

TAPS 16B036: Grant #1 SECTION 5: SCOPE OF WORK NARRATIVE

5.1: Project Abstract: As a support to the Lake County School District school day program for students at Umatilla Middle School, the after school program will focus on economically disadvantaged students with low grades and poor attendance who will benefit from tutoring, help with homework, literacy and reading, and Science, Technology, Engineering and Math (STEM). After school programming will be coordinated with school day activities with teachers, administrators, students and parents and individualized academic programs will be designed to fit the unique needs of each student through project- based learning

5.2: Needs Assessment: Demographic Overview : *Umatilla Middle School* has just been designated a Title 1 school for the 2015-2016 school year according the principal and received a C grade under the Florida Department of Education (FLDOE) grading system. The middle school is currently in Differentiated Accountability (DA) status Prevent. Since the 2010-11 school year, student achievement has decreased and after school programming will provide resources for students to increase individual achievement. After school programming will provide academic enrichment opportunities for these rural students who have few resources at home for learning. Research by Robert Belfanz at John's Hopkins University indicates that intervening in 6th Grade can have a strong impact on the on-time graduation rate for most students. Belfanz's research focuses on four key indicators: GPA in reading, GPA in Math, School Attendance and Student behavior. Our above program model has shown 14 years of successful outcomes in these key areas. Below is the data from the school improvement plan emergency warning system which shows the additional intervention programming.

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	11	16	25	52
On or more suspensions	12	11	12	35
Course failure in ELA or Math	0	0	4	4
Level 1 on statewide assessment	43	49	53	145
Students exhibiting two or more indicators	14	17	37	68

The students in our program are able to play sports for their schools, compete in STEM-related competitions, perform for the community, and do service projects for their school. Bottom line, our students are more engaged in their school community. Currently, there are 574 Caucasian students (85.4%), 17 African American students (2.5%), 67 Hispanic students (10.0%) and 3 Indian students (.04%) at Umatilla Middle School. The school has a free and reduced population of 69% which is expected to grow to over 75% next year. These statistics are provided by the Lake County School District and published in their 2014-15 School Improvement Plan. Umatilla Middle School's Early Warning System encompasses a variety of important indicators including Attendance below 90%, Suspensions: In-School and Out of School, Retentions- Language Arts and Math, Reading, Math, and Writing FCAT scores with DSS score, Free/Reduced Lunch, ESE status, 504 status. Two or more indicators make it less likely for a student to graduate on time.

Umatilla is located in the northern-most area of Lake County, located remotely at the southern boundary of the Ocala National Forest and has rural spaces with long distances for most students to travel to get to and from school. Many of these students live in high poverty pockets and do not even have transportation other than their daily ride to school. Because of the lack of funding available in the district, there has been no opportunity for students to attend an after school program at the school site. In fact, neither the local community nor the school district offers after school programs for middle school students in that area. Yet the data from parent surveys given online, shows that parents want an afterschool program. The research also revealed that fee-based after school programs have not been successful in this community

for middle school students due to high poverty. The concern is that when middle school students are left unsupervised during out of school times, there is a greater probability that they will get involved in risky behavior. These students also do not have the resources at home to facilitate a rich learning environment and need the resources that afterschool can provide. The Needs Assessment was conducted by the Student Advisory Committee, Parent Advisory Committee, School Personnel, and School Administrators resulting in a School Improvement Plan that revealed that the key academic areas that need improving include Math, Reading/Language Arts, and Science as determined through gathering Early Warning System Data from the student's reading grades, math grades, school attendance, and school referrals.

5.3a: Evaluation Plan: PerforMetrics of Florida (PerforMetrics), a consulting firm specializing in educational research and program evaluation, will conduct the evaluation of the 21st Century Community Learning Center (CCLC) grant delivered by the YMCA of Central Florida Middle School Programs (YMCA) to participating students attending Umatilla Middle School (UMS). UMS is part of the Lake County Florida School District. Through a competitive RFP process PerforMetrics of Florida was selected to serve as Lake County Schools' primary external evaluator. Dr. Paul Rendulic, President and owner of PerforMetrics of Florida will be the principal evaluator. Over the past 18 years he has performed more than 100 evaluations of education related programs. Dr. Rendulic has a solid educational background in conducting evaluations including a Ph.D. in Educational Research. There are two primary objectives of the evaluation plan: 1) to document and monitor the implementation of the proposed grant activities, thus serving as a feedback loop into the Cycle of Continuous Improvement; and 2) assess the grant's outcomes and overall impact of the 21st CCLC grant activities on the academic achievement and personal development of the participating students and family member performance. The evaluation process discussed below is designed to accomplish the following:

- a) analyze the program on an on-going basis;
- b) create a feedback loop into the Continuous

Cycle of Improvement to apply lessons learned; c) address the information needs of various stakeholder groups; and d) disseminate the evaluation results and lessons learned. The plan for evaluating the YMCA 21st CCLC grant involves both formative and summative evaluation measures collected through a multi-method approach. Both *Quantitative* and *Qualitative* data will be collected. The following summarizes the proposed evaluation methods that will be used in conjunction with the two objectives of the evaluation. Formative or *process* evaluation will focus on the extent to which the 21st CCLC grant's activities are implemented as planned as well as the fidelity of the implementation. The evaluation will also look for barriers that may limit the YMCA's ability to implement the planned activities. PerforMetrics will conduct regular site visits (i.e., every 30 to 45 days) to meet with the 21st CCLC program Site Coordinator at UMS. During the site visits, Dr. Rendulic will: 1) discuss the status of the 21st CCLC program's implementation, including what's going well and what needs to be improved; 2) review program documentation required by the 21st CCLC program office; 3) observe the students in their planned program activities; 4) and meet with other program staff as their schedules permit in order not to interfere the planned activities. Dr. Rendulic will request times be scheduled to meet with a sample of participating students by grade level to conduct focus groups regarding their experiences with the 21st CCLC program. In addition, Dr. Rendulic will meet with the YMCA Executive Director at least quarterly to review grant's implementation progress. The goal here is to ensure that the implementation of planned activities remain on track and any barriers to the implementation are addressed immediately. As specified in RFP, a Formative Evaluation Summary will be delivered approximately mid-way through each of the grant periods that will elaborate on the progress made toward achieving the 21st CCLC program objectives. In addition reporting on the findings of the on-going process evaluation, the summary will discuss in detail decisions that are made to change any of the planned grant activities, including the rational or research base for the change. The Summative or *outcome* evaluation focuses primarily on the extent to which the measureable objectives (both statewide standard objectives

and applicant-specified objectives) have been attained. The summative evaluation will measure the changes in the outcomes overtime as described below:

Academic Student Performance: Report grades for English Language Arts/Writing, Mathematics and Science will be used to compare student achievement between the 1st and 2nd report card period and between the 1st and the 4th. In addition, when they become available, the evaluation will examine the students' results on the Florida Standards Assessment in reading and math (all students) and FCAT 2.0 Science (grades 5 and 8 only). **Personal Enrichment:** Participating students will be pretested within two weeks of starting the program, and at a minimum they will be posttested at the end of the school year. These data will be used to measure the change on the students in terms of the personal enrichment objectives. **Dropout Prevention and Career Readiness:** In addition to low or poor academic performance, attendance and discipline are generally considered earlier indicators of students dropping out of school. The evaluation will collect data from UMS, the Site Coordinator and/or Lake County School District on student attendance and discipline referrals as a means to proactively address the likelihood of participants remaining in school. **Family Member Performance:** PerforMetrics will conduct focus groups with a sample of parents / caretakers in order to determine family members' satisfaction with the 21st CCLC program and the value they assign to both their children's and their own participation in the program. In addition to the focus groups, all parents / caretakers of participating students will be asked to complete an evaluator developed survey. These results will help the Site Coordinator and the YMCA Executive Director make program adjustments. PerforMetrics understands that many factors influence the successful delivery of high quality programs with fidelity. One factor is maximizing the time to deliver the planned activities. In other words, the evaluation process should not be intrusive to the program implementation. In this regard, PerforMetrics will schedule a "start of the grant" meeting with the YMCA Executive Director and the Site Coordinator to discuss the evaluation plan in detail,

including time tables for meetings, observations, and data collection. The outcome of the meeting will be a detailed schedule of dates for the planned evaluation activities and data collection that minimizes the impact of the evaluation on the program implementation while ensuring all of the planned data collection will be completed. In addition, PerforMetrics will work closely with the Site Coordinator to make use of any data collected through the program that is useful to the evaluation and possible avoid the duplication of data collection activities. In addition, to the formative and summative reporting as required by the RFP that focus on the grant's implementation and measureable outcomes, PerforMetrics proposes two additional strategies that will serve to inform key stakeholders of the program's impact on the participating students and their families. First, to the extent possible, collected data will be disaggregated on various demographic variables; such as grade level, gender, and ethnicity. This will help to determine the program's impact on specific sub-populations and identify opportunities for program improvement. Second, PerforMetrics intends to conduct a quasi-experimental evaluation targeting the academic achievement of participating students. More specifically, a group of similar students attending UMS in the same grade levels that did not participate in 21st CCLC would be identified to create a control group for comparison purposes. In addition to academic achievement, attendance and discipline data would also be included in the analysis. These findings would clearly help explain the impact of the 21st CCLC program on participating students. The evaluation results will be used in a variety ways. First, and most immediate, PerforMetrics will provide either immediate feedback or feedback with 30 days of each quarterly meeting to the Site Coordinator and the YMCA Executive Director regarding the fidelity of the grant's implementation. These results (either informal conversations or a formal summary) will be used as part of the feedback loop for the cycle of continuous improvement. In turn, PerforMetrics will document what adjustments (if any) are made based on the process evaluation findings. The evaluation results, including survey and focus group results will be uploaded onto the UMS Website and distributed to parents / caretakers in both digital and print

format as deemed necessary. The results will also be available on the YMCA's 21st CCLC website. The results of the evaluation will be made available to all appropriate school personnel at UMS, with the PTA and SAC, the School District and the YMCA Board of Directors.

5.4 Narrative Draft: “Evidence of Experience:” The YMCA has a long and rich history that began in London in 1844 as a response to unhealthy social conditions arising in the big cities at the end of the Industrial Revolution. The first Y arrived in North America in 1851 and survived the Civil War and the Great Depression, most likely because its values and mission met the needs of those living in devastating times. The Y of North America alone has grown to over 2,500 Family Centers that serve 10,000 neighborhoods. The Y of Central Florida's Association offers programs from 27 Family Center locations in six counties (Brevard, Lake, Marion, Orange, Osceola, and Seminole). Ranked as one of the nation's top ten Y Associations, the Y of Central Florida is unique in that while other nonprofits and social service agencies are moving out of underserved communities, we purposely target the communities with the greatest need, then offer programs and services that best meet their needs. We have a three-pronged focus that includes YOUTH DEVELOPMENT, HEALTHY LIVING, and SOCIAL RESPONSIBILITY. Our goal is to be THE community center for those we serve. All of our Youth Development Programs provide a balanced focus on all three priorities, but for the purposes of this proposal, we will only provide in-depth information regarding Youth Development—in particular our after school and summer programs.

Youth Development at the Y: It is because of our desire to help kids of all ages grow into responsible, productive adults that we offer before and after school, as well as summer programs that provide healthy snacks, academic tutoring/teaching, a focus on character values (such as Caring, Honesty, Respect, Responsibility, and Faith), and encouragement/tools to guide and encourage them to graduate high school and pursue a satisfying career. By offering kids an alternative to becoming “latch-key kids,” or risking that unsupervised teens get involved

with violence and/or drugs, our programs provide a safe and nurturing atmosphere that allows parents to work without worry. Statistics reveal that until third grade, kids learn to read; after third grade, they read to learn. We also know that those who are literate are less likely to drop out of high school and place a burden on the juvenile justice system by drug abuse or committing crimes. As a response to the increasing numbers of students who, through no fault of their own, do not have the resources to help them overcome the “summer slide,” or the home support they need to be successful in school, the Y of Central Florida offers out-of-school –time- programs in over 50 schools. We work closely with the school superintendents, principals, and teachers, to assist and expand their offerings so that students not only don’t fall behind, but gain ground in their academics, their character values, and social behavior.

After School Zone (History & Outcomes): In the last 15 years, the After School Zone has served over 185,000 students who have participated in one of 14 middle school programs in Orange County, funded by the County and in compliance with all government criteria and regulations. In partnership with the school district and Orange County Government, the program has tracked outcomes in grade point average, student attendance and lack of involvement with the juvenile justice system. Since 1999 all of our 14 middle school programs have met or exceeded their contracted outcomes. Our program has won numerous awards, including “Promising Practices in After School,” and “Award of Excellence” from the Florida After School Alliance. In addition, our program has been featured in a number of publications, including the national magazine, “The After School Today.” The success of our program has been highlighted on a state and national level as we have presented at the “Beyond School Hours National Conference,” the “Summer Learning Conference,” the “YMCA National Expo,” the “Council of Language Arts Supervisors” (State of Florida), and the “Florida Engineering Educators Conference.”

Summer Reading Program: In Florida, 65% of fourth grade students are below proficient in reading; 72% of eighth graders are below proficient in math and science. Of even more concern is that the performance of Hispanic, Black, and Native American students trails their White counterparts in all three categories by an average of 27 points (source: The Helios Education Foundation, www.helios.org). As a result, nearly 54% of Florida students require remediation upon entry into college, IF they are able to finish high school and qualify for a post high school educational experience. Without summer learning opportunities, all students suffer from the proverbial “summer learning slide.” However, children living in under-resourced urban communities face greater risks for summer learning loss. In fact, research indicates that by the time a student reaches the 8th grade, differences in summer learning experiences can account for up to 66% of the achievement gap between low- and higher-income students. . In response to these concerning statistics, in 2013, the Y of Central Florida developed summer reading programs, in partnership with local school districts and Achieve 3000 (a digital-based reading curriculum). After a successful pilot program the YMCA was able to facilitate the program in 10 middle school locations. We were astounded at the success of these programs. In total, 1,200 kids were served in this program with 792 of them participating in the pre- and post-test evaluations. In total, 1,200 kids were served during this pilot with 792 of them participating in the pre- and post-test evaluations. Using the Lexile point system to measure progress, students, on average, gained 125 Lexile points. This is remarkable when we consider that the average Lexile point gain for middle school students in one semester is only 35. All of this data was collected and evaluated by an outside evaluator and reports can be obtained upon request. Because of the success of these programs, the Orange County Public School system has offered to cover the expenses for a teacher to be trained by our staff in this curriculum, and have a presence in each middle school summer camp that the Y offers. Our middle school Achieve 3000 program was featured in the Achieve 3000 corporate video, and our partnership with Achieve 3000 is to be highlighted on PBS.

Current Y-middle school programs: The Y of Central Florida is committed to working closely with local government, demonstrating transparency, and reporting statistics. As a result, we receive \$1.3 million from Orange County that requires us to collect student data regarding student GPAs and school attendance and that is reported to the Department of Juvenile Justice (DJJ). And while we do not have a measurement tool in place to collect the data, law enforcement has seen a significant decline in juvenile misdemeanors since the implementation of our after school and summer programs. We collect and monitor student data through the software programs Oracle and CI Verify. Oracle is also used in our procumbent systems. We are currently required to provide weekly, monthly, and annual reports that include the student data, fiscal reporting, staffing, risk management, and all other operations of the program. In addition, our internal Y staff, including the CEO, CFO, Comptroller, Senior Vice President, District Vice President, Executive Director, Program Director, and Business Assistant all work in concert to ensure that our current grant requirements with the County are being not just met, but exceeded.

5.5a/b draft: Community Collaborations and Partnerships: Notice of the intent to apply was posted on the YMCA's website, and the application itself will be posted on the on 21st Century web page that must be maintained as part of the program. A participating school will carry information about its specific program on its school web page, including ongoing progress toward goals and the celebration of student success and will have a link to the 21st Century web page. In addition, individual emails were sent to each of the private schools (Faith Lutheran-Eustis, Christian Home and Bible- Mt Dora, Gateway Christian-Mt Dora, Liberty Christian Prep-Tavares, The Learning Curve Academy-Tavares) serving students in grades 6-8 in the in the Lake County Schools student attendance zones of the project. The emails notified the schools of the 21st Century program and of their opportunity for their students to participate. To ensure the offering of equitable services, upon award of the grant and prior to its implementation, YMCA officials will meet with administrators from these schools to explain the project,

including the criteria for student eligibility, how student needs will be identified, schedule, curriculum, parental activities as well as professional development opportunities. Notice of this meeting will be made through emails to the schools and announcements on the YMCA web site and will be held at a location in the project area to facilitate attendance. Meetings will be held quarterly and annually during the course of the program to allow timely and meaningful consultation with private schools. YMCA officials will proactively communicate with participating private schools throughout the duration of the project.

5.5c: Partnerships (Partnership Table uploaded on website): The YMCA is working in partnership with eight (8) other agencies. They include Lake County Schools, the STEM Education Council of Florida, Achieve 3000, Foundations, Inc., Navy, University of Central Florida, and SeaWorld.

The Lake County School (LCS) district is heavily engaged in all aspects of the planning and successful implementation of the Y middle school after school programs, providing the facility space, computer labs, outdoor space, classrooms, the cafeteria, gym and any other facility areas needed to execute a successful program. In addition, data-sharing is an important component in tracking student base-lines, and subsequent levels of improvement. LCS is providing the 21st CCLC required data, and working with the YMCA to ensure that student's privacy is guarded while allowing for a constant flow of communication between the two partners. Monitoring the student's progress will be a joint effort. This collaboration also allows both day and after school staffs to celebrate in the student's successes.

The Lake County School District is a subcontractor for transportation and provides curriculum recommendations and consultation to the YMCA. The Executive Director of the after school program provides monthly reports to district officials regarding program success, relationships with schools, and new opportunities. The YMCA Executive Director of the afterschool program

meets with the district official responsible for the afterschool program partnership on a quarterly basis throughout the duration of the first year, and as needed in subsequent years. The 21st CCLC will also fall under the compliance process through Special Projects & Grant Services that will monitor progress based on project and evaluation goals and benchmarks and will monitor expenditures by the district.

STEM Education Council of Florida: The STEM Education Council of Florida has offered to provide Professional Development for staff, Curriculum Support, Mentorship Opportunities, Advocacy within the Community, Support in STEM Academic Competitions, and Family Engagement Activities. **Achieve 3000:** Our web-based, digital reading program, Achieve 3000, is providing curriculum support for students in their literacy focus, and is also providing summer benchmarking support. **Foundations, Inc:** Foundations, Inc. is a nonprofit foundation whose focus is on capacity-building programming that enhances the educational experience. They specialize in after school programs and have committed to providing Professional Development for our staff, Curriculum Support, and Advisement on National Trends. **Navy:** The Navy sponsors competitions in STEM and will be involved in providing Professional Development to our staff in teaching STEM classes, and are also available for Mentorship opportunities.

University of Central Florida: UCF will provide technical assistance through curriculum support involving college and career readiness programming and will sponsor one of the culminating activities, which is a tour of a local college. They also provide mentorship opportunities with students enrolled in the after school program. **SeaWorld:** SeaWorld will also be involved in providing students with a Career Exploration Experience.

5.5d: Collaborations with regular school day: After meeting with Lake County school officials, including the principals at each school and carefully reviewing the School Improvement Plans, the YMCA of Central Florida has developed programming that meets the individual needs of schools and students participating in the afterschool programs. The YMCA and district

will collaborate when developing curriculum, staffing, program objectives that align to the new Florida standards. In addition, the YMCA desires to provide continuity with the regular school day so that the students experience consistency in programming and accountability. In order to achieve this goal, current staff members and teachers from the school sites will receive top consideration in the hiring process. In this way, the after school program can support the goals and priorities during the regular school day that include working with the school personnel regarding student GPAs, State Assessments, Student Recruitment, Family Engagement, and Student Attendance. The afterschool program also provides continuity in enforcing and upholding the district and school goals and those of the entire school community. The after school program will also support all district policies, including school disciplinary policies. There will also be regularly-planned communications and involvements: 1) Monthly reports will be generated from the after school program staff and submitted to the school principal 2) The site coordinator at each site will attend all necessary staff meetings with the school. 3) The site coordinator will conduct monthly communications with the school principal. 4) Quarterly meetings will be held between the after school site coordinator and the school's principal and superintendent to ensure that all goals are being met. 5) The YMCA will be involved in PTA and SACC committees. The YMCA of Central Florida has always enjoyed a close working relationship with the school districts that it partners with. The Lake County Schools have proven to be helpful, cooperative, and enthusiastic as we have talked through and begun planning for these exciting after school and summer school programs.

5.5e: Sustainability: The YMCA of Central Florida has a successful history of developing financial partnerships in each of its 25 Family Center locations within the six counties we serve. In 2014, over \$12 million of foundation, corporate, and individual funding contributed to support our \$65 million budget. There are several ways that our programs become self-sustainable after receiving initial seed money for start-up, as this 21st Century grant will provide. The Y's

partnership with the Lake County School District enables us to grow our presence in Lake County, which leads to other lines of business to fund the program. Lake County Public Schools is committed to working in partnership with the Y to find other funding sources so that the program can be continued beyond the contracted time. As soon as the contract is finalized, these discussions will begin, and will continue throughout the length of the program, or until the future funds are made available. In addition, we are currently working closely with the state legislature for sustainability. This effort is supported by the Y's well-developed financial development team that includes government relations, grant writing, corporate and foundation relationships, and membership annual support. Once the Lake County after school programs have been in operation for two years, we will be able to use the metrics collected from that data to demonstrate the success of the program. This gives us leverage in approaching local corporations, wealthy individuals, and foundations (both on a local and national scale) as well as government grants to help us continue the work. The Y has a full-time grant writer who researches and writes grant requests for our Youth Development programs, who will be compiling a list of foundations that support after school programs, developing relationships with the grant decision-makers, and applying for the RFPs that are offered during the subsequent years of the 21st Century grant allowance. Lake County Schools Special Projects & Grants Services Department has also offered to collaborate with the YMCA to acquire grant funding. In addition, we will continue to apply for local, county, state, and federal dollars to expand our after school programs in Lake County. As we target beginning after school programs in schools that are in districts of better economic affluence, we will be able to develop fee-based after school programs that will help sustain other after school programs located in the less economically-affluent school districts that we serve. This sustainability model has been very successful for the Y as we have expanded into over 50 middle schools in the last 15 years. Before-school programs can also be implemented that will lead to sustainability.

5.6a: Targeted Students: Umatilla Middle School began the 2014-15 school year with free and reduced lunch rate of 69% and according to the school administration the rate is expected to grow to over 75% next school year. All students attending the targeted school(s) are welcome and encouraged to attend, especially those who received below proficient on state assessment scores and have failing grades in Math, Reading, and Science. Another consideration for students who would benefit from the program(s) are those who are absent frequently. Working in tandem with the school district, those students can be monitored held accountable. As indicated in 5.2, research shows that students who have passing grades in math and reading and demonstrate a high rate of consistent attendance with a low incidence of disciplinary issues, enjoy a higher rate of on-time graduation.

5.6b: Student Recruitment: Over the last 15 years, the Y has developed a comprehensive strategic plan for recruiting new students into the after school and summer programs. Generally, once a program has enjoyed a season of success, much of the recruiting is done by word of mouth between parents and students. Until that time, the Y will pursue every avenue of communication available to promote and enroll students. Recruitment will begin at pre-school-year events where representatives from the Y and the school district will attend Parent Nights, PTA meetings, and SACC meetings. As opportunities present themselves, recruitment will take place at school/community events, and teachers will actively promote the program and recruit students during the regular school day. Because teachers will also be YMCA staff working in the program, they will be given specific recruitment goals. Letters about the after school and summer programs will be sent home to the most at-risk students and calls home from the principal will be made through connected messages. In addition, student marketing teams will be formed so that STEM students can recruit other STEM students, drama students can recruit other drama students, etc. Students will also create their own TV commercials that will “air” on the closed circuit TV system in the school. Students will be motivated to enroll with certain

incentives that will be appealing. Among those, students will receive school day credit for work done in the after school program. Conversely, students may be able to earn credits in the after school program that apply to the school day programs. Also appealing to students who are considering enrolling is the promise that they will enjoy “engagement activities” with culminating events. Some of these will include involvement in end of the season athletic tournaments, participation in local/state and National STEM Competitions, inclusion in performances and show cases in the Performing Arts, participation in College Tours for career programming/planning, and Visual Arts experiences such as Art Shows. Students are more motivated to enroll and engage when they have an exciting culminating event to work towards.

Retention: There is no question that with the students we are targeting (many with low grades and a history of poor attendance), one of our greatest challenges will be to keep the students who have enrolled motivated to improve attendance, which we are confident will lead to higher grades. With this in mind, several motivating and organizational components will be put into place that will provide positive incentives and much-needed accountability. A contract will be extended to students and parents stating their commitment for the student to attend and stay in the extended after-school program until the end of the day. Students will be required to set goals for themselves that mirror those of the 21st Century goals. They will do this in cooperation with “stakeholders” that include Families, Teachers, YMCA Personnel, Fellow Students, and School Administration. Transportation home will not begin until the end of the after-school session time.

The Y after school and summer programs STRONGLY promote positive motivators and student involvement. With this in mind, we include students in their goal-setting process and provide celebration opportunities at the end of the day, and a culminating event at the end of the season. Specifically, End of Day activities that motivate students to participate throughout the entire segment include: Family events, Student competitions, Celebration of student successes

and goal achievement in not just the after-school program, but school and community events.

Goal tracking will be available for all stakeholders to view, and celebration of goal attainment will be acknowledged Daily (for small achievements), Weekly, Monthly, Each Semester, and Annually, Guest speakers, and High-interest activities based on student's choices

Enrichment activities are designed that build to a culminating celebration event to be held at the end of each semester. These include Competitions, Drama Performances, STEM Competitions, End of Season Tournament, and Musical Performances, to name a few. Finally, students are empowered and the value of their opinions/involvement underscored as they are surveyed and given opportunity to provide input for the next set of clubs. Through focus groups, they are able to express creative ideas and suggestions to make the after-school program even more appealing and relevant to the next set of enrollees.

5.6c: Student Program Activities

The middle school after school program aligns with the goals mentioned in the needs assessments and is designed to provide a wide-range of experiences that focus on supporting the regular day school classes and increasing student achievement while giving students a well-balanced schedule of enrichment activities. All enrichment activities follow a project-based learning model that includes Performance Task Learning. Performance Task Learning is a common core strategy that underscores 21st Century learning skills. Performances take on a variety of roles, some of which include video outputs, drama-style performances, digital or project presentations. Also included in Performance Task Learning is non-fiction reading that leads to improving critical thinking, writing, speaking and listening skills. The after school program underscores the common core curriculum and the new Florida standards. In addition, the program supports the YMCA's three areas of focus that include Youth Development, Healthy Living, and Social Responsibility.

Each student will develop an academic plan, written in conjunction with all stakeholders from which the after school coordinators/teachers will work with the school administration to determine student needs. Student progress will be monitored weekly and adjustments to their academic plan will be made accordingly, based upon their school day success.

Students may rotate each day's activities based on their unique needs. For example, if a student has needs in only one area, he/she will only spend his/her time focused on that academic challenge. If there are multiple areas that the student needs additional support in, days will be rotated between these areas.

Academic support areas will be offered in different formats: Web-based curriculum will be used to support student learning; Student-led support groups will be organized (with teacher monitoring); and Individual Tutoring will be available on an "as-needed" basis as is available during the web-based curriculum support time.

Each after-school block embeds within its activities five content areas: **Health and Wellness** (including activities such as basketball, soccer, volleyball, and track), **STEM** (that includes experiences in robotics, rocketry, underwater robotics, and mousetrap cars), **Arts and Humanities** (such as drama, sculpture drawing, painting, dance and music), **Language Arts** (with activities such as movie making, journalism, yearbook, and book clubs) and **Social Responsibility** where they learn about and practice character development and ways to serve in the community.

A Day in the After School Program: The after school program follows the same schedule on Monday, Tuesday, Thursday, and Friday. Wednesday times and activities vary.

4:10: Regular School Dismissal

4:10-4:15: **Sign-in:** Students walk from their last class to the cafeteria where they sign into the afterschool program using their student ID card. This allows for a digital record of attendance since they sign in using a laptop with an external scanner. The student school ID will be tied to the YMCA data base. If a student misplaces or loses their ID, their student number can manually be input into the system. Even if they do not know their number, the system is set up to be able to search for it. Once students have signed in, they will be assigned an academic support group to work with during the day, and will sit with that group in the Cafeteria.

4:15-4:30 **Snack:** Once students have signed in, they will be served a healthy snack and have an opportunity to chat with their academic support group they've been assigned. Tremendous effort goes into making sure that the snacks meet the Healthy Eating and Physical Activity Standards.

4:30-5:00 **Academic Support:** Groups then move into the classroom, based upon their academic support program for the day. Some will stay with teachers in the classroom, others will move into the different labs. Student to staff ratio is 1-10 in all academic support areas. All academic support areas are staffed by certified teachers. Students are divided into groups determined by need.

5:00-6:00 **Student Enrichment Activities :** During this session, students focus on one of the five Enrichment Activities: Health and Wellness, STEM, Arts and Humanities, Language Arts, and Social Responsibilities/Character Development.

6:00-6:15 **Closing:** Students come together prior to dismissal for Program Announcements, Student Achievements honors, Student Recognitions, and group games.

6:15 **Dismissal**

The summer program is not six consecutive weeks because the school building is closed the week of July 4th.

5.6d: Adult Family Member Program Activities: The Y, in cooperation with the Lake County School District, is offering six (6) Family Engagement Events that will take place annually. The purpose of these Family Engagement Events is to educate parents regarding community resources available to their families, to give them opportunity to connect with their own and other families involved in the after school program, build relationship between families and the local school, and most of all, to showcase their child's achievements and activities within the after school program. Each Family Engagement Event will be theme-driven. Some of the themes that will be focused on include Financial Literacy, Preventative Health Care, Funding for Secondary Education (for both parents and their students), Career and Technical programming, Adult Education opportunities within their community, Financial Assistance Programs available to them, Adult Literacy Programs offered in their area, and School District Programs available to their children. These Family Engagement Events will take place immediately after the after school program is adjourned as a way to garner the greatest number of parent-participants. Since the Event will take place during the evening meal time, food will be provided by one of our community business partners. We will also solicit from the community business partner items that can be used as give-aways to the parents who attend. In addition, each Event will showcase student involvement in the form of competitions and "performances," to motivate more parents to attend and be involved. The parents will be surveyed at the beginning of the year to gauge their interests and needs. Subsequently, we will solicit the help of local business partners to participate in these events as a way to discuss and offer resources to meet those needs. At the end of the year, parents will have an opportunity to take another survey to determine the success of the Events. Also at the end of the year, parents will have an opportunity to participate in a Parent Small Group Focus Group where ideas can surface for

future Events and suggestions made. The Y places a high priority on consistent communication with parents throughout the course of the program, and publishes monthly newsletters for them throughout the school year, and weekly newsletters during the summer camp to keep parents updated and engaged. Each newsletter includes pertinent parent and community information and helpful resources available. These newsletters will also be posted on the 21st Century website.

5.6e: Staffing Plan and Professional Development: The Executive Director (ED) of the YMCA Middle School Program oversees the entire program. No fees are charged to this grant to cover this position. Additional qualifications for this position will be included in the organizational chart. This ED currently oversees 14 other school locations and manages a \$1.3 million grant with the Orange County Government. The ED is the liaison between the School District and the local school administrators. As with the Lake County proposal, no additional costs for this position will be charged from the government allocation. The ED has 17 years of experience in Youth Development, 14 years of that successfully operating out-of-school-time youth programs, much of that in conjunction with the partnership built between the YMCA of Central Florida and the Orange County School District. In addition, the ED is a much sought-after presenter at State Education conferences for English and Language Arts professionals, as well as for the State of Florida Engineering Educators Conference on STEM programming.

A Program Director (PD) is designated to oversee the targeted schools, and a portion of that salary is allocated from this grant. The qualifications for this position are included in the org chart. This position manages the Program Coordinators at each site, handles Human Resource issues, ensures that the curriculum is being properly executed, handles any Risk Management problems that arise, assists in the development of program material, and ensures that the community partners are involved in the program. Two Program Coordinators (PC) are hired for each site; this is so that the time can be divided evenly, thus avoiding burnout and turnover,

since most of these teachers will have taught during the regular school day from 8 a.m. to 4 p.m. During the summer camps, staff time is also split up this way, ensuring that a Program Coordinator is present in the morning, and in the afternoon. PCs are not in-ratio staff, which allows them to support the in-ratio staff by assisting parents, handling daily program problems, and making any necessary adjustments as needed each day to maintain the highest staffing quality possible. In addition, this position ensures continuity between the regular school day and the after school program to strengthen the relationship with the school community. The job duties of the PC include supervising all on-site staff (including out-of-ratio), the development of daily schedules and execution of daily operations, submitting reports to the PD, charting all data, and handling high-level student discipline and low-level human resource issues. In addition, the PC works closely with the school community, including school staff, after school staff, and students. All teachers are certified teachers who are in-ratio staff and support the curriculum development. As is evident in the org chart, teachers report to the PC, work hands-on with students on a daily basis, facilitate enrichment-based programming, and handle student relationships.

5.6f: Program Site: Each after school program site is held at the student's regular school location, so all safety protocols that are implemented during the regular school day are adhered to after school. Since all of the schools meet the American Disabilities Act guidelines, all after school activity areas are accessible to all students. There is only one entry and exit point for the after school program, which is the cafeteria, and all participating students are required to use it. The Lake County School District offers access to all site accommodations as is needed. Special accommodations are made if parents or community members are on campus during the after school/summer program that typically would not be on campus during the regular day. Since the school accommodates the full student body during the day, adequate space is available for the after school program, and areas are set aside for its use, depending upon program size, group

size, and program needs. Specifically, four (4) usage areas have been set aside for the after school program: Classroom Space: a minimum of three (3) classrooms have been set apart for the after school program activities at each site. These are used for Academic Rotations and Enrichment Activities. The school has also offered additional space as is needed. Final programming plans determine exactly the most conducive space for specialized activities. The Science Lab is used for all STEM programming. The Music Room is utilized for the music program. The Media Center is set aside for the broadcasting program. As programming needs change, the designated space may also change and the Lake County Schools is fully cooperative in these arrangements. Cafeteria: The cafeteria is used for student sign-in and sign-out, large group gatherings, all dining needs, and all special events and parent activities. Gymnasium: All indoor athletic and inside game activities take place in the gymnasium, as do the health and wellness offerings. In addition, when there are large group gatherings such as special events and parent engagement activities, the gymnasium offers a secondary meeting area for our use. Outdoor Space: When not being used by any other after-school activity, all outdoor spaces are available to the after school program

5.6g: Safety and Student Transportation: System-wide, the YMCA of Central Florida has in place very strict safety guidelines. The YMCA of Central Florida's safety policies have been attached to this grant application. All after school staff are required to meet the background standards of the Lake County Public Schools, including Level II hiring requirements, and statewide criminal background screening, including the department of Juvenile justice through the Florida Department of Law Enforcement. A federal criminal records check is performed through the Federal Bureau of Investigation. Drug screening of staff is mandatory prior to hire date, and each staff member is subject to random drug screenings throughout the course of the program. Every volunteer is also required to meet the same background screening requirements as staff. The safety of students is of utmost importance, so the YMCA of Central Florida's policy

is that all staff working with our youth be trained in First Aid and CPR. Staff is also trained in specific safety areas that include Blood-borne pathogens, Child Abuse Prevention, Child Abuse Reporting, Unauthorized person on Campus Procedures, Unaccounted Student, Field Trip and Off Campus Procedures, Inclement Weather, Fire Emergencies, Failure to pick up Students, Administration of Medication, and HIPAA Compliance. The YMCA of Central Florida also implements "Line of Site Supervision" at all times. This requires that all students be within the line of site of staff at all times during program hours. Bathroom policies insist that staff allow students to utilize the restrooms in an appropriate manner by implementing the buddy system. No student is ever left alone with a staff member at any time. The after school program strictly adheres to the school system's Student Discipline policies, and should there be an incident, parent and student behavior contracts will be issued and signed by all participants. Staff to student ratios fall within the state and contract guidelines: the Academic programming ratio is 1:10; the Enrichment programming ratio is 1:20. The electronic sign-in and sign-out procedure not only provides valuable attendance data, but it is a way to be alerted to the whereabouts and safety of each child. Students are required to sign-in within 10 minutes of the school bell. This allows for staff to be aware, in case there is an issue. Late students are required to produce a written note from any school personnel who asked them to stay late. If they cannot produce this, the tardiness will be investigated. All staff members are equipped with radios so that they can communicate the arrival and departure time of students. Students move together in groups from one location to the next with a designated staff member whenever it is possible. As class rotations take place and daily program areas are determined, staff communicates these procedures to the student group at the beginning of each day. For the sake of safety, all student and parent emergency information is kept on file at each site for quick/easy reference by staff. At the end of the day, students riding busses sign themselves out and board their Lake County bus. If a student is to be released to an adult, the adult is required to show identification and has to sign the child out. Only adults who are listed on the enrollment application as the designated

parent or guardian are allowed to remove the child from the program, unless otherwise dictated by law enforcement. An advisory board made up of no less than two parents, two students and one school teacher will meet quarterly to discuss program goals and the direction of the program. The committee will strive to include 15 members. A secretary for the committee will be responsible for taking meeting notes and disseminating them to the group.

5.6h: Dissemination Plan: The after school program details will be disseminated to the school communities through Principal communications, teacher announcements, and staff/student communications. Announcements will be made at school and community events, through district communication tools, and even phone calls to home by the school. Private schools will also be communicated with in conjunction with the school district. The YMCA's marketing department assists in the development of our marketing strategy and provides assistance through PSAs, print materials, and media exposure. In addition, the Y's membership and Family Center locations provide a natural avenue to promote and announce the after school program. Posters will be placed in all Y's located in the communities of the after school programs. In addition, as metrics and data are collected, they will be disseminated to the YMCA of Central Florida's Education Committee, YMCA of Central Florida Metro Board Members, YMCA of Central Florida local Board Members, and to the YMCA of Central Florida's Members, Staff, Volunteers, and Program Participants. Our marketing department handles all of our website design and copy and, working with a web-design company, will create a website just for the Lake County Schools after school program (with each site having its own website). It will be linked to the School's as well as the YMCA of Central Florida's website. The regular maintenance of the website is overseen by the Y's marketing and communications departments who also currently manage the Y's Web Page, Facebook Page, You Tube Channel, and Twitter Account.