. However, I will be communicating with participants that they are not pressured to sharing any sensitive information and are free to leave when they please. I will also inform them of the possibility of a formal, confidential, interview in case there is

sensitive information they would like me to know.

(vi) Describe how identifiable data will be transferred (e.g., courier mail) or transmitted (e.g., file transfer software, file sharing, email). If transmitted via electronic networks, describe id and how the data will be secured while in transit (e.g., prior encryption).

Recordings and photographs will be stored on my phone, which is password and fingerprint protected, on a file storage app that is also password protected.

(vii) How will data containing potentially identifying information be stored and what kind of security features will be in place for the stored data (e.g., password-protected computer or file, encrypted files, locked cabinet)?

Once it is transferred over to my laptop and flash drive, it will be password protected and behind lock and key, respectively.

(viii) If data are coded in order to retain a link between the data and identifiable information, explain where the key to the code will be stored and how it will be protected.

The data that provides the link between identifiable information and coding data will be kept in a hard copy at my home, where it will remain. This will then be stored in a file cabinet that can be locked,

(ix) Who has access to stored data containing potentially identifying information about participants and who has access to keys for coded data?

I will be the only person with access to this data.

(x) What is the retention plan for stored data containing identifying information about participants and what is the retention plan for the key for coded data? How will identifying data be destroyed?

Once the data has been analyzed and my research project is over, I will delete them from my computer and shred the key to the data.

(xi) Will data be shared for use in future research after identifiers are removed? (If yes, please add this information to the appropriate consent document).

Yes, once I have analyzed the data, there will be information regarding popular opinions and stakeholder perspectives given to CommUniverCity for their future use. However, identifiers will be removed, and information will be coded and consolidated to prevent future attempts to identify participants.

**2. Who is the intended audience for the study report and what is the presentation/reporting method to be used, if known (e.g., journal article, conference presentation)?**

The intended audience for this report is my research committee, which consists of professors from SJSU. This will be presented as a Masters Project Report.

**3. Will aggregate data be shared with the participants after the study is completed? If so, discuss how feedback will be provided to participants.**

Yes, as part of working with a community collaboration, and in creating a stronger relationship with the community, as well as maintaining transparency, I will be sharing analyzed data and conclusions with the participants. This will be done in the form of my official deliverable, which will be a manual of stakeholder's positions, newsletters to maintain communication, and a presentation at the end of my research.

**Compensation**

State any compensation that will be provided to participants in the study (e.g., cash payment, gift card, course credit, free treatment). If students will receive extra credit or course credit, state the alternative method(s) that will be available for earning credit for those who do not wish to participate in the research. Note: If your research is funded make sure that the funder allows the form of compensation you wish to provide. If no compensation will be provided, state "none."

None

**Costs**

Are there any costs to participants (e.g., transportation to research location, parking expenses, child care)? If the research team will arrange to cover any expenses, mention this here.

Research will take place in a program already in place, and therefore some participants would not need additional accommodations. However, stakeholders outside of the collaboration, such as teachers and parents may have some costs to be able to participate in my research. To accommodate and in an effort to lower these costs, I will hold my interviews at McKinley, where they already normally go, and try to accommodate my research collection to the times best suited for them.

**BENEFITS**

Describe any potential direct benefits to the individual participants or group of participants. If participants will not directly benefit from the study procedures, this should be stated. Note: compensation/payment to participants is not considered a benefit and should not be listed in this section.

As a result of my research, I hope to increase the success of the collaboration. This will benefit the elementary school students at the center of my research by creating a stronger program structure for

supporting their academic success. In addition, this will help to promote the collaboration to potential funders for CommUniverCity. In addition, it will create a better and more productive service- learning opportunity for the SJSU students.

## RISKS AND RISK MITIGATION

1. **Describe any known potential risks and discomforts to individual participants - whether physical, psychological, economic, social, legal, or other - and assess their likelihood and seriousness.**

*Examples of risks include: physical injury, aggravation of an existing condition, pain, loss of privacy, the release of potentially damaging personal information, psychological risk (e.g., anxiety, stress, depression), and uncomfortable emotions (e.g., anger, fear, sadness).*

Although this research does not ask for any personal information that may put the participants at risk, there will be some potentially uncomfortable emotions. This may be because of opinions regarding the collaboration, which may be sensitive to some.

2. **Describe the procedures for protecting against or minimizing each potential individual risk listed above.** *Describe special safety procedures, as needed, to avoid harm to participants. List any psychological and/or medical help available in the event of harm. For example, if the risk of emotional discomfort is high, the investigator should provide the participants with a list of referrals for counseling and attach this information to the informed consent document.*

Although there are some emotional risks, information on personal opinions of participants will be obtained through formal interviews and will therefore be confidential. This will include anonymity in the presentation of research results and in data given to CommUniverCity after the research is completed. The participants will also be informed that their participation is voluntary and there will be no social stigmatization if they refuse to participate. They will also be informed that they are not obligated to answer questions that make them uncomfortable.

3. **Describe if there are plans for provision of treatment for study-related injuries and how costs of injury treatment will be covered.**

N/A

4. **Describe if there is an indirect risk of group harm (i.e., can the community from which participants are selected be made vulnerable by the investigation?).**

Although this research will be working with many stakeholders and the surrounding community there are no negative consequences if they would not like to participate. This research is an evaluation of a

program already in place, and therefore will not be made vulnerable by participating.

**5. Describe the procedures for mitigating group harm (e.g., community consultation, identifying stakeholders as mediators).**

This research will be done in collaboration with the program already present. The first part of my methods, observation, will provide me with the time to familiarize myself with the community and understand its concerns. Though my focus will be on the concerns regarding the program, I will also be made aware of any personal concerns to privacy or sensitive topics that I should remain cautious of throughout my research.

**OTHER**

If there are any other issues which should be considered and which do not fall into any category above, please describe them here.

**ATTACHMENTS**

Attach all of the documents listed, if applicable. Please be sure to label each document in the upper right hand corner so that the IRB can easily identify what type of document it is.

- A signed primary investigator or faculty supervisor [assurance form](#)
- Recruitment materials (and translations)
- Consent and assent documents (and translations, if applicable)
- Data instruments (and translations, if applicable)
- Translation accuracy verification form, if applicable
- Permissions from institutions/letters of support
- Current faculty training certificate (if not previously submitted)
- List of references

**SUBMISSION INSTRUCTIONS:** Please email this application, along with your other attachments to [irb@sjsu.edu](mailto:irb@sjsu.edu). Allow 3-5 business days for pre-review and email confirmation from the IRB analyst.

**APPENDIX C**  
**IRB APPLICATION ATTACHMENTS**

Works Cited

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Mertens, Donna and Amy T. Wilson

2012 *Program Evaluation Theory and Practice: A Comprehensive Guide*. New York: Guilford Publications.

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2008 "They See Us as Resource": The Role of a Community- Based Youth Center in Supporting the Academic Lives of Low- Income Chinese American Youth. *Anthropology & Education Quarterly* 39(2):181-204.



## Information Sheet/ Recruitment Form

### Defining the Roles of Stakeholders in a Campus- Community Partnership

**Commented [50]:** Change 9 – consent forms are written at an 8th grade reading level, should not need to simplify any more

*My name is Briza Diaz and I am a graduate student at San Jose State University working on a degree in Applied Anthropology.*

#### Purpose:

For the next few months, I will be working with CommUniverCity to strengthen the efficiency of the literacy program for the students at McKinley Elementary School enrolled in the CORAL afterschool program.

SJSU Faculty Supervisor: Marco Meniketti

#### Procedures:

- Create a list of the relationships between the groups of the collaboration
- Ask questions about the program as it is currently operating
- Ask about the success of the collaboration with SJSU in improving English literacy in the elementary school students, as well as how it is developing linguistics skills in SJSU students
- Look for room for growth within the program so that it may more successfully meet its objectives

#### I am currently seeking volunteers to participate in my research who would be willing to:

**Commented [51]:** Change 8 – I am asking for participants

- **Have me observe their interactions during the CORAL after school program. This includes, but is not limited to: interactions between institutional stakeholders and interactions between volunteers and students**
- **Take a survey regarding the role of the participant within the collaboration and his/her opinion on the efficiency of the program**
- **Be photographed in his/ her interactions with other stakeholders throughout the program time**
- **Be interviewed by me individually to share insight or opinions on the program**
- **Have their voice recorded during focus groups and interviews. Note: these recordings will not be shared with any stakeholders; they will be used for reference by the researcher only.**
- **Join a focus group with other participants to discuss the collaboration**

#### Potential Risks:

Because of the purpose of this study, it is possible that you may be put in a position to share unpopular or negative opinions about the program. To minimize any discomfort that may result from expressing these opinions, you are able to save those comments for individual interviews, where the information you share will be kept confidential. Furthermore, because there are a limited number of stakeholders, I cannot offer confidentiality for information shared during a focus group, however I will consolidate data in my report and refer to findings as being provided by “some participants.”

**Commented [52]:** Change 7 – rest of the paragraph should clarify this

**Commented [53]:** Change 5 - Change to confidentiality

#### Potential Benefits:

By participating in this research, you will help to improve the program and the services it provides to students at McKinley Elementary School. You will be able to share your experience in the program to create a more effective mode of increasing the English literacy of the students. Furthermore, you will help to inform the structure of Campus- Community programs that CommUniverCity will implement in other schools and communities. There are no direct benefits to the participants in this research, however, participants may benefit from the long-term changes that are made as a result of this project.

#### Participant Rights:

Please note that your/ your child’s participation is voluntary, and you can terminate your participation at any time. You are not under any obligation to volunteer in my research, and there will be no consequences for your refusal.

#### Facts on Participation/ Confidentiality:

- You may terminate participation at any time, without consequence
- Information gathered will be shared in a report and data analysis. **However, private or sensitive information will be kept confidential and will not be shared with, or used by, anyone other than myself.**
- You may provide consent for participation **without** providing consent for photographs to be taken of you or your child
- No information you share will be held against you
- **Your names will be changed in my research to assist in confidentiality**
- Information will be consolidated to increase anonymity
- I, Briza Diaz, am a mandated reporter, obligated to report any abuse, neglect, or intent to harm a child, if this information were to arise throughout my research.

Please check here for consent to use **images** in which you appear in my final report \_\_\_\_

Please check here for consent to use **images** in which your child(ren) appear in my final report\_\_\_\_

Compensations:

Participants of this research will not be compensated. Because of this, I will provide flexible times so that there may be minimal disruption to the lives of the participants.

Questions or Problems:

For further information about the study, please contact Briza Diaz at (909)561-7394 or [brizavd@gmail.com](mailto:brizavd@gmail.com).

Complaints about the research may be presented to Roberto Gonzalez, Anthropology Department Chair, at (408)924-5710

For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

#### SIGNATURES

Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records

**If you would like to participate, please fill out the information below:**

Name of participant: \_\_\_\_\_ Role: \_\_\_\_\_

Participant/ Guardian if under 18 (printed): \_\_\_\_\_

Signature: \_\_\_\_\_

Researcher Statement:

I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

Researcher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CORAL/ CommUniverCity/ McKinley Employee Information Sheet/  
Recruitment Form

**Defining the Roles of Stakeholders in a Campus- Community Partnership**

*My name is Briza Diaz and I am a graduate student at San Jose State University working on a degree in Applied Anthropology.*

Purpose:

For the next few months, I will be working with CommUniverCity to strengthen the efficiency of the literacy program for the students at McKinley Elementary School enrolled in the CORAL afterschool program.

SJSU Faculty Supervisor: Marco Meniketti

Procedures:

- Create a list of the relationships between the groups of the collaboration
- Ask questions about the program as it is currently operating
- Ask about the success of the collaboration with SJSU in improving English literacy in the elementary school students, as well as how it is developing linguistics skills in SJSU students
- Look for room for growth within the program so that it may more successfully meet its objectives

**I am currently seeking volunteers to participate in my research who would be willing to:**

- Have me observe their interactions during the CORAL after school program. This includes, but is not limited to: interactions between institutional stakeholders and interactions between volunteers and students**
- Take a survey regarding the role of the participant within the collaboration and his/her opinion on the efficiency of the program**
- Be photographed in his/ her interactions with other stakeholders throughout the program time**

**-Be interviewed by me individually to share insight or opinions on the program**

**-Have their voice recorded during focus groups and interviews. Note: these recordings will not be shared with any stakeholders; they will be used for reference by the researcher only.**

**-Join a focus group with other participants to discuss the collaboration**

Potential Risks:

Because of the purpose of this study, it is possible that you may be put in a position to share unpopular or negative opinions about the program. To minimize any discomfort that may result from expressing these opinions, you are able to save those comments for individual interviews, where the information you share will be kept confidential. Furthermore, because there are a limited number of stakeholders, I cannot offer confidentiality for information shared during a focus group, however I will consolidate data in my report and refer to findings as being provided by "some participants."

Potential Benefits:

By participating in this research, you will help to improve the program and the services it provides to students at McKinley Elementary School. You will be able to share your experience in the program to create a more effective mode of increasing the English literacy of the students. Furthermore, you will help to inform the structure of Campus- Community programs that CommUniverCity will implement in other schools and communities. There are no direct benefits to the participants in this research, however, participants may benefit from the long-term changes that are made as a result of this project.

Participant Rights:

Please note that your/ your child's participation is voluntary, and you can terminate your participation at any time. You are not under any obligation to volunteer in my research, and there will be no consequences for your refusal.

Facts on Participation/ Confidentiality:

-You may terminate participation at any time, without consequence

-Information gathered will be shared in a report and data analysis. However, private or sensitive information will be kept confidential and will not be shared with, or used by, anyone other than myself.

-You may provide consent for participation without providing consent for photographs to be taken of you or your child

-No information you share will be held against you

-Your names will be changed in my research to assist in confidentiality

-Information will be consolidated to increase anonymity

-I, Briza Diaz, am a mandated reporter, obligated to report any abuse, neglect, or intent to harm a child, if this information were to arise throughout my research.

Please check here for consent to use images in which you appear in my final report \_\_\_\_

#### Compensations:

Participants of this research will not be compensated. Because of this, I will provide flexible times so that there may be minimal disruption to the lives of the participants.

#### Questions or Problems:

For further information about the study, please contact Briza Diaz at (909)561-7394 or brizavd\_12@hotmail.com.

Complaints about the research may be presented to Roberto Gonzalez, Anthropology Department Chair, at (408)924-5710

For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

#### SIGNATURES

Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records

If you would like to participate or would like to provide permission for your child to participate, please fill out the information below:

Name of participant: \_\_\_\_\_ Role: \_\_\_\_\_

Name (printed): \_\_\_\_\_ Signature: \_\_\_\_\_

**Researcher Statement:**

I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

Researcher Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Student Volunteer Information Sheet/ Recruitment Form**  
**Defining the Roles of Stakeholders in a Campus- Community Partnership**

*My name is Briza Diaz and I am a graduate student at San Jose State University working on a degree in Applied Anthropology.*

**Purpose:**

For the next few months, I will be working with CommUniverCity to strengthen the efficiency of the literacy program for the students at McKinley Elementary School enrolled in the CORAL afterschool program.

SJSU Faculty Supervisor: Marco Meniketti

**Procedures:**

- Create a list of the relationships between the groups of the collaboration
- Ask questions about the program as it is currently operating
- Ask about the success of the collaboration with SJSU in improving English literacy in the elementary school students, as well as how it is developing linguistics skills in SJSU students
- Look for room for growth within the program so that it may more successfully meet its objectives

I am currently seeking volunteers to participate in my research who would be willing to:

- Have me observe their interactions during the CORAL after school program. This includes, but is not limited to: interactions between institutional stakeholders and interactions between volunteers and students
- Take a survey regarding the role of the participant within the collaboration and his/her opinion on the efficiency of the program
- Be photographed in his/ her interactions with other stakeholders throughout the program time
- Be interviewed by me individually to share insight or opinions on the program

-Have their voice recorded during focus groups and interviews. Note: these recordings will not be shared with any stakeholders; they will be used for reference by the researcher only.

-Join a focus group with other participants to discuss the collaboration

#### Potential Risks:

Because of the purpose of this study, it is possible that you may be put in a position to share unpopular or negative opinions about the program. To minimize any discomfort that may result from expressing these opinions, you are able to save those comments for individual interviews, where the information you share will be kept confidential. Furthermore, because there are a limited number of stakeholders, I cannot offer confidentiality for information shared during a focus group, however I will consolidate data in my report and refer to findings as being provided by "some participants."

#### Potential Benefits:

By participating in this research, you will help to improve the program and the services it provides to students at McKinley Elementary School. You will be able to share your experience in the program to create a more effective mode of increasing the English literacy of the students. Furthermore, you will help to inform the structure of Campus- Community programs that CommUniverCity will implement in other schools and communities. There are no direct benefits to the participants in this research, however, participants may benefit from the long-term changes that are made as a result of this project.

#### Participant Rights:

Please note that your/ your child's participation is voluntary, and you can terminate your participation at any time. You are not under any obligation to volunteer in my research, and there will be no consequences for your refusal.

#### Facts on Participation/ Confidentiality:

-You may terminate participation at any time, without consequence

-Information gathered will be shared in a report and data analysis. However, private or sensitive information will be kept confidential and will not be shared with, or used by, anyone other than myself.

-You may provide consent for participation without providing consent for photographs to be taken of you or your child

-No information you share will be held against you

-Your names will be changed in my research to assist in confidentiality

-Information will be consolidated to increase anonymity

-I, Briza Diaz, am a mandated reporter, obligated to report any abuse, neglect, or intent to harm a child, if this information were to arise throughout my research.

Please check here for consent to use images in which you appear in my final report \_\_\_\_

#### Compensations:

Participants of this research will not be compensated. Because of this, I will provide flexible times so that there may be minimal disruption to the lives of the participants.

#### Questions or Problems:

For further information about the study, please contact Briza Diaz at (909)561-7394 or brizavd\_12@hotmail.com.

Complaints about the research may be presented to Roberto Gonzalez, Anthropology Department Chair, at (408)924-5710

For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

#### SIGNATURES

Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records

If you would like to participate or would like to participate, please fill out the information below:

Name of participant: \_\_\_\_\_ Role: \_\_\_\_\_

Name (printed): \_\_\_\_\_ Signature: \_\_\_\_\_

Researcher Statement:

I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

Researcher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Información y Reclutamiento

### **Definiendo los papeles de accionistas en una colaboración entre universidad y comunidad**

*Me llamo Briza Diaz y soy un estudiante de Maestría en Antropología Aplicada en San Jose State University.*

#### Propósito:

Por los próximos meses, yo estaré trabajando junto con CommUniverCity para ayudar a mejorar el programa de CORAL aquí en McKinley Elementary School.

Supervisor de Facultad SJSU: Marco Meniketti

#### Procedimiento:

- Crearía una lista de relaciones entre los grupos involucrados en la colaboración del programa
- Preguntara sobre como el programa está funcionando actualmente
- Preguntara sobre el éxito de la colaboración con SJSU para mejorar el alfabetismo en ingles de los estudiantes de McKinley mientras también ayudar desarrollar las técnicas lingüísticas de los estudiantes de SJSU
- Buscará áreas de aumento en el programa para que tendrá más éxito en cumplir sus objetivos

#### **Actualmente, estoy buscando voluntarios para participar en mi investigación y quienes son dispuestos a:**

- **Ser observados en sus interacciones durante el programa de CORAL. Esto incluye, pero no está limitado a: interacciones entre accionistas institucionales y entre voluntarios y estudiantes**
- **Tomar una encuesta sobre su papel en la participación en la colaboración y su opinión sobre la eficiencia del programa**
- **Ser fotografiado en sus interacciones con otros accionistas durante el programa**
- **Ser entrevistados individualmente para compartir percepciones u opiniones sobre el programa**
- **Ser grabado durante los grupos de enfoque y entrevistas individuales. Nota: estas grabaciones no serán compartidas con ningunos de los accionistas; solamente serán usados para referencia de parte de la investigadora**
- **Ser parte de un grupo de enfoque para discutir el programa**

#### Riesgos potenciales:

A causa del propósito de esta investigación, es posible que estarás en una posición para compartir opiniones sobre el programa que no son favorecidos o que sean negativas. Para reducir alguna inquietud que resultan de expresar estas opiniones, participantes tienen la opción de compartir estas opiniones en una entrevista individual, donde la información será confidencial. Porque los accionistas son limitados, no puedo garantizar confidencialidad completa. Aunque no puedo ofrecer confidencialidad a participantes del grupo de enfoque, consolidare la información en mi reportaje y me referiré a información de ser de “varios participantes.”

Sin embargo, si hare cada esfuerzo para maximizar anonimato utilizando un método de consolidar los participantes, refiriéndome a información como ser de “muchos participantes,” por ejemplo.

#### Beneficios potenciales:

En participar en esta investigación, individuos ayudaran en mejorar el programa y los servicios que provista a los estudiantes de McKinley Elementary School. Podrán compartir sus experiencias en el programa para ayudar diseñar modos mas efectivos de aumentar el alfabetismo ingles de los estudiantes. Además, ayudaran a informar la estructura de programas que CommUniverCity cree en colaboración con universidades y comunidades en otras escuelas. No hay beneficios directos para participantes de esta investigación, sin embargo, participantes podrán beneficiar de los cambios a largo plazo que resultan de esta investigación.

#### Derechos del Participante:

Por favor de notar que su participación, y el de su hijo/a, es voluntaria y pueden concluir su participación en cualquier momento. No están bajo ninguna obligación para participar, y no habrá ninguna consecuencia si niegan participar.

#### Datos sobre Participación/ Confidencialidad:

- Podrá concluir su participación en cualquier momento sin consecuencia
- Información colectada será compartida en un reporte y en un análisis. **Sin embargo, información privada o susceptible no será compartido con, o usado por nadie, aparte de mí**
- Podrá estipular consentimiento para participación sin estipular consentimiento para fotografía de sí mismo o de sus hijos
- Ninguna de la información compartida será usada contra usted

- **Sus nombres serán cambiados en mi investigación para ayudar a mantener confidencialidad**
- **Información será consolidado para aumentar anonimato**
- **Yo, Briza Diaz, soy un reportero obligado, con un deber de reportar cualquier abuso, negligencia, o intención de dañar a un adolescente si esta información es presentada durante mi investigación**

Por favor marque aquí para consentir el uso de **imagenes** en que aparezca en mi reportaje final  
\_\_\_\_\_

Por favor marque aquí para consentir el uso de **imagenes** en que aparezca sus hijos en mi reportaje final \_\_\_\_\_

Compensación:

Participantes de esta investigación no serán compensados. Por esta razón, ofrecerá tiempos flexibles para que haya interrupciones mínimas a las vidas de los individuos.

Preguntas o Problemas:

Para más información sobre la investigación, por favor de comunicarse con Briza Diaz a (909) 561-7394 o a [brizavd@gmail.com](mailto:brizavd@gmail.com)

Quejas sobre la investigación podrán ser dirigidos a Roberto González, Anthropology Department Chair, at (408)924-5710

Para preguntas sobre los derechos de los participantes o si se siente que ha sido dañado a resultado de su participación en esta investigación, por favor de comunicarse con

Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

Firmas:

Su firma indica que por su propia voluntad está de acuerdo participar en esta investigación, y que los detalles de la investigación han sido explicados, que ha recibido suficiente tiempo para leer este documento, y que sus preguntas han sido contestadas. Recibirá una copia de esta forma de consentimiento para sus notas.

Diaz

**Si gustaría participar o gustaría estipular permiso para que sus hijos participen, por favor de llenar la siguiente información:**

Nombre de participante: \_\_\_\_\_ Papel: \_\_\_\_\_

Padre o Guardián(escrito): \_\_\_\_\_ Firma: \_\_\_\_\_

Declaración del Investigador:

Certifico que el participante ha recibido suficiente tiempo para aprender sobre la investigación y hacer preguntas. Es mi opinión que el participante entiende sus derechos y el propósito, los riesgos, beneficios, y el procedimiento de la investigación y que esta de acuerdo a participar por su propia voluntad.

Firma del investigador: \_\_\_\_\_ Fecha: \_\_\_\_\_



## Child Information Sheet

*My name is Briza Diaz, and I want to know what students think about the CORAL afterschool program.*

I will:

- I want to learn about your homework
- I want to learn about your tutors from San Jose State University
- Ask about the help your tutors give you

I am looking for helpers that:

- Will let me see what they do during the program
- Would like to talk to me about the program and their tutors in a group

You do not have to help me if you do not want to. If you say no, you will not get in trouble. If you say yes, but then you change your mind, it is ok, you will not get in trouble.

Just so you know:

- If you say yes, you can change your mind whenever you want
- I will be writing about what you tell me in my project, but I will not put your name in it
- You can help me, but if you do not want to come out in pictures, you do not have to
- You will not get in trouble for anything that you tell me

If you would like to help me by talking to me, please write your name here:

Name:

If you would like to come out in the pictures I take, please write your name here:

Name:

Diaz

## Información para adolescentes

Me llamo Briza Diaz y yo quiero aprender de lo que estudiantes piensan sobre el programa de CORAL

Yo:

- Preguntare sobre su tarea
- Preguntare sobre sus tutores de San Jose State University
- Preguntare sobre la ayuda que tus tutores te dan

Estoy buscando ayudaes para:

- Dejarme ver lo que hacen durante el programa
- Quieren hablar conmigo sobre el programa y los tutores

No me tienen que ayudar si no quieren. Si dicen que no, no te meterás en problemas. Si dices que sí, pero después cambias de opinión, no te meterás en problemas.

Para que sepas:

- Si dices que si, puedes cambiar de opinión en cualquier momento
- Yo estará escribiendo sobre lo que me dices, pero no pondrá tu nombre
- Si me ayudas, pero no quieres salir en fotos, está bien
- No te meterás en problemas por lo que me dices

Si gustarías ayudarme y hablar conmigo, por favor pon tu nombre aquí:

Nombre:

Si gustarías salir en las fotos que tomo, por favor pon tu nombre aquí:

Nombre:

## Stakeholder Questionnaire

What is your relation to the collaborations?

- Parent
- School teacher
- School administrator
- CORAL Employee
- CommUniverCity employee
- SJSU student
- SJSU professor

What is your primary language?

Do you speak any additional languages?

- No
- Yes (please list) \_\_\_\_\_

About how often do you communicate with CORAL or CommUniverCity employees?

- Two or more times a week
- Once a week
- Two are more times a month
- Once a month
- A few times throughout the school year
- I do not have any communication with employees
- Not sure

How often do you receive information from CORAL or CommUniverCity?

- Two or more times a week
- Once a week
- Two are more times a month
- Once a month
- A few times throughout the school year
- I do not receive any news from CORAL or CommUniverCity
- Not sure

How many years have you had a relationship with the collaboration between CORAL and CommUniverCity?

- Less than 1 year
- 1 year
- 2 years
- 3 years
- 4 years
- 5 or more years
- Not sure

### **Parent Questionnaire**

- Do students use more English after starting the program?
- Have you seen improvements in homework?
- Do students talk about the tutors at home?
- What do you think about the program using tutors?
- What is the main reason for having your child (children) in the program
- What improvements would you like to see in the program?

### **McKinley Faculty Questionnaire**

- What improvements have you seen in CORAL student's literacy levels?
- What long term patterns have you seen?
- Do you recommend students to the program?
- Do you see progress immediately?
- Do you communicate with staff from coral or communivercity
- How often do you communicate with staff from CORAL or CommUniverCity?
- What topics do your communications cover?
- How long after a student joins CORAL do you see changes in literacy?

### **CORAL Student Questionnaire**

- Do you like reading? What do you, or don't you like about reading?
- Do you like reading books if they're from a higher reading level?
- Do you like meeting with your tutor?
- Do you feel like you get better at reading because you practice with your tutor?
- When do you practice your reading?
- Is your reading homework easier than it was at the beginning of the year
- What do you think about your tutor? Does he/ she help you a lot with your reading?

### **SJSU Student Questionnaire**

- How was the process of establishing your work at McKinley
- Did you sign up for this course because of the volunteer opportunity?
- What activities do you take part in when volunteering at McKinley?
- How often do you plan on coming to complete your hours?
- Do you feel like you are practicing our course objectives while volunteering?
- What improvements have you seen in the students so far?
  - Increased reading comprehension
  - Increased reading speed
  - Word pronunciation
  - Decrease in pauses when reading
  - Reading level
- How often do you talk to employees from CommUniverCity or CORAL?
  - briefly when I arrive
  - briefly before leaving
  - extensively before leaving
- When talking to CommUniverCity or CORAL staff, what do you talk about?
  - volunteering schedule
  - small talk
  - student behavior
  - student's literacy
  - program objectives
  - volunteering instructions
- What information, if any, would you have liked to have received prior to beginning your volunteer work

### **CORAL and CommUniverCity**

- How long have you been working for CORAL or CommUniverCity?
- How often do you interact with the SJSU students?

- When interacting with them, what topics do you discuss?

volunteering schedule

small talk student

behavior student's

literacy program objectives

volunteering instructions

- How often do you communicate with school teachers or administrators?

- How often do you communicate with staff from CORAL or CommUniverCity?

## **Cuestionario para accionistas**

Que es su relación a la colaboración

- Padre
- Maestro escolar
- Administrador escolar
- Empleado de CORAL
- Empleado de CommUniverCity
- Estudiante de SJSU
- Profesor de SJSU

¿Cuál es su lengua primaria?

¿Hablas otro lenguaje?

- Si (nombra) \_\_\_\_\_
- No

¿con que frecuencia se comunica con empleados de CORAL o CommUniverCity?

- Dos veces o más por semana
- Una vez a la semana
- Dos o más veces al mes
- Una vez por mes
- Unas cuantas veces durante el año escolar
- No me comunico con los empleados
- No se

¿con que frecuencia recibes información de parte de CORAL o CommUniverCity?

- Dos veces o más por semana
- Una vez a la semana



- Dos o más veces al mes
- Una vez por mes
- Unas cuantas veces durante el año escolar
- No recibo información de parte de CORAL o CommUniverCity
- No se

¿Por cuantos años has tenido relaciones con la colaboración de CORAL y CommUniverCity?

- Menos de un ano
- 1 año
- 2 años
- 3 años
- 4 años
- 5 o más años
- No se

### **Cuestionario para padres**

¿ha notado que los estudiantes hablen más ingles desde empezar el programa?

¿ha notado mejoramiento en tarea?

¿ha notado que los estudiantes hablen sobre los tutores en casa?

¿usted qué cree del programa usando tutores?

¿Cuál es la razón primaria por tener su hijo(s) en el programa?

¿Cuáles aumentos le gustaría ver en el programa?

### **Formal Interview Questions for Central Stakeholders (CORAL, CommUniverCity, SJSU)**

- What changes have you seen in the student's English literacy?
- What do you believe is your role in the collaboration?
- What are your responsibilities within the collaboration?
- What do you think are the other groups expectations of you in the collaboration?
- Do you agree with these responsibilities?
- What do you think the role of the other groups are in the collaboration?
- Do you think this collaboration is successfully meeting its objectives?
- How would you describe the communication between the different groups?
- Which other groups do you communicate with the most often?
- What do you talk about when you communicate?
- How effectively do you believe this collaboration is?

### **Formal Interview Questions for Parents**

- What changes have you seen in the student's English literacy?
- What do you believe is your role in the collaboration?
- Do you think this collaboration is successfully meeting its objectives?
- Do you feel like you have enough communication with the stakeholders of the collaboration?
- Do you think this collaboration is successfully meeting its objectives?

### **Focus Group Questions**

- How effective do you believe this collaboration is meeting its literacy objectives?
- Do you feel like the stakeholders work together to meet their collaboration objectives?
- Do you believe the various stakeholders communicate with each other effectively?
- What do you think the goals of the collaboration are?
- Do you think they are meeting these goals?
- What other goals should they be working to meet?
- What changes in literacy have you noticed in students?

**APPENDIX D**  
**DELIVERABLE**

Roles and Responsibilities of  
Stakeholders in a  
Campus- Community Collaboration



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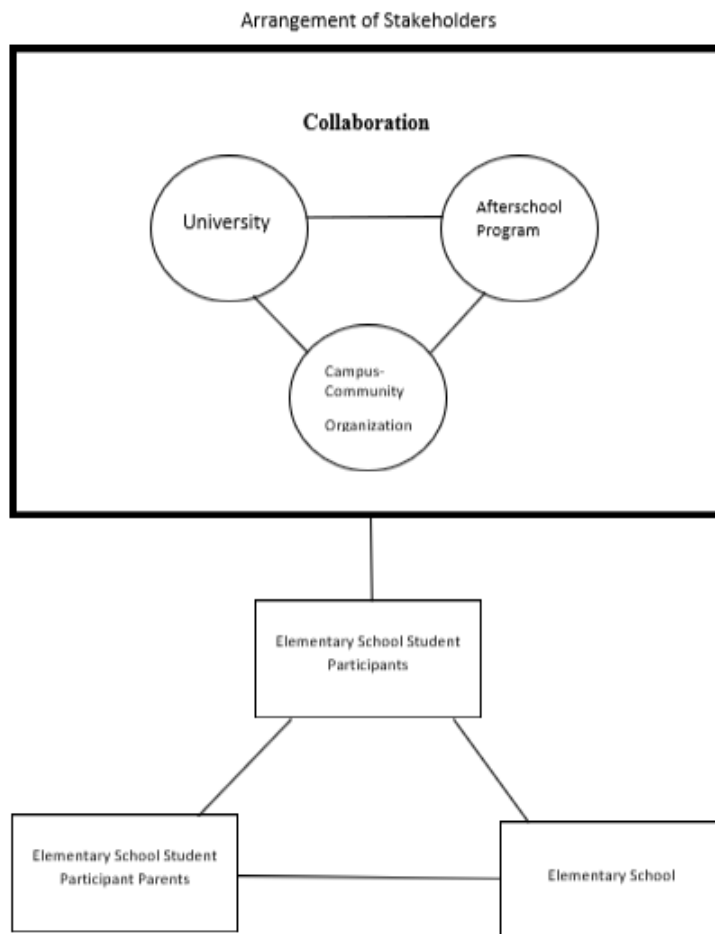
### **Structure of the Collaboration**

This collaboration has been created to provide a resource for all those involved. To make the collaboration function, it is important for all participants to understand what is expected of them, and what they can expect in others. The framework provided here has three central stakeholders: the campus-community organization, the afterschool program, and the university. There are, however, other important stakeholders, such as the students being served, the parents of these students, and the school the afterschool program serves.

In this collaboration, the campus-community organization serves as a moderator between university professors and local organizations, specifically educational programs. Together they work to address community concerns while also providing university students with an opportunity to apply their skills in a real-world setting.

The following page presents a visual representation of the relations between these stakeholders.

**Stakeholder Map**



### **Campus- Community Program**

#### *Objective:*

To create collaborations between university courses and local organizations to address the stated needs of the local community; while strengthening relationships between stakeholders and providing opportunity for the professional development of university students.

#### *Roles and Responsibilities:*

- Communicate with community leaders about current needs
- Find opportunities for partnership between the local university and local organizations
- Help create and communicate overall objectives to all stakeholders in the collaboration
- Provide a foundational structure for the collaboration
- Moderate communications in the initial set up of the collaboration and in organization of volunteers
- Provide available resources to collaboration participants
- Maintain communication throughout the semester with central stakeholders regarding progress
- Manage data and feedback to monitor progress and potential gaps

## **University**

### *Professor Objective:*

To engage with the community by helping to address their stated needs while also providing a holistic learning experience to university students, providing them with an opportunity to apply their skills.

### *Roles and Responsibilities*

- Engage with local organizations to find stated needs
- Provide university participants for the collaboration
- Create objectives that satisfy the needs of the course and community
- Maintain communication throughout the semester with central stakeholders regarding progress
- Manage the attendance and engagement of students
- Provide university students with the necessary skills to properly engage with community members

### *Student Objective:*

To engage with the surrounding community by helping to address their stated needs while also applying learned skills and using the experience for professional development.

### *Roles and Responsibilities*

- Actively engage with program participants
- Maintain communication with other stakeholders about changes in personal needs
- Be accountable for own attendance and participation
- Provide feedback regarding successes and gaps in the program



## **Afterschool Program**

### *Objective:*

To support the academic and personal success of participating students through access to resources and capital, including campus- community partnerships.

### *Roles and Responsibilities:*

- Provide space and supplies for the collaboration
- Provide insight as to the potential structure of the collaboration
- Inform parents and teachers of student involvement in the collaboration
- Provide available resources to collaboration participants
- Pair mentors with students to bet meet objectives
- Maintain communication throughout the semester with central stakeholders regarding progress
- Communicate with community leaders and school faculty and administrators about current needs

## **School**

### *Objective:*

To increase student and family access to additional resources for the improvement of student academic success. This may be done through the engagement with and welcoming of campus- community collaborators.

### *Roles and Responsibilities:*

- Provide insight to community needs that should potentially be addressed by the collaboration
- Provide insight to specific student needs that may be addressed in the collaboration
- Provide feedback as to the objectives and outcomes of the collaboration from the perspective of faculty and administrators
- Communicate with collaborators to find overlap in resources and spaces for further partnership

## **Parents**

### *Objective:*

To support full participation of students in the collaboration so that they may reap the benefits of the collaboration.

### *Roles/Responsibilities:*

- Ensuring students are in attendance for their entire session
- Communicating changes in student attendance
- Providing feedback to other collaborators regarding changes in student performance

## **Students**

### *Objective:*

To use the collaboration as an opportunity to receive additional academic support and mentorship.

### *Roles and Responsibilities:*

- Work to ensure attendance to the collaboration sessions
- Actively engage in the partnership
- Ask for additional support where needed

## **Conclusion**

The information presented in this the booklet is based on a program evaluation of a collaboration between a university, a campus- community program, and an afterschool program. The framework presented here is generalized so that different types of intuitions may fill each role, furthermore, it has been created in a way that accommodates changes in participants. It is important to note, however, that the structure of a collaboration is largely dependent on the resources and factors of each participating party. Therefore, this framework is a recommendation that may be altered to better fit the needs of the community and stakeholders.

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