

21ST CCLC

NAME OF LEA OR ORGANIZATION	Portage Township YMCA
ADDRESS	3100 Willowcreek Rd. Portage
COUNTY	Porter
NAME OF CONTACT PERSON	Jan Zurek
TITLE	Fund Development Director
PHONE NUMBER	219-762-9622
EMAIL	Jan@ymcaofportage.org
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Shannon Burhans
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Shannon@ymcaofportage.org

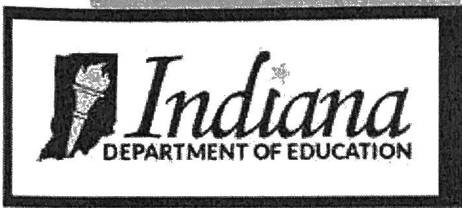
NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)	78%	C	80	K-5 th
Portage High School 6550	50.85	B	40	9-12
Aylesworth Elementary 6550	65.68	B	20	K-5
Fegeley Middle School 6550	60.88	B	50	6-8
Chrisman Elementary 6550	55.96	B	20	K-5
Central Elementary	67.65	C	20	K-5



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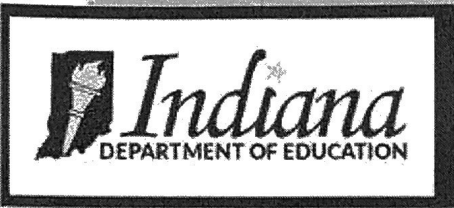
Jones Elementary Le550	49.62	B	20	K-5
Willowcreek Middle School Le550	57.84	B	30	6-8
Kyle Elementary	50.22	B	20	K-5
Saylor Elementary	75.54	B	15	K-5
Myers Elementary	58.25	B	20	K-5
South Haven Elementary	59.89	B	15	K-5

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Portage High School	6450 US-6 Portage	Portage / Porter
Portage YMCA	3100 Willowcreek Rd	Portage / Porter
Atlesworth Elementary	5910 Central Ave Portage	Portage / Porter
Jones Elementary	2374 McCool Rd	Portage / Porter



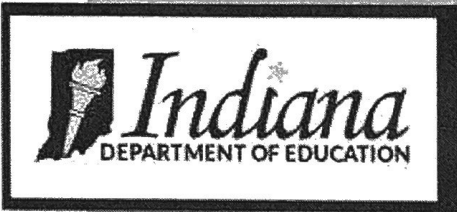
21ST CCLC

TOTAL GRADE LEVEL(S) TO BE SERVED	
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA	Social Emotional Learning
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS	After - School Immediately after school until 5:30 for elementary until 4:30 pm for middle & high.
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	Yes, but only elementary and scholarships are available



21ST CCLC

- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- o The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;



21ST CCLC

- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Portage Township YMCA

Applicant Name (LEA or Organization)

[Handwritten Signature]

Authorized Signature

8.4.20

Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
1st Source Bank**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the 1st Source Bank.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components of financial health and literacy to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year.

The Portage Township YMCA agrees to:

- Provide the use of a space for the purpose of a financial program.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

1st Source Bank agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.


Shannon Burhans – CEO Portage Township YMCA


Date


Alan Whipps – Banking Center Manager II 1st Source Bank


Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
Members Advantage Credit Union**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Members Advantage Credit Union.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components of financial health and literacy to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year.

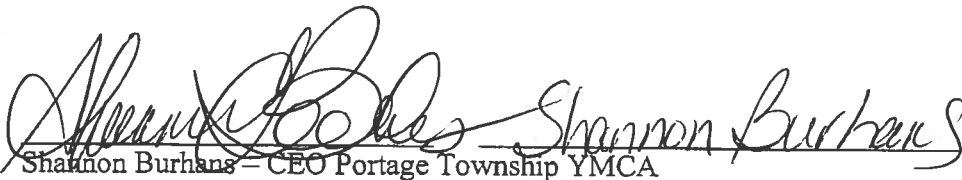
The Portage Township YMCA agrees to:

- Provide the use of a space for the purpose of a financial program.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

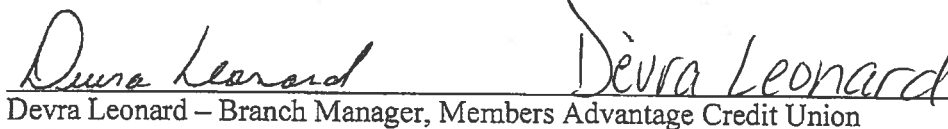
Members Advantage Credit Union agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.


Shannon Burhans – CEO Portage Township YMCA

8.4.20
Date


Devra Leonard – Branch Manager, Members Advantage Credit Union

7/31/2020
Date

BEFORE & AFTER SCHOOL PROGRAM

SERVICE PROVIDER

Portage Township YMCA

1. DESCRIPTION

The YMCA before and after school program will be available to all residents of Prominence Commons with school aged children. The development will establish a fund of \$5,000 to subsidize program fees. The resident will provide receipts of payment to the service provider in order to receive a credit on the subsequent month's rent. The fund will be available on a first-come, first-served basis to residents until it is depleted, after which time the owner will make a determination whether or not to replenish the fund.

2. GOALS / OUTCOME / BENEFIT

Having a reliable, safe, and affordable resource for before and after school care expands the number of hours in which the development's tenants are available to work, which in turn, expands the number of jobs available to them and increases their ability to obtain and retain employment. Residents also benefit financially from the tuition subsidy provided by the development. Further, children benefit from the homework assistance and social interaction, which will empower them to achieve more academically today and translate to higher paying and better job opportunities once they enter the workforce.

3. PROVIDER QUALIFICATIONS

The Portage Township YMCA is a licensed exempt child care provider through the State of Indiana.

4. PROJECT-SPECIFIC ATTRIBUTES

The fund to subsidize program fees is not open to the general public. It is only available to Prominence Commons residents.

5. FREQUENCY / LOCATION / FUNDING / COST

The standard rate is \$62/week for both the morning and afternoon programs, and there is a sliding fee schedule based on income. The Prominence Commons fund will enable residents to participate in the program at no charge.

Property management will notify all residents of this program and encourage resident participation. The development will promote the availability of all empowerment services at application intake and periodic updates via newsletter articles and/or informational flyers to be distributed to residents.

Children are dropped off by a parent or guardian at one of our two sites for before school care and then Portage Township Schools (PTS) transports the children to their designated school. PTS transports after school participants to one of the two host sites after school and parent/guardians pick up from the program. For morning drop-off and evening pick-up, our experience has shown that most parents own cars or have access to private transportation; however, if needed, off-site transportation is available through the Porter County Aging & Community Services public transit service, ensuring that tenants have access to any off-site services as well as job opportunities. Residents that want to participate in this empowerment service but do not have access to personal transportation will be provided transit fare to do so.

6. FULFILLMENT

This service is planned to continue through the development's 15-year AHP compliance period, as long as funding for the program remains available and residents indicate an interest in its continuance.

Evidence of how this empowerment initiative is carried out, including the promotion, attendance, and outcomes, will be provided at the development's AHP completion monitoring review as verification of fulfillment of the initiative, as required by FHLBI.

Documentation may include, but is not limited to, a combination of:

1. Resident surveys indicating awareness/utilization of empowerment initiatives offered.
2. Calendar, newsletter, or flyer displaying schedule of empowerment initiatives.
3. Sign-in sheets/attendance logs.
4. Meeting minutes.
5. Course or class curriculum/agenda/outline.
6. Materials handed out to empowerment initiative attendees.
7. Photos or such evidence relevant to demonstrate fulfillment.

WELLNESS INITIATIVE

SERVICE PROVIDER

Portage Township YMCA

1. DESCRIPTION

Group workshops will be offered on nutrition for adults and children, cooking on a budget, and proper food preparation and storage.

2. GOALS / OUTCOME / BENEFIT

This education program will help residents select nutritious foods that fit in their budget. Residents will learn how to:

- invest food dollars into the best nutritious food choices
- stretch food dollars to last the whole month
- make healthy choices when eating out
- protect from food-borne illnesses
- plan meals that everyone will love.

This initiative empowers residents to invest their food dollars in nutritious food choices. Additionally, the reinforcement of healthy eating concepts may benefit residents by reducing health care expenditures. Outcomes for those that choose to participate in the initiative will be to stretch their limited food dollars further, either by a reduction in weekly grocery spending or an increase in the number of healthy food purchases made, and an increase in the number of meals per week residents prepare and eat at home rather than eating out at fast-food or other restaurants.

3. PROVIDER QUALIFICATIONS

The Portage Township YMCA is an official site of and administers a program called Cooking Matters. The program is designed to end childhood hunger by inspiring families to make healthy, affordable food choices. The program teaches parents and caregivers with limited food budgets to shop for and cook healthy meals.

4. PROJECT-SPECIFIC ATTRIBUTES

Workshops will be planned for Prominence Commons residents. If the residents actively engage in this opportunity, it will foster a sense of community at the development and help residents get to know their neighbors better. If resident participation is sparse, property management and the service provider may seek out other related topics to try to generate

more interest. This empowerment service is not open to the general public. It is specifically offered to residents of Prominence Commons.

5. FREQUENCY / LOCATION / FUNDING / COST

Workshops will be held semi-annually at the development. Workshops will be conducted in a classroom style format. This optional service will be offered free of charge to the residents.

Property management will coordinate timing of workshops with the provider; notify all residents of this program; and encourage resident participation. The development will promote the availability of all empowerment services at application intake and periodic updates via newsletter articles and/or informational flyers to be distributed to residents.

As an extension of an existing program offering, these services are funded through the provider's existing operations.

All of the project's scattered-sites are located within 3.1 miles of the development's multipurpose resource center. If needed, off-site transportation is available through the Porter County Aging & Community Services public transit service, ensuring that tenants have access to any off-site services as well as job opportunities. Residents that want to participate in this empowerment service but do not have access to personal transportation will be provided transit fare to do so.

6. FULFILLMENT

This service is planned to continue through the development's 15-year AHP compliance period, as long as funding for the program remains available and residents indicate an interest in its continuance.

Evidence of how this empowerment initiative is carried out, including the promotion, attendance, and outcomes, will be provided at the development's AHP completion monitoring review as verification of fulfillment of the initiative, as required by FHLBI.

Documentation may include, but is not limited to, a combination of:

1. Resident surveys indicating awareness/utilization of empowerment initiatives offered.
2. Calendar, newsletter, or flyer displaying schedule of empowerment initiatives.
3. Sign-in sheets/attendance logs.
4. Meeting minutes.
5. Course or class curriculum/agenda/outline.
6. Materials handed out to empowerment initiative attendees.
7. Photos or such evidence relevant to demonstrate fulfillment.



**Memorandum of Understanding
Between
Portage Township YMCA
And
Portage Township School Corporation**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Portage Township School Corporation.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year. The program will be offered to students in grades K-12 with a focus on developing life skills with a focus on Social Emotional Learning. Students will be granted a stipend when certain guidelines are met. Students and families will be encouraged to deposit the stipend into a 529 plan.

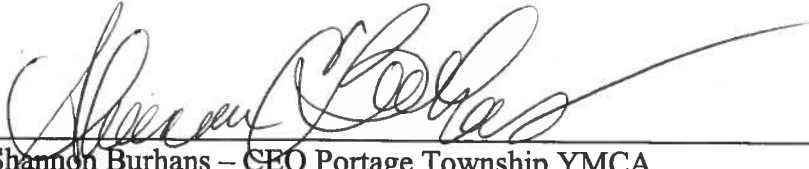
The Portage Township YMCA agrees to:

- Provide the use of a space and staff to facilitate the program.
- Coordinate the program and any guest presenters.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

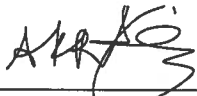
Portage Township School Corporation agrees to:

- Be a guest presenter to students in the program.
- Provide transportation to students from school to the program.
- Provide space for the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.



Shannon Burhans – CEO Portage Township YMCA 7-30-2020
Date



Amanda Alaniz – Superintendent Portage Township Schools 7-30-2020
Date

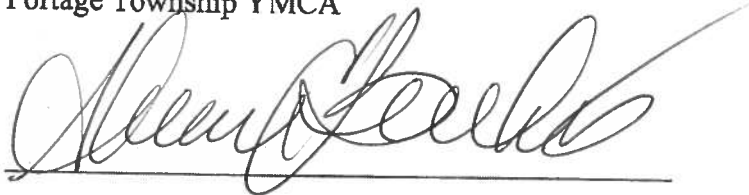
EMPOWERMENT COMMITMENT

COMMITMENT

The provider agrees to offer and deliver the services described in the Empowerment Plan, contingent upon the successful completion of the proposed development.

PROVIDER

Portage Township YMCA



Name: Shannon Burhans

Date

Title: President & CEO

Email: Shannon@ymcaofportage.org

Phone: 219.762.9622



Name: Jordan Stanfill

Date

Title: CEO

Email: jstanfill@hoi.help

Phone: 219.286-3307



**Memorandum of Understanding
Between
Portage Township YMCA
And
Portage Fire Department**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Portage Fire Department.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components related to safety and life saving to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year.

The Portage Township YMCA agrees to:


- Provide the use of a space for the purpose of a lifesaving skills program.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

Portage Fire Department agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.


 Shannon Burhans – CEO Portage Township YMCA 7-30-20
Date


 Kevin DeYoung Asst. Chief Portage Fire 7-30-20
Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
Computer Education Institute**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Computer Education Institute.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components of cyber security to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year.

The Portage Township YMCA agrees to:

- Provide the use of a space for the purpose of a financial program.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

Computer Education Institute agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.

Shannon Burhans Shannon Burhans 8-3-20
Shannon Burhans – CEO Portage Township YMCA Date

Chris Turner Chris Turner 7-31-20
Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
Samuelson Insurance Agency**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Samuelson Insurance Agency.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components related to insurance to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year.

The Portage Township YMCA agrees to:

- Provide the use of a space for the purpose of insurance related programming.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

Samuelson Insurance Agency agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.

Both parties maintain the right to modify this MOU at any time.

Shannon Burhans – CEO Portage Township YMCA

7/30/2020
Date

James Hazzard - Samuelson Insurance Agency

7/30/2020
Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
Benjamin F. Edwards & Co.**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and the Benjamin F. Edwards & Co. Chesterton, IN office.

Purpose: This MOU will serve as the agreement between the parties and as an outline for partnership to teach components of financial planning to students enrolled in the Portage YMCA's afterschool program during the 2021-2022 school year. Furthermore, Benjamin F. Edwards & Co. agrees to assist families in opening a 529 plan to receive their stipend from the program.

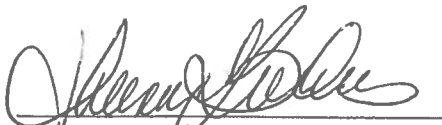
The Portage Township YMCA agrees to:

- Provide the use of a space for the purpose of a financial program.
- Create all marketing materials.
- Promote the program to our participants and community.
- Be responsible for the students who are in attendance.

Benjamin F. Edwards & Co. agrees to:

- Be a guest presenter to students in the program.
- Provide any necessary learning materials.
- Assist families in opening their 529 plans.
- Accept deposits on behalf of the students from the Portage Township YMCA.

Both parties maintain the right to modify this MOU at any time.

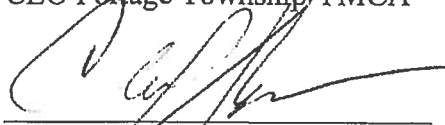


Shannon Buhans
CEO Portage Township YMCA

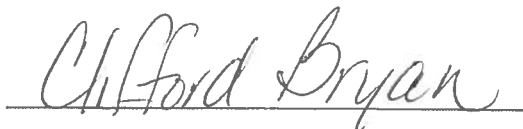


Shannon Buhans

8-11-20
Date



Clifford Bryan
Branch Manager
Benjamin F. Edwards & Co.



Clifford Bryan

8-10-20
Date



**Memorandum of Understanding
Between
Portage Township YMCA
And
Dr. Bradley Balch**

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Portage Township YMCA and Dr. Bradley Balch.

Purpose: This MOU will serve as the agreement between the parties to retain Dr. Balch as the local program evaluator for Portage YMCA's afterschool program during the 2021-2022 school year.

The Portage Township YMCA agrees to:

- Coordinate staff to attend in-person and virtual site visits
- Share data collected for program participants
- Pay the agreed-up fee of \$4,000 year which is subject to change if additional services and/or in-person visits are necessary

Dr. Bradley Balch agrees to:

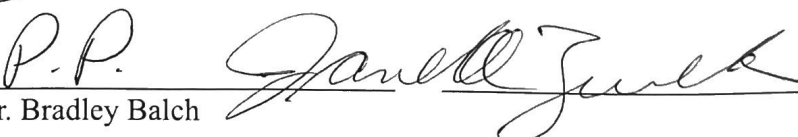
- One annual visit per site in the fall
- One virtual visit per site in the spring
- Administer a semi-structured question protocol in a focus group setting at each site, which would take about 30 minutes per site. Develop the draft questions for consideration.
- When the self-assessment occurs at each site (i.e., review of the power standards – usually in early spring), attend virtually to inform on the end-of-year report
- Assist with a parent survey as needed.
- Coordinate with your local assessment personnel to extract data from the state's database.
- Complete all required state reports and attend evaluator webinars, meetings, etc. as required by the grant.
- Prepare a more detailed local report for the organization's use in addition to the state report

Both parties maintain the right to modify this MOU at any time.



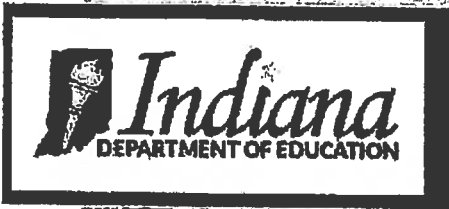
Janette Zurek – Development Director Portage Township YMCA

8-20-20
Date



Dr. Bradley Balch

8/20/20
Date



21ST CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

- Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Portage Township YMCA met with Portage Christian School on 08-04-2020 in consultation for participation in a 21st CCLC initiative in Portage, Indiana.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Larry Pender
Non-Public School Representative

Larry Pender
Signature

Shannon Burkens
Applicant Representative

Shannon Burkens
Signature



21ST CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

- Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Portage Township YMCA met with **Nativity of Our Savior School** on **08-04-2020** in consultation for participation in a 21st CCLC initiative in **Portage, Indiana**.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Rev. Kevin P. McCarthy
Non-Public School Representative

Rev. Kevin P. McCarthy
Signature

Shannon Burkens
Applicant Representative

Shannon Burkens
Signature

PORTAGE TOWNSHIP YMCA

21st Century Community Learning Centers Program

Project Abstract



SUMMARY

The Portage Township YMCA has been developing a program called SOAR for over a year. The concept took root because we were seeing many students coming to the Y after school and staying until the Y closed. This created many issues, the worst of which included a high volume of fighting, both verbal and physical in our gymnasium. We also noticed other social issues that needed to be addressed, such as, what and when these students were eating and when they were completing school work.

Our staff became frustrated with the fighting, which created a conundrum of whether or not to allow the students to continue attending. Our CEO met with all of the offenders and their parents to figure out an alternative to termination. Out of those meetings, the **Youth Advisory Council** was formed.

The council's first order of business was to examine the reason for the fighting and to rewrite gym policies to ensure the fighting would cease. We engaged in generative discussions about why they were fighting and amazingly they had the answer to the problem. This opened up a new era of relationship building between the staff and students in our building. The conversations became catalysts for change.

As the relationships built, the students became more comfortable talking to us about their lives. We did find out that they were not eating supper. We also found out that homework was not a priority for many of them. Additionally, they confessed that there are many skills needed as they begin their transition to adulthood; skills they did not possess.

During the initial stage of the program development, we reached out to the school administration. They too were seeing a large number of students staying in the building after school. We decided that we had an opportunity to engage with these students as a partnership.

YOUTH'S NEEDS

We decided to formulate and administer a survey to the teens gathering information of what they truly wanted to learn. We were excited to receive 120 responses! The Youth Advisory Council were a big help in the survey administration, however the results were a bit surprising.

Essentially, they wanted to learn all of the things that are normally learned at home, like basic car maintenance, how to balance a checkbook, basic survival skills, how to swim, critical thinking as it relates to media, government, and education, how to cook, CPR, time management, self-defense, understanding credit cards, investing, finances and budgeting, how to buy a car, how to be happy, how to hold a conversation with someone of any age, how to manage your emotions, basic first aid, how to be a good listener, and emergency preparedness.

We also looked at the survey to see what they did not want. I think we were all surprised at the lack of interest in anything technology related. They had little interest in learning how to code, safety and security while using technology, or technology literacy.

We then identified each partner's skill set as follows: the school system had access to the students we wanted to reach, the facility, and the tools needed to perform each module. The Portage YMCA would oversee program development, which included identifying volunteer presenters, providing a healthy meal, funding, and figuring out a way to get the students to attend. We decided that offering a stipend to high school students would be the incentive needed to solidify their participation and commitment to attending.

ACTIVITIES

From this survey, we came up with 28 modules for life skills. The program will be structured to focus on each of these 28 activities for a minimum of 5 days each. We also have a 3-month rotating STEAM curriculum that will be added in the program. Each day, the participants will be fed a 5-component supper after school and will be encouraged to utilize our homework/tutoring services.

OUTCOME

Our intended outcome is to offer enrichment programs that our students not only desire, but need, as they transition through the stages of their lives. Ultimately, we want to prepare them to be capable adults. Our goal is to provide all the components to create a healthy spirit, mind, and body. Some modules will focus on mental well-being, especially through our character development lessons. Some modules will focus on creating students that have the knowledge and ability to apply what they learn to life. Other modules will focus on safety, security, and fueling their bodies the way they need to be to maintain a healthy life.

PARTICIPANTS

In the formulation of this program, we decided that these life skills could and should be taught to all students. We have two existing programs: Y-Care, which is a before and after school program offered to elementary students and S.O.A.R., which is an afterschool program for middle school students. This project will now serve all students in grades K-12.

Even though we originally targeted high school students, our goal now is to provide this enrichment program with a stipend attached to all grade levels. The program will also be set-up with a bonus option to encourage students and families to deposit directly into a 529 plan.

KEY PEOPLE

This program will need the support of not only our school system, but our community leaders. Many partnerships have already been formed and many will evolve. The most important part is that our key people understand their role. Whether they are paid staff or volunteers, they must understand that they are molding these students for their future success.

PORTAGE TOWNSHIP YMCA

3100 Willowcreek Rd.

Portage, IN 46368

www.ymcaofportage.org | 219.762.9622 | 219.762.2012 (fx)

PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Program Qualification



MINIMUM CRITERIA

The Portage Township School Corporation has a free and reduced lunch rate of 52%.

ORIGIN OF PARTNERSHIP

The Portage Township YMCA and the Portage Township School system has a long standing relationship spanning nearly forty years. The partnership began with a need to fill a gap in before and after school programming. Our Y-Care program is housed in two elementary schools and has been operating for thirty-nine years.

Each year, our partnership continues to evolve to meet the ever changing needs of the families and community we serve together.

PRIORITY AREA

While our SOAR program will meet the needs of most of the priority areas, we will focus on Social Emotional Learning. Many items of interest from the survey focus on understanding and managing emotions, goal setting, relationship building, and teaching the skills to make responsible decisions. In addition, the Portage YMCA will filter in the principles of our Character Development Leadership Institute.

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PORTAGE TOWNSHIP YMCA
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PRIORITY POINTS



The Portage Township YMCA is a nonprofit community organization that will provide high-quality afterschool programming called SOAR to students in grades K-12. Operating at four sites (two for grades K-5, one for middle schoolers, and one for high schoolers), the program will teach students the practical life skills they want to learn, provide mentoring, tutoring, a nutritious, five-component meal, and an opportunity for physical and social play.

We request up to five (5) priority points because we are a **new applicant who has never received 21st CCLC funds.**

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DATA EVIDENCE

Our school system, Portage Township School Corporation, has over 56% of their students who are on free and reduced lunch. While we have a small percentage of students who are English-language learners, about 18.5% of PTS students have an Individualized Education Program.

The Portage community is predominantly white at 72%, but our city is now engaged in an initiative to attract and retain a more diverse population. Our next largest demographic group is latino at 17%. 24% of our families live with income below the poverty level. Nearly half of our students live in single parent households, 45%. Also, less than 20% of parents have attained a bachelor's degree or higher.

The most alarming behavioral data comes from a 2018 survey regarding drug and alcohol usage among PTS students. This survey suggests that from 6th -12th grade our students have a higher than the state average use of drugs and alcohol. Sixth graders reported using cigarettes and alcohol more than the state average. By 8th grade, students were reporting using alcohol, marijuana, prescription drugs, pipe, vape, binge drinking, methamphetamines, heroin, and other over the counter drugs at a rate higher than the state average. 9th graders reporting using 13 out of 15 of the surveyed items higher than the state average, while 10th was 12 out of the 15. By 12th grade, students were reporting 7 out of the 15 items being used at a higher than state average.

CURRENT PROGRAMMING

The Portage YMCA has been offering before and after school programming for nearly 40 years. This program was originally designed as a safe space for latchkey kids, but has since evolved to meet the ever changing needs of the community. The program currently serves mostly elementary school students, however, we do have a few middle school students. We offer the program and two elementary school locations and are able to serve six of the eight elementary schools in our district. The program consists of homework assistance, STEAM activities, and a nutritious meal.

This year we launched a separate middle school program, which is housed at the Portage YMCA. While programming is similar to the elementary program, the students have more influence into the programming that is offered, as well as, the autonomy in what and how they participate.

Our community also has two different Boys and Girls Club locations. One location serves the same six elementary schools we do, while the other serves the two elementary schools we cannot serve due to lack of transportation.

We find that a large percentage of the students we serve have behavioral problems or special needs. We are able to fill this gap because we have a lower teacher to student ratio than the other after school option at the Boys and Girls Club.

There is currently no afterschool programming offered in our community for high school students. This program would reach that demographic, as well as, expand our existing middle school program. Also, with the addition of the stipend for 529, we are certain we will attract more elementary students to the program as well.

ENHANCE OR EXPAND

This grant will certainly expand our out-of-school programming for middle and high school students. As mentioned earlier, this demographic is underserved in our community. The program will be offered five days a week. We are anticipating serving forty middle school students and thirty-five high school students.

We are expanding our elementary program. We currently serve around sixty students in the existing program, but we know the stipend will attract more than usual. Seventy-five is our target for the 2021-22 school year.

IDENTIFIED NEEDS

The school system approached the Y to assist with programming when they noticed a large number of teens staying after school on a daily basis. During their conversations, they realized for a mixture of reasons, these teens did not want to go home. As mentioned earlier, we also see a large number of teens enter our building after school and stay in our facility until we close. The school system was as concerned with their well-being as we were and began asking the same questions. Why don't they want to go home? When are they doing their homework? When or what are they eating for supper?

The school asked the Portage YMCA if we would help develop a program to engage these students. In an effort to provide programming that would entice the students, a survey (included) was conducted. It was from this survey that we developed the program content.

We often engage our elementary families in surveys regarding content of the program. In our 2018 survey, we realized that many students were not provided a nutritious meal for supper. It was certainly not something the parents were intentionally doing, but they explained the struggle of working all day and needing the convenience of a quick meal. After this survey, we secured funding to provide a five component meal to students after school each day. This certainly substantiated our suspicion that any afterschool program needed to have the component of a healthy meal to all grade levels.

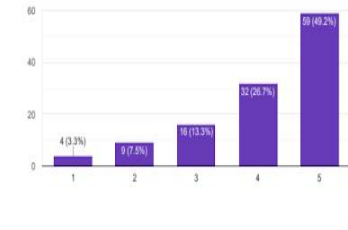
PTS, YMCA & Boys and Girls Club- Interest survey.

120 responses

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It is important to know basic survival skills. Should you ever be stranded in a forest or forced to survive outside, you'd want to know the best places to get water, what you can and cannot eat in the wild, where to build a makeshift bed, how to catch a fish, how to correctly cross a river, how to keep your core body temperature high... and much more.

120 responses

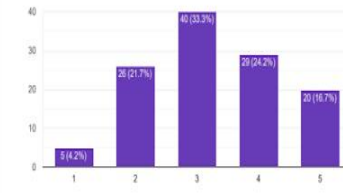


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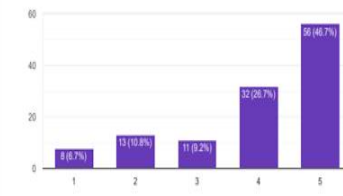
Even if you live in a city, you should make an effort to learn to grow your own food- including all kinds of vegetables, herbs and fruits. It takes a lot of skill, experience and time to make these plants yield valuable output- so if you're interested in learning this- don't waste another minute. You might need this skill one day.

120 responses



If you don't know how to swim yet, you need to seriously consider learning. There are a number of emergency situations where you might need to swim in order to survive or help someone else in the water.

120 responses

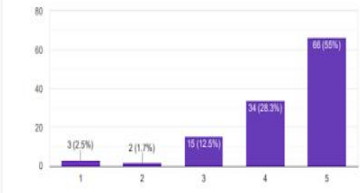


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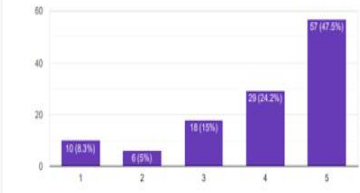
It's possible you get a flat while on a trip one day, with no access to a car repair place; perhaps even stranded in the middle of nowhere. What if no one on this trip knew how to change the tire? Changing a tire is something you can learn how to do in a matter of minutes that could save you lots of time and headaches on your next road trip.

120 responses



You should know how to jump start a car. This isn't as easy as it seems. If you watched your parents do this in the past but never learned for yourself, now's your chance. Don't be unprepared when the need for it arises. It's very useful knowledge to have, and very common to need this skill one day.

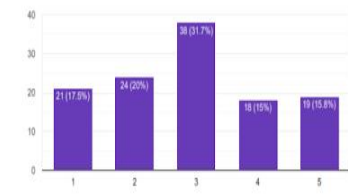
120 responses



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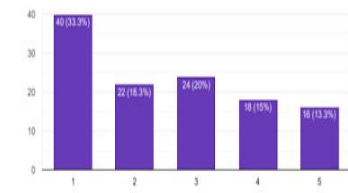
I want to know how to code. Not knowing how to program will soon become synonymous to being illiterate. It doesn't seem this way yet, but this age is coming. If you don't know how to program, you're merely consuming the whole world around you, which is programmed. It's important to know how to navigate this new world by being able to tell the computer what to do.

120 responses



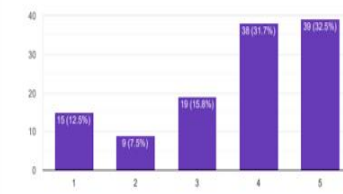
I want to learn how to build a website. Another issue of basic technological literacy. Everyone should have a website- whether it's personal or for a business. If you don't know the basics of building a website, you have to hire someone or buy a template. You are going to benefit a great deal from learning. It's also a great way to earn side income.

120 responses



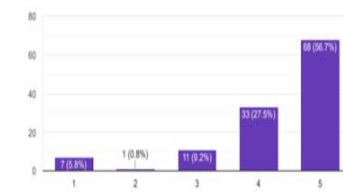
You should know how to think critically and question the status quo. With all this information at our fingertips, now more than ever, we need to be able to think for ourselves, question the current way of doing things, and be critical of all forms of media, government and education.

120 responses



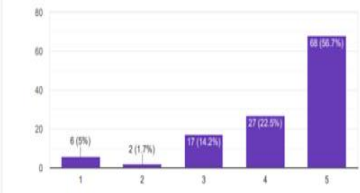
You should know how to cook. Too many people are ruining this art by mucking this up. C'mon people- it's time to learn the right way of doing this. Under cooked food is not only bad for your taste buds, but it could also increase your chances of getting sick.

120 responses



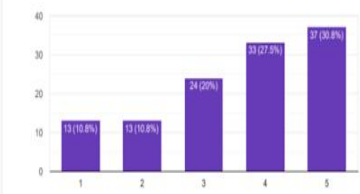
I want to learn CPR. Do you want to save a life? 70 percent of Americans feel helpless during a cardiac emergency, and here's another surprising statistic- the life you save is most likely the life of someone you love, because 4 out of 5 cardiac arrests occur at home.

120 responses



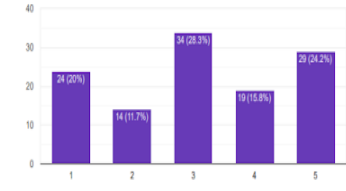
Time management is a precise art and science, and if you haven't studied it yet, you should. Applying these principles of time management to your life can get you back precious hours you didn't know you had, and completely eliminate much of your productivity destroying behavior.

120 responses



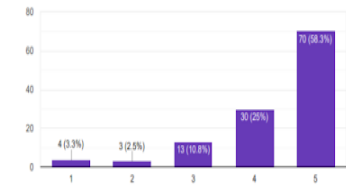
I want to be able to tell a good story. It sucks being the one person around the campfire who has nothing to offer, doesn't it? Learn how to tell a good story that will have people using their imaginations again. When the power goes out or there's no cell phone service available, you'll be a valuable source of entertainment to everyone.

120 responses



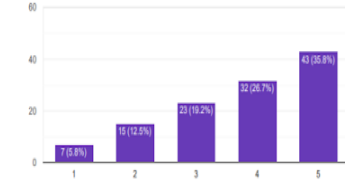
I want to be able to defend myself if needed. Why? Learning self-defense makes you more aware of your surroundings, first of all. You also stop taking physical confrontations for granted. You're more likely able to avoid a fight effectively if you've learned the art of self defense in the first place.

120 responses



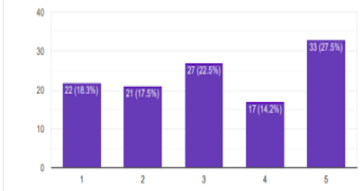
I want to know about credit...specifically, how do I use a credit card. It's not cash...too many Americans use their credit cards irresponsibly, and in doing so, spend much more money on items than they are actually worth, pay tons of fees, and don't have the ability to reap the many benefits of the cards. Credit card balances are supposed to be paid in full every month and they are not supposed to allow you to live beyond your means.

120 responses



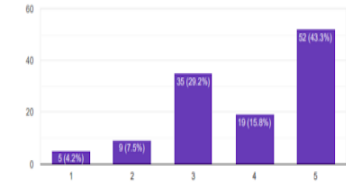
I want to know about the stock market. It's not as difficult as you might think. Educate yourself! Money does grow if you know how to invest it correctly. You really have no excuse to not invest. There are a number of ways to invest by diversifying your portfolio automatically and manually through index or life cycle funds. Investing in the stock market is not about picking stocks.

120 responses



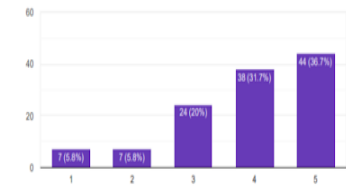
I want to know how to earn money without a job. Jobs and paychecks are not the only way to earn money. There are many entrepreneurs out there who know this, but there are just as many people who are wondering how it's done while slaving away at jobs. There is another way, and it's not magic, or the lottery. It's determination, investing in your own education, and lots of sweat. And it's definitely possible. Instead of plopping down in front of the tv, after work, set some time aside to learn something and build up your educational and entrepreneurial skills.

120 responses



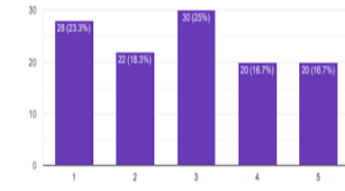
I want to be able to manage my finances. This means knowing how to create a budget, knowing how to save money, automating your income and learning to invest and pay yourself first, before paying all your bills.

120 responses



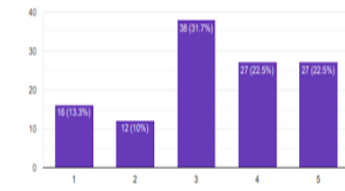
I want to learn to draw. In 'A Whole New Mind,' Daniel Pink talks about the importance of flexing our 'right brain' muscles, by learning creative skills such as drawing. Learning to draw will actually improve leadership ability in a person, and enhance and develop traits like empathy, inventiveness, and big-picture thinking.

120 responses



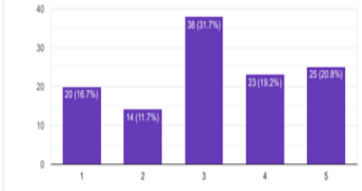
I want to know how to maintain my safety and security while using technology. With all the information security threats and identity theft these days, we all want to make sure our computer is secure, our personal data is private (as much as possible), and our firewalls are up. Do you know how to set yours up? This is basic computer literacy and probably one of the more important things to be aware of.

120 responses



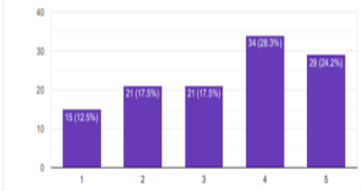
I want to know how to back up my data. We accumulate so much digital data these days! In addition to being able to do some spring cleaning and organization of your data, you should have a clear system in place for regularly backing up your data- whether it's to a cloud storage location or your own physical external hard drives. Hardware can break (and of course so can software) and having an extra copy of all your data is pretty essential these days.

120 responses

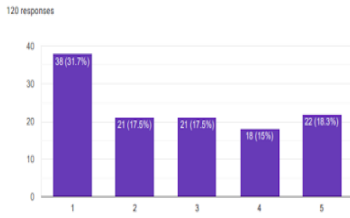


I want to know how to navigate with a map and compass (without a GPS). Not to mention- learn to find the north star, learn to get your east/west bearings from the sun... what if you're on a trip and your GPS system fails you?

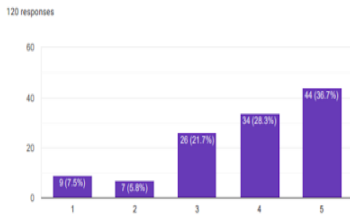
120 responses



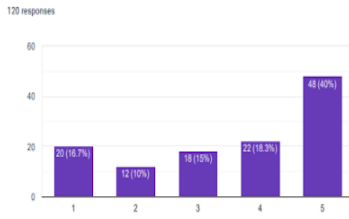
I want to know how to sew. Basic sewing skills- such as sewing a button back onto a coat the right way, or fixing a loose shirt sleeve- will save you a few extra trips to the shopping mall. Advanced sewing skills also improves self-confidence (the knowledge you can mend everyday items), promotes focus (because it requires physical and mental concentration), and teaches persistence (most sewing projects take a considerable amount of time.)



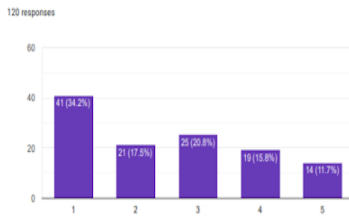
I want to know how to get a fair deal when buying a car. If you don't know the proper method of buying a car (especially a used car), you will get ripped off. Do you want to get ripped off? I thought so. Now go learn.



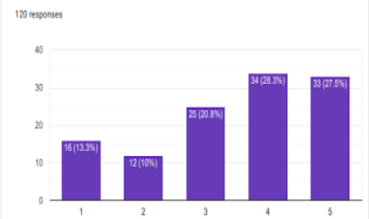
I want to know how to be happy. There is a method to this, it's not an automatically occurring thing- people who are genuinely happy are happy despite their circumstances, not the other way around.



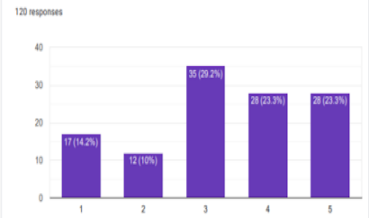
I want to know basic bicycle maintenance. Most people like to ride bikes. Most people don't know how to fix a bike flat. If it happens to you that you get a bike flat, and you don't know how to fix it, you will be walking home-carrying a heavy bike. Cuch.



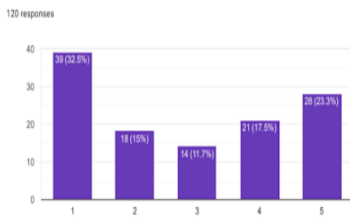
I want to know how to have a conversation with someone of any age. It's a sign of true maturity and humanity when a person can hold a quality conversation with a 5 year old or a 92 year old person without flinching. You will also learn so much about life if you do this regularly.



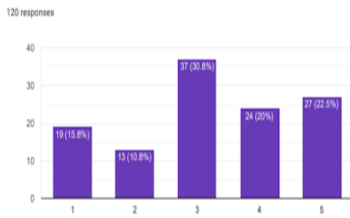
I want to know how to say "I'm sorry" and "I was wrong." You know who you are! Being able to admit your faults once in a while takes effort, practice, and a change of attitude. It can repair broken relationships, heal scars, and bring the conversation back to the important things in life.



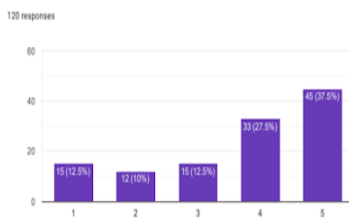
I want to know how to sing or play an instrument. Being able to read music, appreciate all forms of music genres and make music yourself- develops your brain and enriches your life. For example, learning how to play the guitar promotes well being.



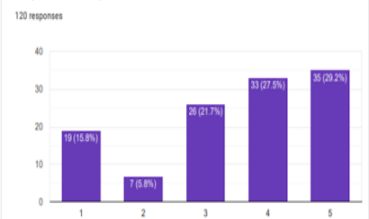
I want to know how to ask for help. It takes guts to do this, and at some point in everyone's life, they will need some help from somebody.



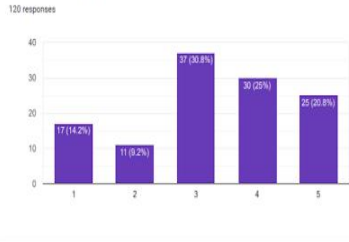
I want to know the basics of how to repair and maintain a car. I am always amazed at how the guys on Top Gear (the original, British version) can fix a broken down car in the middle of driving through some crazy salt flats, or the desert. How useful would it be if we could all understand the basic workings of a car, diagnose the problem, and fix our own cars instead of spending hundreds (sometimes thousands) of dollars at the car repair shop, trying to describe the weird sound the car is making to the mechanics.



I want to know how to improve my emotional intelligence. Holding onto anger, as well as letting anger control your actions usually does more harm to you than good. Learn to let the anger dissipate before reacting. Many angry emails were regrettably sent because of the inability to control our tempers and let the passion die down a bit first.



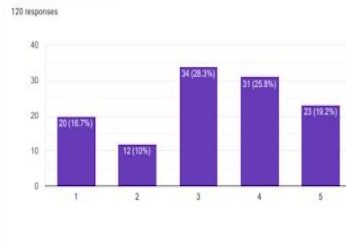
I want to know how to show gratitude. If you haven't written a thank you note yet, you need to start. For every professional (and even personal) relationship where one or both of the people have benefitted or learned something, a thank you note is in order. The habit of sending out thank you notes to people is a great way to gain respect, trust, and stand out from the crowd. Whether it's for the person who interviewed you for a new job, a trusted mentor, an old boss, or even your own parents- a thank you note goes a very long way. It allows you to practice gratitude in your own life, and it also makes the day of another person, giving them (and you) a chance to reflect on your relationship and think of the positive outcomes of knowing one another.



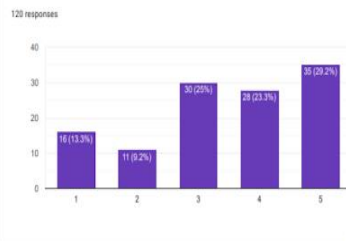
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1922

I want to know how to give a compliment. Giving a compliment the right way means paying attention to the details, focusing on the good in others and being very specific. A generalization doesn't go very far as a compliment. Learn to compliment others by focusing on what makes the other person truly special.



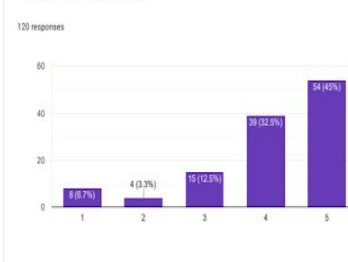
I want to know how to effectively respond to criticism. Learn this skill to avoid looking defensive, unprepared and immature. Criticism is a good thing (most of the time), and it can help you improve and develop yourself if you can learn how to take it objectively and reflect on yourself and your work.



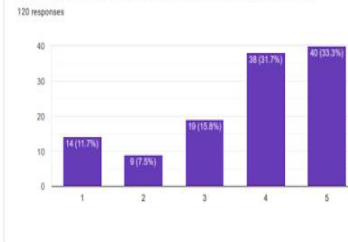
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2022

I want to know how to perform basic first aid. Someone you care about or even you could get hurt and when you need to disinfect and dress a wound, you're gonna need to know how to do it right. Sometimes there's no time to wait for the doctors.



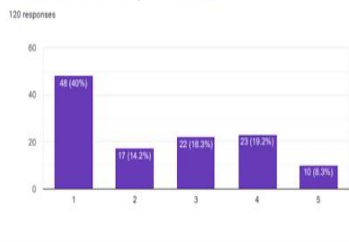
I want to know how to put together a basic emergency preparedness kit. Better yet, don't just know how to put one together, actually put one together and have it ready. There's no substitute for being well prepared.



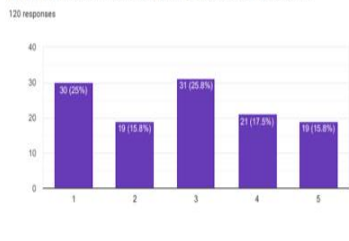
https://docs.google.com/forms/d/1Wf1nCe1v0MNFm1GLoKRNQd4e2L5MJKQZ6sA/viewanalytics

2

I want to know how to use Google more efficiently.



Have you ever looked at the ingredients on your favorite after school snack? Yeah, it's scary. If you can't pronounce it, you probably shouldn't eat it. Do you want to learn more about food ingredients, carbs, fats, proteins?



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Google Forms



PORTAGE TOWNSHIP YMCA

3100 Willowcreek Rd.

Portage, IN 46368

www.ymcaofportage.org | 219.762.9622 | 219.762.2012 (fx)

PROJECT COLLABORATION

Our main partner in this program will be the Portage Township School Corporation. The school system will contribute to the program in several ways. First, they will allow use of space for several of the program modules, including cooking and car maintenance, as well as, a gathering space to serve meals after school. PTS will also provide transportation from each school to the designated program locations for elementary, middle and high school students. There will also be equipment used to facilitate some of the modules that PTS will provide.

The program will focus on 28 areas of interest through different modules, which are:

1. Outdoor survival skills
2. Cooking Matters
3. Swimming
4. Basic car repair
5. Critical thinking and fact-checking
6. CPR
7. Time management
8. Storytelling (campfire style)
9. Self-defense
10. How to use credit
11. Stock market and investments
12. Intro to foreign languages
13. Entrepreneurship skills
14. Managing personal finances
15. Cyber security
16. How to navigate without GPS
17. How to buy a car
18. How to be happy
19. Colloquium (engaging in civil debate)
20. How to apologize
21. How to ask for help
22. Increasing emotional intelligence (controlling tempers)
23. Gratitude
24. How to give compliments
25. How to accept criticism
26. Basic first aid
27. Basic emergency preparedness
28. Nutrition

IDENTIFYING PARTNERS

These modules are the foundation to engage other community partners. While we still have an opportunity to engage many other organizations and the potential to evolve based on the feedback from our students and families, we have secured partnerships with First Source Bank and Midwest Family Credit Union. These partners will focus on the many elements the students expressed an interest in regarding financial health and literacy.

We have also created a partnership with Housing Opportunities, Inc which is an organization that resolves and prevents homelessness. In particular, our agreement is to provide access to our afterschool program to the children who are in the program due to a housing crisis. With the addition of the 21st Century grant, we will be able to reduce their costs tremendously.

The Portage YMCA will teach many modules that fall into our area of expertise, especially as it relates to nutrition, health, wellness, life saving skills, and character development. However, we do plan to utilize our city resources to assist in this area as well.

One of our city partners is the Portage Fire Department. The PFD has been a partner in the past through many different programs, but we have continually partnered on life saving programs. It is a requirement that all Portage YMCA staff are CPR/First Aid/AED certified and the Portage Fire Department has partnered with us for many years. Moving forward, they will assist in delivering valuable training to the youth we will serve in our program.

Computer Education Institute will also partner with us to offer programming to our youth. In particular, they will focus on making smart choices as it relates to technology. It is often hard to know what is safe and what is not in the world when so much information is at our fingertips. CEI will assist our youth in how to filter through that information safely.

The partner we have secured to help our students navigate the world of insurance is Samuelson Insurance Agency. The owner has extensive knowledge about the insurance world, but is also willing to help our students learn about entrepreneurship as well.

The Portage Township YMCA will be able to provide food to our program participants through the USDA - Child and Adult Care Food Program. We have been serving children throughout the community through this program since 2018 and fully intend to continue serving our youth by providing a quality 5 component meal after school.

The Portage Township YMCA also runs a program called Cooking Matters. We received a grant to run this program which focuses on low income families with children. We teach these families how to cook healthy, nutritious meals on a budget of \$10. Participants also leave each class with a bag of groceries to prepare the meal themselves. We will offer the teen version of this program to our youth.

One of our most important partners will be the company or organization we choose to open and manage the 529 plans for these families. We are excited to partner with Benjamin F. Edwards & Co. They will be assisting families with setting up their plans, as well as, teaching modules to our kids and families regarding financial planning.

Our organization also has a standing contract with St. Mary's Medical Center. St. Mary's partners with us on all of our health and wellness initiatives. This program will be no exception. They can certainly support the modules focusing on those areas of interest.

RECRUITING VOLUNTEERS

We will have many additional partners as the program evolves and we are excited to model the saying, “It takes a village to raise a child.” Through these partnerships, we are confident that our students will learn valuable information they can take with them into the next stages of their lives, as well as, create relationships with some influential members of our community.

Portage YMCA leaders are well-connected to executives, owners, and professionals through personal relationships built by networking. Service clubs, the chamber of commerce, and special events provide the setting to engage with experts from a wide range of disciplines. The Y has over 40 years of experience in recruiting volunteers for a number of programs and purposes. Most often, volunteers are asked to participate in a specific role by a YMCA leader based on the known qualifications and experience of the individual. However, people who are excited by the Y’s mission and cause also approach the organization to use their talents to enrich a program.

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PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Program Design



RECRUITMENT

The Portage YMCA has a strong presence in our community. We have nearly 5,000 followers on social media and it is not uncommon to have over 25,000 impressions on our posts. We utilize social media to communicate and recruit regularly. We also have a database of current and previous members or program participants of over 30,000. We will also use this database to market the program.

Subsequently, we have a partnership with Housing Opportunities, Inc. This organization serves the homeless population, as well as, those who are at risk of becoming homeless. This agreement allows the children in the program to participate in our afterschool program.

The counselors at Portage High School, Willowcreek Middle School and Fegely will promote the program during the spring session when they meet to work on scheduling. Specifically, the counselors will target those students who are struggling academically and who may not be on track for graduation. The school system will also promote via announcements through the all call system of email, phone, and social media.

The schools will also identify elementary students with academic struggles and/or who are receiving free or reduced lunch. We will reach out to their families directly.

We do feel with the addition of the program stipend we can attract more families to participate.

COMMUNITY DATA

The Portage Township School system serves children with over half of the population requiring free or reduced lunch. While this certainly makes the need for out-of-school programming important, we are also concerned about additional data. For instance, a 2018 survey suggests that students from 6th -12th grade have a higher than the state average use of drugs and alcohol. Sixth graders reported using cigarettes and alcohol more than the state average. By 8th grade, students were reporting using alcohol, marijuana, prescription drugs, pipe, vape, binge drinking, methamphetamines, heroin, and other over the counter drugs at a rate higher than the state average. 9th graders reporting using 13 out of 15 of the surveyed items higher than the state average, while 10th was 12 out of the 15. By 12th grade, students were reporting 7 out of the 15 items being used at a higher than state average.

It is clear that we need to offer our secondary students more options of productive things to do in a safe environment to do them.

Highlights of PTS Alcohol, Tobacco, and Other Drug Survey

Results: 2018

Past Month Use of Alcohol, Tobacco, and Other Drugs

6th Grade	2014	2015	STATE 2015	2016	STATE 2016	2017	STATE 2017	2018	STATE 2018
CIGARETTES	2.6	1.5	1.5	0.4	1.3	1.1	1.3	1.3	1.2
ALCOHOL	6.3	5.2	3.5	2.1	3.6	5.1	4.2	5.2	4
MARIJUANA	3.2	0.2	1.3	0.2	1	1.1	1.3	0.9	0.9
INHALANTS	0.2	0.8	0.6	0.2	0.5	1.9	0.8	0.4	0.9
PRESCRIPTION DRUGS	1.7	2.9	1.5	1.1	1.7	3.4	2.4	2.2	2.4
OTHER ILLEGAL DRUGS	-	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2

RED = MORE THAN THE STATE/BLACK = EQUAL WITH THE STATE/GREEN = LOWER THAN THE STATE

Past Month Use of Alcohol, Tobacco, and Other Drugs

8th Grade	2014	2015	STATE 2015	2016	STATE 2016	2017	STATE 2017	2018	STATE 2018
CIGARETTES	6.8	6.1	6.3	5.2	5.1	7.2	4.8	3.4	4
SMOKELESS TOBACCO	2.1	0.4	2.4	1.9	2.4	2	2.4	0.9	1.8
CIGARS	1.7	0.9	1.9	1.7	1.6	1.2	1.6	1.3	1.4
PIPE	4.1	5.9	3.2	4.4	2.2	5.1	1.8	1.7	1.4
ELECTRONIC VAPOR PRODUCTS	-	11.6	10.4	13.9	9.4	16.5	8.6	15.4	11.9
ALCOHOL	10.3	14.7	13.3	16	13.2	18.7	13	17.9	13
*BINGE DRINKING	9.1	5.3	5.4	6.8	5	7	4.9	6	4.7
MARIJUANA	5	8.6	7.1	7.3	6.6	11.8	6.4	8.3	5.9
SYNTHETIC MARIJUANA	1.4	0.9	1.4	1.7	1	1.2	0.9	0.2	0.6
COCAINE/CRACK	0.4	0.2	0.4	0	0.3	0	0.3	0	0.2
INHALANTS	0.2	0.7	1	0.4	0.7	1	0.8	0.2	0.6
METHAMPHETAMINES	0.2	0.2	0.3	0	0.1	0.4	0.2	0.2	0.1
HEROIN	0.2	0.2	0.2	0.2	0.2	0	0.1	0.2	0.1
HALLUCINOGENS/ECSTASY	0.8	0.4	0.8	1.6	0.7	1.4	0.6	0.8	0.6
PRESCRIPTION DRUGS	1.9	3.5	2.3	2.7	2.2	6	2.5	3.9	2.1
OVER THE COUNTER DRUGS	1.7	3.6	3	3.8	3.1	6.8	3.8	4.6	3.1

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PARENTAL INVOLVEMENT

The program was designed from a survey conducted by a collaboration of the PTS system and the Portage Township YMCA. Students were surveyed with 40 questions regarding what they want to learn in an afterschool program. Out of 40 items, students showed a heavy interest in 28 of them. Many parents provided feedback on the survey as well, including a desire to be included in the classes. Our plan is to schedule at least one day per module where parents can attend with their child.

The survey results can be found in the Need for Project section of the application. The program modules that we are narrowed down to are as follows:

1. Outdoor survival skills
2. Cooking Matters
3. Swimming
4. Basic car repair
5. Critical thinking and fact-checking
6. CPR
7. Time management
8. Storytelling (campfire style)
9. Self-defense
10. How to use credit
11. Stock market and investments
12. Intro to foreign languages
13. Entrepreneurship skills
14. Managing personal finances
15. Cyber security
16. How to navigate without GPS
17. How to buy a car
18. How to be happy
19. Colloquium (engaging in civil debate)
20. How to apologize
21. How to ask for help
22. Increasing emotional intelligence (controlling tempers)
23. Gratitude
24. How to give compliments
25. How to accept criticism
26. Basic first aid
27. Basic emergency preparedness
28. Nutrition

SNACK AND/OR MEALS

The Portage Township YMCA will serve supper to participants. The food for the part of the program will be prepared by the YMCA staff and funded through CACFP.

WEEKLY SCHEDULE

Monday through Friday immediately after school until 4:30 PM for middle and high school students. Elementary will attend after school until at least 5:30 PM.

Students will all receive a five-component supper when they arrive at the program.

All students will then participate in homework time or tutoring before the learning modules begin. Each of the 28 modules will have a week dedicated to them. Staff and our guest presenters/partners will facilitate the activities.

Elementary students will also participate in STEAM activities on a 3 month rotating schedule as follows:

Program Calendar

	M	E	T	S	A
Month 1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Dice Race [p. 7]	Pipe Cleaner Tower [p. 36]	Binary Drawings [p. 59]	Blooming Flower [p. 92]	Art/Activity [examples p. 126]
Week 2	Subtraction War [p. 9]	Q-Tip Maze [p. 37]	Binary Bracelets [p. 62]	Exploring Ramps [p. 94]	Art/Activity
Week 3	Real Object Graph [p. 10]	Newspaper Bridge [p. 38]	Conditionals with Cards [p. 64]	Envirolopes [p. 97]	Art/Activity
Week 4	Bouncing Sums [p. 11]	Mystery Bag Design [p. 40]	Career Exploration Technology [p. 87]	Float/Sink [p. 100]	Art/Activity

Month 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Mini Catapult [p.13]	Paper Airplanes [p. 42]	Tangrams [p. 68]	Marshmallow Constellations [p. 102]	Art/Activity [examples p. 126]
Week 2	Career Exploration Math [p. 30]	Straw Tower [p. 45]	Plant a Seed Algorithm [p. 71]	Plant a Seed IRL [p. 71]	Art/Activity
Week 3	Dice Race [p. 7]	Cardstock Marble Run [p. 46]	Conditionals with Cards [p. 64]	Career Exploration Art [p. 122]	Art/Activity
Week 4	Portion Persuasion [p. 16]	Mystery Bag Design [p. 40]	Sequencing [p. 74]	Flower Anatomy [p. 104]	Art/Activity

Month 3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	Cards of 10 [p. 19]	Water Filters [p. 50]	Coding a Lego Maze [p. 76]	Penny Spinner [p. 109]	Art/Activity [examples p. 126]
Week 2	Hit the Target (Cards) [p. 20]	Index Card Tower [p. 49]	Computational Monsters [p. 80]	Eat the Whole Plant [p. 107]	Art/Activity
Week 3	Bouncing Sums [p. 11]	Career Exploration Engineering [p. 53]	Maps & Cardinal Directions [p. 83]	Medicine Delivery [p. 112]	Art/Activity
Week 4	Tic Tac Math [p. 22]	Mystery Bag Design [p. 40]	Conditionals with Cards [p. 64]	Career Exploration Science [p. 117]	Art/Activity
Week 5	Measurements & Slime [p. 27]	Spaghetti Skyscraper [p. 52]	Binary Bracelets [p. 62]	Make a Root System [p. 115]	Art/Activity

ALIGNMENT TO STANDARDS

The program is designed around the interests of the students, which aligns with Indiana Afterschool Standard 2a. Our program is designed to respond to the special interests of the students based on the results of a survey conducted by both the Portage Township YMCA and the Portage Township Schools. This survey asked a series of questions designed to evaluate what the students have a desire to learn more about.

The program is also designed around the concepts in the Indiana Afterschool Standard 3c. The program's design will encourage students to attend multiple learning modules, but ultimately the students will decide which ones interest them the most and they will choose what they want to do.

The program also aligns with the Indiana Afterschool Standard 4b. The basis for the program is to share skills and resources that will help transition these students from a teenager to a responsible adult.

Part of our program will hit many aspects of Standard 6, Human Relationships - Interacting in Positive Ways. In fact, one whole module is dedicated to teaching students how to interact with each other. The students will learn how to interact with other students with skills such as listening first, which is a Y-USA curriculum. They will also learn how to respect others opinions, even though they may not agree with them.

As mentioned above in the Parental Involvement section, the program is designed to offer a curriculum that will appeal to both students and parents. Parents will be encouraged to attend certain modules with their children. This strategy lines up with Indiana Afterschool Standard 8.

We are very fortunate to have our school system invested in this program. Many of our modules require specific space and equipment.

STAFF RECRUITMENT AND RETENTION

The YMCA has been in the space of OST care for 39 years. We have seen a high turnover in staff previously, but have recently increased pay with funds from the SACC grant. This has helped with retention throughout the school year and many staff have stayed to work summer camp as well.

We have recently partnered with area colleges for recruiting. We know that students attending area colleges who are majoring in education will be a great fit for this expanded after school program. This will be the first year that we will be able to accept students on work-study.

Since we run a summer camp program, this will be an easy transition for this demographic of staff. During the school year, the hours of the position will work with their schedules and during the summer they can have full-time employment.

During the development of this program, we have worked with an individual who has a Masters in Education. Our intent is to hire her to oversee this program. We have been very candid in our discussions about our intent and she has been very candid in her requirements to join the Y and this program. We feel confident this will be a good fit for both parties.

Our investment into our staff is the key to retaining them. Before any of our staff begin job training, they go through mission training. It is really important that they know, understand, and embrace the reason we work in our field. That reason is to put Christian principles into practice through programs that build a healthy spirit, mind, and body for all. We feel that if we hire the right people, they will understand what their presence in these students lives means and will understand the importance of being a constant presence by showing up every day.

When someone asks our staff what they do, we do not want them to say their position at the Y. We want them to say and mean, "I change lives," or "I influence young minds." Ultimately, we want them to understand how important their job is. Many of the students we see do not have a positive role model in their lives. Our staff fills this role for them.

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The Portage Township YMCA has been delivering high-quality youth development programs since our inception in 1977. For the past 43 years, families have depended on the Portage Y to provide safe and engaging out of school care and enrichment for their children through youth sports leagues and clinics, swim lessons, summer camp, countless specialty classes, and our signature program Y-Care.

OUT OF SCHOOL PROGRAMS

1. **Before and After School, School-Age Child Care (Y-Care).**

63-75 children served regularly throughout the school year; 39 years

We have 39 years of successful experience operating a before and after school program called Y-Care. The program serves working families who require childcare that wraps around the school day. Children may be dropped off as early as 6:30 AM and picked up as late as 6:00 PM at one of two elementary school that serve as program sites. Bus transportation provided by the school corporation runs between the sites and the home school of students who do not attend the site school. The curriculum includes a balanced mix of activities that help develop the whole student; spirit, mind, and body. From Yoga to science experiments to kickball to free play, students are encouraged to engage with their peers and the staff to form relationships while learning through hands-on pursuits.

2. **School's Out, Y's In (SOYI).**

10-20 children each program day throughout the school year; 39 years

There are approximately 20 days during the average school year when school is closed for a variety of reasons that do not align with national holidays. For nearly four decades, the SOYI program has been hosted on-site at the Portage YMCA and allows working parents to enroll their child in all-day childcare. Children participate in organized physical activities, arts and craft projects, hands-on learning, and nutritious meals between 6:30 AM and 6:00 PM.

3. **Day Camp (No Bummer Summer Camp & Adventure Camp).**

60-80 children served regularly throughout the summer; 38 years

During the summer break, students in grades K-8 may participate in one or both of the two summer camps offered by the Portage Y. Both camps begin their day as early as 6:30 AM at the Portage Y. After breakfast, Adventure Campers are bussed to a nearby nature park where children spend the day outdoors shooting archery, fishing, canoeing, playing field games, and swimming. No Bummer Summer Campers remain at the Y to work on arts and crafts projects, sing camp songs, play group games, and take walks to the park and library. Both camps attend weekly field trips together.

4. **Middle School Program (SOAR).**

6-12 middle schoolers served; 1 year

An afterschool program developed exclusively for middle schoolers launched in the 2019-2020 school year. Bus transportation brings students from two middle schools the Portage Y. Activities include a nutritious, 5-component meal, physical games and activities, homework help, and generative discussions. During the shutdown, the children continued to meet virtually using Zoom to engage with each other and stave off social isolation. The program has unofficially continued this summer to tackle community service projects like restoring a playground and pulling weeds.

RECRUITMENT AND RETENTION EFFORTS

1. **Partnership with Portage Township Schools.** The Portage Y has built a strong relationship with the local school system that spans over 40 years and numerous CEOs and Superintendents. Both organizations collaborate frequently coordinate efforts to best serve their shared constituents as evidenced during the pandemic shutdown, feeding programs, and virtual learning needs of the 2020-2021 school year. The Portage Y relies on the support and effective communication to secure space for our programming, year-round bus transportation, provide progress reports on the Kindergarteners who graduated from our preschool program, and help market our youth programs to the families of all children enrolled in the city's eight elementary schools, two middle schools, and high school.

The school allows the Portage Y to utilize their well-established channels of communication to reach parents with students who are eligible to participate in our programs. Parents are alerted to new and upcoming YMCA programs and events on the following platforms:

- Email from the school
- Peach Jar (digital fliers that are emailed, posted on social media, and available on the school's website)
- Social media, particularly Facebook and Twitter
- Announcements read to students and available on their devices through the Schoology app

Parents trust the school's communication and value their content to be accurate, appropriate, and important. The reputation of the Y's programs is bolstered as a result of the school's marketing. This serves as an effective tool to recruit families to the Y's out of school programs.

2. **Personal Relationships with Families.** Staff who work directly with the children in the program are also expected to build and strengthen personal relationships with the caregivers who drop off and pick up their students. Using "Listen First" skills, staff ask parents open-ended questions about themselves and provide daily feedback on the children in their care. Pleasant and engaging interactions with staff are meant to increase trust and open lines of communication. Parents who enroll an older child will almost always choose to enroll younger siblings in our program in the future. This also helps generate positive word of mouth between families who may be seeking out of school care and activities.
3. **Marketing.** The Portage YMCA advertises its out of school programs year-round. While significant time and media space is dedicated to marketing the program's enrollment dates and requirements, program highlights and stories are shared often. This not only attracts families to the program, but it also serves as a frequent reminder to casual followers that our program produces high quality outcomes. The recruitment outcome is both active and passive, generating good will and confidence now and for the future. Details of our marketing plan are listed in the Program Communication narrative.
4. **Proven Program.** Retention for the elementary-age program is largely decided by the parents who want a program where their child is safe, nurtured, and engaged in positive and meaningful ways by well-trained adults. There is always room for improvement and innovation, but the program itself is its own retention tool. Surveys indicate that families prefer the Portage YMCA's out of school programs because they believe them to be superior in quality of supervision, staff qualifications, organized format, and emotional support for their children. Children who are excited to attend Y-Care, SOYI, and Camp produce parents who are satisfied and willing to promote their positive experience with peers.

SUPPORT FOR ACADEMIC ACHIEVEMENT

1. **Tutoring.** Staff encourage participants to complete their homework immediately after school before snack time begins. Students may ask for help with their assignments. In the cases when students do not require one-on-one tutoring, staff are encouraging and eager to see projects and class work as a show of support. Before-school participants are also urged to share their assignments with staff as a means to foster excitement for learning and appreciation of a job well done.
2. **STEAM Activities.** Staff incorporate STEAM concepts in most group activities and games. They try to “sneak in the learning” passively through play (math is easier when you’re a score-keeper and engineering is exciting when it involves dry spaghetti and mini marshmallows). However, a significant investment into providing specific STEAM-related projects has been made over the past two years. Specific kits designed to target a particular discipline engage children in experiments that require team problem solving, critical thinking, creativity, communication skills, and a high frustration tolerance. Staff receive in-service training to ensure they understand the purpose of the activity, its intended lesson, and feel confident to facilitate a discussion about the students’ experiences.
3. **Physical Activities.** According to the US Center for Disease Control and Prevention (“CDC”), physical activity has an impact on cognitive skills such as concentration and attention, and it also enhances classroom attitudes and behaviors, all of which are important components of improved academic performance. High energy games and group activities as well as free play are an integral component of every daily session for the elementary and middle school students. Curriculum includes yoga, “Play Lu” — an interactive digital experience that projects a smart phone-like game on a wall that incorporates learning with physical activity, Reebok’s BOKS Kids exercise program for before and school programs, group games, field sports, and independent physical play.
4. **Proper Nutrition.** There are literally hundreds of studies and articles focused on the positive connections between well-fed students and their abilities to focus, self-regulate, and succeed in school. In our years of experience, staff report that most of the children in our programs have adequate access to food and eat regularly, but their meals consist of highly-processed, convenience foods laden with sodium, sugar, and fat and fast food. At an increasing rate, their food does not provide enough nutrition for the brain and body.

To combat the alarming trend, the Portage YMCA became a sponsor of the USDA’s Child and Adult Care Food Program for At-Risk Afterschool sites (“CACFP”). Children in our care now eat a nutritious five-component meal consisting of a lean protein, whole grain, fresh vegetable, fresh or canned fruit, and white non-fat milk. Each menu is designed to provide the highest quality ingredients so that meals are nutrient-dense, filling, and free of as many chemicals and artificial flavorings and preservatives as possible. Besides increasing the nutritional intake for students, meal time is also an opportunity to model good table manners and practice social skills by engaging in table conversation with peers. Focus on proper nutrition has become a hallmark of our program.

PROVING ACADEMIC OUTCOMES

1. **Past success.** The Portage YMCA's preschool program has built a reputation of producing academically high-achieving kindergarteners. However, the Y wanted data to substantiate word of mouth and anecdotal claims. Relying on the organization's partnership with the Portage Township School's, the Y was able to ascertain the performance measures of its past preschool graduates as kindergarten students. While the achievement rates were even better than expected, the Portage Y
2. **Continuation plan.** The Superintendent and Assistant Superintendent of Portage Township Schools have assured the Portage YMCA that the school will continue to provide performance data for the organizations' shared students whether they be in preschool or the SOAR program. The terms are included in written in the MOU. Parents sign a waiver when registering their child for our programs that states that the Portage YMCA will share information about their child with the school system and vice versa.

Grades are not the only data that will be shared. The two organizations have also worked together for the benefit of the students' emotional and mental health to involve parents and wrap-around services to support students as needed. This relationship was especially helpful with the middle school program.

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PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Program Implementation



EVIDENCE BASED PROGRAMMING

Our curriculum will include many components of evidence based and cognitive science based programming. The first program we use to increase reading comprehension is called ReadWorks. This program aligns with what a neighboring school system uses for their students who are behind schedule for their reading level. They have shown successful results with this program and we have also used it successfully in our Summer Learning Loss Prevention program.

We also use the Y-USA developed STEM programming. This program has a robust mixture in all four areas of STEM focus.

We have been providing food through CACFP since 2018. In particular, we use the MyPlate curriculum to increase awareness of the 5 components of a healthy meal. This will continue to be a staple in our programming as our capacity increases to include the high school students.

Our DIBs program is based on the National Substance Abuse Prevention program. However, we will partner with the Porter County Substance Abuse Council to offer their most up to date evidence based programs, such as Media Ready and Overdose Lifeline to our participants.

GOALS

Elementary School Program (grades K-12)				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve Academic Achievement	Increase reading comprehension achievement among regular participants	Utilize work-study college students and staff to provide homework assistance	70% of participants will show an increase in comprehension.	ReadWorks question sets
	Increase mathematics achievement among regular participants	Focus STEM activities in the area of mathematics	70% of regular participants will have either a B or above in math or an improved grade by the end of the school year	Report card grades
Improve Social and Behavioral Outcomes	Increase all participants knowledge and choices regarding healthy eating	Utilize My Plate guidelines to teach why we serve a 5 component meal daily	90% of participants will try a healthy food that they dislike or have never tried	Two-Bite Club membership
	Increase participants knowledge regarding drug/alcohol use	Utilize YMCA DIBs program to teach drug/alcohol awareness, internet safety & bullying	70% of participants will show an increase in awareness	DIBS pre & post test
Increase Family Involvement	Participants will gain a better understanding of responsibility, which is part of our CDLI programming	Create a chore chart to completed at home including conversation starters	60% of participants will complete their chart	Completed Chart
	Parents will be encouraged to attend an afterschool event	Financial modules and the Cooking Matters program will be open to parent involvement	50% of participants will have a parent attend at least one class	Attendance & Parent Survey after class participation

GOALS

Middle School Program (grades 6-8)				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve Academic Achievement	Decrease the number of assignments incomplete or missing	Weekly monitoring of class assignments and incentives for completion	50% of program participants will have less than 10% of incomplete or missing assignments	Powerschool Monitoring
	Academic improvement in at least one subject	Utilize work-study college students and staff to provide homework assistance	50% of program participants will show an increase in one academic subject	Powerschool Monitoring
Improve Social and Behavioral Outcomes	Increase all participants knowledge and choices regarding healthy eating	Utilize My Plate guidelines to teach why we serve a 5 component meal daily	90% of participants will try a healthy food that they dislike or have never tried	Two-Bite Club membership
	Increase participants knowledge regarding drug/alcohol use	Utilize YMCA DIBs program to teach drug/alcohol awareness, internet safety & bullying	70% of participants will show an increase in awareness	DIBs pre & post test
Increase Family Involvement	Participants will gain a better understanding of responsibility, which is part of our CDLI programming	Create a chore chart to completed at home including conversation starters	60% of participants will complete their chart	Completed Chart
	Parents will be encouraged to attend an afterschool event	Financial modules and the Cooking Matters program will be open to parent involvement	50% of participants will have a parent attend at least one class	Attendance & Parent Survey after class participation

GOALS

High School Program (grades 9-12)				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve Academic Achievement	Decrease the number of assignments incomplete or missing	Weekly monitoring of class assignments and incentives for completion	50% of program participants will have less than 10% of incomplete or missing assignments	Powerschool Monitoring
	Increase grade in at least one academic subject	Utilize work-study college students and staff to provide homework assistance	50% of program participants will show an increase in one academic subject	Powerschool Monitoring
Improve Social and Behavioral Outcomes	Increase all participants knowledge and choices regarding healthy eating	Utilize My Plate guidelines to teach why we serve a 5 component meal daily	90% of participants will try a healthy food that they dislike or have never tried	Two-Bite Club membership
	Increase participants knowledge regarding drug/alcohol use	Utilize YMCA DIBs program to teach drug/alcohol awareness, internet safety & bullying	70% of participants will show an increase in awareness	DIBs pre & post test
Increase Family Involvement	Participants will gain a better understanding of responsibility, which is part of our CDLI programming	Create a chore chart to completed at home including conversation starters	60% of participants will complete their chart	Completed Chart
	Parents will be encouraged to attend an afterschool event	Financial modules and the Cooking Matters program will be open to parent involvement	50% of participants will have a parent attend at least one class	Attendance & Parent Survey after class participation

PORTAGE TOWNSHIP YMCA

3100 Willowcreek Rd.

Portage, IN 46368

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PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Program Communication



Communication about the SOAR program was set in motion in 2018 when the Assistant School Superintendent reached to the Portage YMCA on the creation of an afterschool program that would serve high schoolers looking for activities, food, and practical “adulting” skills. As the plan took shape and additional partners were brought to the table, specifics regarding the collection and sharing of information between the schools and the Portage YMCA were discussed as a means to measure the program’s outcomes.

COMMUNICATION PLAN

- 1) **Portage Township School Corporation (“PTS”).** The schools and the Portage YMCA already share data of the students they share in common to support the preschool program and the middle school program. Acknowledgements and waivers are signed by parents of the children enrolled in the Y’s program granting permission to pass information between organizations. Having this system in place for the 100 shared students paves the way for continued data transfer when the number of students rises to approximately 240 across the multiple programs.

The PTS Superintendent, Amanda Alaniz, is a former board member of the Portage YMCA and remains a strong advocate for the Y’s programming. Dr. Alaniz has been extremely active in collaborating with the Portage YMCA to serve students who needed childcare during the day to complete their virtual learning while the schools were closed and parents worked. Teachers, aides, transportation, and food service workers support the YMCA’s programs year-round at the direction of Dr. Alaniz. Assistant Superintendent, Dr. Michael Stephens, has been working in tandem with the Y’s CEO to build the program and bring other stakeholders to the table.

The Portage YMCA also has a positive relationship with many of the school principals and teachers. Development of the middle school program involved the principals of both schools to market the program to students and parents, coordinate transportation, and provide wrap-around services for shared students who needed extra mental health support. Some teachers and aides have had experience with Y staff and programming because their own children were enrolled in the program or because they observed the program in action before and after school.

The chart below demonstrates the information that will be shared between the organizations:

YMCA → PTS	PTS → YMCA
<ul style="list-style-type: none"> • Roster of YMCA program participants • List of evidence-based curricula used for each age group • ReadWorks reading comprehension scores • DIBS pre and post test • Teacher survey • Program year-end report prepared by the local evaluator 	<ul style="list-style-type: none"> • Elementary school grades at the end of each semester • Access to Powerschool for students in grades 6-12 (grades, assignments, and attendance)

- 2) **School-Day Staff.** The Portage YMCA expects to develop personal relationships with the school staff as the SOAR program matures.
- a) **Access to data.** Since parental consent has already been built into the Y’s enrollment process and the top school officials have committed to sharing student information, leaders expect little or no challenge to accessing data from the school.
 - b) **Align efforts.** The Portage Y has experience in aligning efforts with the school. While the Portage Y’s academic achievement record for children enrolled in the preschool program is stellar as evidenced by their performance in Kindergarten (according to the school’s records), the CEO and preschool director asked the school what it could do to better prepare children for kindergarten in the future. School administrators asked the Kindergarten teachers for feedback and their answers were surprising: Let us teach the ABC’s and 123’s; let the preschool teach the kids to sit still, walk in a straight line, manage their emotions, and develop gross and fine motor skills. The Portage YMCA immediately shifted its focus from pure academics to incorporate intentional physical activities and character development into the curriculum. The same alignment of efforts will be deployed in the SOAR program, but on a larger scale.
- 3) **Community Stakeholders.** Leaders of the Portage Township YMCA are active and engaged members of service clubs like Kiwanis and Rotary and involved members of the Greater Portage Chamber of Commerce. Connections to the city’s business, professional, and volunteer communities fosters the development of personal relationships between the Y and other leaders in Portage. There are ample opportunities to share the Y’s endeavors and outcomes with the community through grass-roots conversations, announcements, and meetings. The Y’s strong partnership with the Chamber (its director is a former YMCA employee and recent member of the Y’s board of directors) leverages their channels of communication (emails, advertising, social media posts, and directory) to share YMCA messaging with a long list of business owners and organizations. The relationships developed with other stakeholders at networking events often converts bystanders into YMCA advocates who tell the Y’s stories to peers in their circle of influence.
- 4) **Families.** Communicating the YMCA’s programs and services to families is accomplished across several media channels.
- printed materials such as brochures and fliers
 - newsletters
 - internal posters and signage
 - internal digital messaging on the three Y-TV’s
 - website landing pages
 - social media posts via Facebook, Twitter, and Instagram
 - Press releases
 - School-issued phone calls to parents
 - School-issued emails to parents
 - School-issued posts to social media

21ST CCLC TERMINOLOGY

The Portage Township will title the program SOAR, a 21st Century Community Learning Center. Marketing and program materials will incorporate the 21st CCLC logo.

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PORTAGE TOWNSHIP YMCA: SOAR
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
PROFESSIONAL DEVELOPMENT



Program Name: SOAR

Program Director: TBA; Shannon Burhans, Interim

Dates of Implementation: June 1, 2021—June 30, 2022, and annually through June 30, 2025

The Portage Township YMCA is committed to enriching each staff member’s personal, emotional, and professional development. Our mission is to build healthy spirit, mind, and body for all, which applies to both participants and employees. We invest in the technical and social training of our staff because we know it not only produces high-quality experiences for the youth in our programs, but that the employee will take the knowledge and skills acquired with her to the benefit of future children in her care when she eventually leaves our Y.

While our professional development program likely shares experiences with our peers, *our program is set apart by an intentional emphasis on character development*. Character is a key element of the Y’s approach to working with youth who are deeply influenced by interaction with adults. Our Y has two years of experience as a pilot member of the Character Development Learning Institute’s evidence-based work that aims to support the staff with the education, best practices, and practical tools to intentionally and effectively model adult behaviors that effect youth character:

1. Empathy
2. Emotion Management
3. Relationship Building
4. Responsibility
5. Personal Development

Professional development in this area supports staff to understand the rationale for and their role in building youth character through a mix of deliberately-delivered social and emotional learning experiences.

1. COMPLETE ANNUAL PROFESSIONAL DEVELOPMENT PLAN

This table is a summary of the training that will be provided to staff directly involved in the SOAR program. Professional development that is unique to our program is listed first followed by the training that is common for programs that work with youth.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Involved	Hrs of Training	Total Cost*	Funds used	Date of Training	CYC Competency Alignment
The following courses and trainings are likely unique to the Portage Township YMCA's SOAR program.									
Character Development Learning Institute	CDLI & YMCA	Learn about each of the 5 adult practice areas of CD. Identify supporting activities, environments, and rituals; share feedback. Write a plan to roll out best practices included on shared calendar.	Build character to help youth develop into ethical, caring, and successful adults.	PD – 1 PC – 2 SC – 4 FL – 12	4	\$836	100% 21 st CCLC	Quarterly, annually	•Relationship and Communication •Cultural and Human Diversity •Developmental practice methods
Youth Choice: Overcoming Barriers	YMCA-USA	Empower Y staff to provide opportunities for children and youth to lead, problem solve, and be decision makers through youth voice and choice.	Empower youth to voice their needs, wants, and preferences regarding their programming.	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$53	100% 21 st CCLC	Bi-Annually, August	Developmental practice methods
Youth Relationships: Creating Positive Interactions	YMCA-USA	Help adult staff and volunteers create positive interactions with youth that lead to relationships that support them in reaching their full potential.	Support youth in fulfilling their innate need to be loved, spiritually grounded, educated, competent, and healthy.	PD – 1 PC – 2 SC – 4 FL – 12	1	\$105	100% 21 st CCLC	Bi-Annually, August	Relationship and Communication
My Role in the Life of Youth	YMCA-USA	Interactive course exploring responses to common situations in the youth they support.	Students feel safe and validated by staff's responses to their situations.	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$53	100% 21 st CCLC	Bi-Annually, September	Relationship and Communication
The Five Pillars for Teen Programming	YMCA-USA	Learn the “secret ingredients” every teen needs to thrive.	Provide activities within the 5 Pillars framework to help youth with social emotional learning.	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$53	100% 21 st CCLC	Bi-Annually, November	Developmental practice methods
Team Leader Certification	YMCA-USA	Six courses that develop staff in the Y's leadership competencies	Inspire and motivate Site Coordinators to grow their career	PD – 1 PC – 2 SC – 4	55	\$2,713	100% 21 st CCLC	Once within 1 st year of hire	Professionalism
Multi-Team Leader Certification	YMCA-USA	Nine courses to support staff to serve as cause-driven leaders while leading multiple projects	Positive and effective communication between supervisors, staff, and parents	PD – 1	92	\$899	25% Y training budget, 75% 21 st CCLC	Once within 2 nd year of hire	Professionalism

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Involved	Hrs of Training	Total Cost*	Funds used	Date of Training	CYC Competency Alignment
The Y and You: New Employee Orientation	YMCA-USA	Guides new employees through a personal discovery of the Y	Deepens commitment to serving children as a means to care for the community	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Professionalism
Introduction to the Y's Cause and Culture	YMCA-USA	Introduces staff and volunteers to the Y's cause and various aspects of our culture	Fostering a cause-centered culture	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Professionalism
Y's Way to Service and Engagement	YMCA-USA	Learn the service and engagement principles of welcome, connect, support, and invite	Create a positive, welcoming environment for children	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Relationship and Communication
I Hear You: Service With CARE	YMCA-USA	Intro to the Y's service model, CARE	Respond calmly to a frustrated child, affirm her needs, and solve her problem	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Relationship and Communication
Orientation to Diversity, Inclusion & Global	YMCA-USA	Intro to key concepts related to how we define diversity, inclusion, and being globally-minded	Understand and appreciate that each child comes from a diverse background	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Cultural and Human Diversity
Living Our Cause for Frontline Leaders	YMCA-USA	Create experiences for program participants that align with our cause-centered culture	Staff are inspired and passionate about their work	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27	25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Cultural and Human Diversity

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Involved	Hrs of Training	Total Cost*	Funds used	Date of Training	CYC Competency Alignment
The following courses and trainings are likely shared experiences with all youth programs.									
CPR/First Aid	Red Cross	Learn and practice life-saving skills	Responsibility and self-confidence to provide emergency medical care	PD – 1 PC – 2 SC – 4 FL – 12	4	\$703	100% 21 st CCLC	July 2021	Developmental practice methods
Child Abuse & Neglect	Praesidium	Detect and report suspected child abuse	Engage with children on a personal level to protect them from violence	PD – 1 PC – 2 SC – 4 FL – 12	1	\$209	25% SACC grant, 75% 21 st CCLC	Annual in July	Developmental practice methods
Child Development	I-LEAD	Understand various ways each child grows and develops over time as well as expected patterns of development	Staff see children as unique individuals within a family and community and are sensitive to individual developmental needs	PD – 1 PC – 2 SC – 4 FL – 12	2	\$418	25% SACC grant, 75% 21 st CCLC	Annual in July	Applied Human Development
Health	I-LEAD	Learn regulations and best practices to foster youth's mental and physical wellness	Environment where health and safety needs are met, children are able to develop and learn at an optimal level	PD – 1 PC – 2 SC – 4 FL – 12	4	\$836	25% SACC grant, 75% 21 st CCLC	Annual in July	Developmental practice methods
Safety	I-LEAD	Learn regulations and best practices to create a safe physical and emotional space for children	Environment where health and safety needs are met, children are able to develop and learn at an optimal level	PD – 1 PC – 2 SC – 4 FL – 12	4	\$836	25% SACC grant, 75% 21 st CCLC	Annual in July	Developmental practice methods
Child Development-School Age	I-LEAD	Learn about cognitive development, specific content knowledge and skills, socioemotional development, physical development and health	Staff interact to facilitate learning and overall development	PD – 1 PC – 2 SC – 4 FL – 12	2	\$418	25% SACC grant, 75% 21 st CCLC	Annual in July	Applied Human Development
Blood Born Pathogens	West Bend	Learn about correct handling of biological pathogens	Ensure a safe environment for children and adults	PD – 1 PC – 2 SC – 4 FL – 12	1	\$209	100% 21 st CCLC	Annual in July	Developmental practice methods

*Total cost depicts the annual cost of training. The price of a class that is only required once in four years has been listed at 25% of its cost. Classes that occur every two years are depicted at 50% of their cost. A class that is required annually is shown at 100% of its cost.

2. ASSESSING AND ADDRESSING PROFESSIONAL DEVELOPMENT NEEDS OF STAFF

The Portage Township YMCA invests in professional development to ensure that each staff member is well-rounded; personally satisfied and equipped with the knowledge and practical skills needed to help each child reach his full potential. We identify which competencies each staff member should demonstrate then select interactive classes and trainings that support them.

Staff Competencies	Professional Development Resources
<ol style="list-style-type: none"> 1. Technical operational mechanics of the program: how to perform the job 2. Child protection: how to keep children safe and identify and respond to their unique needs 3. Cause-driven purpose of the program: what social issues and needs does the program address 4. Organizational career path: how to advance as a leader in the program and the YMCA 5. Personal fulfilment: be inspired and engaged 	<ol style="list-style-type: none"> 1. YMCA of the USA: LINK (vast collection of dynamic and interactive training materials, live workshops, and certifications) 2. Indiana-Licensing and Education Access Depot (I-LEAD) 3. Child and Youth Care Certification Board (CYC) 4. West Bend (robust safety training) 5. Praesidium (child abuse prevention training)

3. ALIGNMENT OF PROFESSIONAL DEVELOPMENT NEEDS

We are new to the CYC certification program, but many of the competencies align with those of the Character Development Learning Institute and the YMCA of the USA. As such, we are pleased that our professional development plan aligns with all five CYC competencies. Training extends beyond basic job know-how to build staff who understand their moral and ethical responsibility to promote and advocate for the well-being of children who are unique and diverse. The trainings teach the value of children’s social and emotional growth and equitable treatment of all.

4. EFFECT OF DEVELOPMENT ON PROGRAM OUTCOMES

One of the most important factors contributing to a child’s success in school is the quality of teaching. Just as educators are expected to continually expand knowledge and skills, our out of school staff must also keep pace to ensure that they understand changing trends, Professional development of leaders and staff delivers multifaceted benefits for the children in our care, the staff, and the out of school program itself.

For Children Program Participants	For Staff	For Program
<ul style="list-style-type: none"> • Ensure a physically safe and healthy environment • Develop positive character traits through adult behavior modeling and intentional activities • Receive emotional encouragement by trusted role models • Build meaningful relationships with peers and adults 	<ul style="list-style-type: none"> • Deepen connection to the Y’s cause and her role in fulfilling it • Build key knowledge and skills through competency-based experiences • Increase confidence as a cause-driven leader • Demonstrate a commitment to lifelong learning and goals to advance a career in the Y • Meet like-minded colleagues, develop peer network and deepen connection to the Y Movement 	<ul style="list-style-type: none"> • Increase staff retention. Those who find a sense of purpose through their work are three times as likely to stay with their organization • Develop knowledgeable, passionate staff who are equipped to deliver a greater program experience • Retain organizational knowledge by encouraging staff to grow their careers in the Y • Develop the next generation of cause-driven leaders equipped to lead the future Y Movement • Strengthen the reputation of our Y in the community by investing in the training and developing staff

PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Evaluation



The SOAR program spans grades K-12 at four sites. Each age group/site will have several performance measures; some are unique and others will overlap. The local evaluator will help assist the Portage YMCA hone the performance measures to ensure that they properly align with the program's outcomes.

EVALUATION PLAN

The Portage Township YMCA is an expert at adaptation. Several programs have spanned nearly four decades and their key to success has been the ability to nimbly modify curriculum, methodologies, and staff knowledge and attitudes to serve the constantly changing needs of participants. Programs that attempt to stay the course despite an evolving environment do not last long. Examining the effectiveness of a program against a set of performance goals guides the Y's decisions and direction. The Portage Y's experience with continual evaluation will transfer the 21st CCLC program and leaders expect that the rigors of the process will benefit the entire organization.

1) **Type of Data Collected and Timing of Collection.**

- a) Elementary:
 - i) Reading comprehension scores
 - ii) Report card grades
 - iii) Number of children in the "Two-Bite Club" for trying new foods
 - iv) DIBS pre & post test
 - v) Completion of "chore charts"
 - vi) Parent survey
- b) Middle School
 - i) Powerschool monitoring to check that assignments are not incomplete or missing and that academic improvement in at least one subject
 - ii) Number of children in the "Two-Bite Club" for trying new foods
 - iii) DIBS pre & post test
 - iv) Completion of "chore charts"
 - v) Parent survey
 - vi) Student survey
 - vii) Teacher survey
- c) High School
 - i) Powerschool monitoring to check that assignments are not incomplete or missing and that academic improvement in at least one subject
 - ii) Number of children in the "Two-Bite Club" for trying new foods
 - iii) DIBS pre & post test
 - iv) Completion of "chore charts"
 - v) Parent survey
 - vi) Student survey
 - vii) Teacher survey

2) Timing of Data Collection.

- i) *Reading comprehension scores:* **Weekly throughout the program year**
- ii) *Report card grades:* **Once at the end of each semester**
- iii) *Powerschool monitoring:* **Once at the end of each Quarter (informal monitoring may occur as often as needed)**
- iv) *Number of children in the "Two-Bite Club:"* **Daily**
- v) *DIBS pre & post test:* **At the beginning and end of the program year**
- vi) *Completion of "chore charts":* **Weekly**
- vii) *Parent survey:* **Once at the end of the program year**
- viii) *Student survey:* **Once at the end of each semester**
- ix) *Teacher survey:* **Once at the end of the program year**

3) Data Collection Instruments.

- a) Computers and tablets will be used by the elementary school students to answer questions that demonstrate their level of reading comprehension in the ReadWorks program. Site Leads, the program director, and program coordinator will download the test results from the online platform and compile it into an Excel spreadsheet so that data can be sorted and displayed graphically.
- b) Report card grades will be emailed from the school to the Portage YMCA.
- c) Every middle and high school student is given an Apple iPad with an app called Powerschool that tracks each student's assignments, grades, and attendance for every class. The Portage Y staff will also be able to access and monitor the information to assess students' performance.
- d) A poster board chart at each site will determine how many students become members of the Two-Bite Club. The hand-written chart will also determine how often a student tries new foods. Site Leads will type the information into an email sent to the program coordinator who will enter the data in a spreadsheet.
- e) The DIBS tests are paper surveys that measure a student's level of awareness and knowledge of drug/alcohol use, internet safety, and bullying. The scores will be entered in a spreadsheet.
- f) Chore charts are paper worksheets that are taken home to help develop character traits such as responsibility, empathy, and emotion management. Families are encouraged to work on the chore chart together (includes conversations about the value of the work done and feelings about being asked to help). Parents must sign the chart and return it to the program weekly. Results will be tabulated in a spreadsheet (number of times a student set the table, number of times a student felt annoyed by the chore, etc.). Anecdotal text will also be recorded.
- g) Surveys are usually electronic. Google Forms has been a successful means for the Portage YMCA to distribute surveys and gather data because they are very easy to use for both staff and participants. The ability to post a link in emails and on social media also help increase the number of exposures a participant has to the survey which improves the likelihood that it will be completed. Our local evaluator also has a robust survey system that may be implemented. We will work together to determine which method is most likely to deliver meaningful quantities and quality of data. As always, paper forms of surveys will be available to anyone who cannot or does not wish to use a computer.

- ## 4) Utilizing the Data. With the help of the local evaluator, the Portage YMCA will assess the program's strengths and opportunities for improvement. The Portage Y is sometimes surprised by the data it collects when the results are contrary to trends reported by studies. For example, the results of the 120 survey responses returned from stakeholders in the high school program demonstrated an adamant aversion to learning coding despite the reports and articles claiming that the high schools across the country are adding coding to their computer science curriculum because of the strong demand for it. As a result of the youth's input, coding will not be one of the 28 modules taught in the program.

LOCAL EVALUATOR

The Portage Township YMCA is fortunate to have the support of Dr. Shaunna Finley. Her children have been enrolled in a number of Y programs over the years. As an education expert, school board member, curriculum developer and facilitator, Dr. Finley's input is a valuable asset, whether it be feedback regarding our SOAR program or as a generative discussion leader to staff on difficult topics such as racism.

Dr. Finley is also well-acquainted with the 21st CCLC program and evaluation process. She agreed to make two recommendations for a local evaluator and provided the contact information for both. Having a positive personal experience with both evaluators, Dr. Finley did not make a recommendation for either candidate as she believed both would serve the children in our SOAR program extremely well.

After the Portage YMCA interviewed each evaluator, both were found to be highly-qualified, experienced, and capable. We decided to retain Dr. Bradley Balch as our program's evaluator because of his flexible and customizable services. Dr. Balch's has extensive personal experience as a teacher, administrator, and professor with a long resume of education, honors, and 17 years of practical experience as a local evaluator with the 21st CCLC program. Dr. Balch cares deeply for the improved educational outcomes of children in the program. It is clear that he values the 21st CCLC program's integrity and performance (possibly more than its operators). As a first-time applicant, we are eager to absorb Dr. Balch's feedback and recommendations so that our program can adapt; improving each year to help each child reach their full potential.

Dr. Bradley V. Balch

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1. **Evaluation Approach.** Dr. Balch knows exactly what information and reporting is required by the 21st CCLC administrators and he could simply make a template of the deliverables and check boxes to score his small number of program operators by how well they adhered to the model. Rather, Dr. Balch expects compliance as a baseline and leverages his experience to lead to ***program improvement***. The SOAR program is unique and innovative and the evaluation will account for both its content and context. The evaluator is a partner in the program, committed to the student's success. As long as the Portage Y remains coachable, the evaluation process should continually build a community of engaged and vested stakeholders, enrich collaboration with schools, and deliver the best possible opportunities and outcomes for SOAR students.

The Portage Y will rely on Dr. Balch to help refine the program's goals and design prior to its commencement. Throughout the program year, Dr. Balch will be available to the Y as a resource for new ideas, offer assistance to overcome potential barriers, and help guide the development of staff's skills and knowledge.

2. **Deliverables.** Dr. Balch will deliver the following services and output:

- One annual visit per site in the fall
- One virtual site visit in the spring
- Administer a semi-structured question protocol in a focus group setting at each site, which would take about 30 minutes per site
- Virtually attend the self-assessment occurs at each site in early spring to inform the end-of-year report
- Assist with a parent survey
- Coordinate with local assessment staff to extract data from the state’s database
- Complete all required state reports and attend evaluator webinars, meetings, etc. as required by the grant
- Prepare a more detailed local report for the organization’s use in addition to the state report

STRATEGIES OF MEASUREMENT

The Portage YMCA wants to know exactly what children in its community need to thrive; to become productive adults that will improve the quality of life in their families, work places, and neighborhoods. Do children need better reading skills? The data will tell. Do kids need better nutrition? Will trying new foods help educate them about nutrition and lead a preference for fresh, wholesome meals? The Portage Y would emphatically claim yes, but the data will tell. If the data does not show improvement in the outcomes the program strives to achieve, a change in program delivery is needed.

For instance, the data may indicate that children are far more aware of and averse to drug, alcohol, and tobacco use than expected and show no increase in awareness over the course of the year as evidenced by the pre and post surveys. With the help of the local evaluator, the Portage Y would reassess the importance of the topic, the effectiveness of the curriculum, and the quality of the survey to decide which component(s) are not reaching the program’s goals and what alternatives are likely to yield better results for the students. This may mean that the program uses a different evidence-based curriculum, re-words the survey, or tackles a completely different topic that affects youth. In any case, the data will tell.

As the Portage Y endeavors to serve the needs of the whole child—spirit, mind, and body—program goals are designed to build character, support academic excellence, and improve physical health through nutrition. Leaders have developed the means to ascertain and quantify changes in each of those areas using the tools described above. A well-rounded system of measurement will support the efforts of developing a well-rounded student.

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3100 Willowcreek Rd.

Portage, IN 46368

www.ymcaofportage.org | 219.762.9622 | 219.762.2012 (fx)

PORTAGE TOWNSHIP YMCA
21st Century Community Learning Centers Program
Safety and Transportation



The Portage Township YMCA has nearly four decades of experience in successfully maintaining safe spaces for children in our care and transporting them to and from various locations. As a provider of the Family and Social Services Administration’s Out-of-School Learning, the Y meets and often exceeds the rigorous safety standards set forth by state regulators. Safety is not just a buzzword or best practice; the program’s continuation and CCDF voucher funding depend on it. Families depend on the Y’s before and afterschool childcare and the community would suffer if the program were forced to close. The program director and coordinator are well-informed of the safety standards and are experienced with the inspection process.

As an example of some of the safety instruments already in place, note highlights of the assurances we signed with the State that we will:

- comply with all State Fire Marshal standards
- meet all staffing requirements including training
- provide for a safe and clean environment and that indoor and outdoor space meet standards
- meet children's health care needs
- meet the nutritional needs of the children served
- maintain child staff ratios
- offer a variety of age appropriate activities which meet development needs
- transport children in a safe manner
- maintain books, records and documents as directed by the State. Access to records and property will be provided to the State when requested
- make a good faith effort to provide and maintain a drug-free and smoke free workplace

PROGRAM LOCATIONS

The SOAR program will be held at four locations in the city of Portage.

Elementary Students		Middle School Students	High School Students
Jones Elementary School 2374 McCool Rd. Portage, IN 46368 219-763-8025 https://jo.portage.k12.in.us/	Aylesworth Elementary School 5910 Central Ave Portage, IN 46368 219-763-8010 https://ay.portage.k12.in.us/	Portage Township YMCA 3100 Willowcreek Rd. Portage, IN 46368 219-762-9622 www.YMCAofPortage.org	Portage High School 6450 U.S. Highway 6 Portage, IN 46368 219-763-8100 https://phs.portage.k12.in.us/

The Portage Township School Corporation will provide bus service between each student’s home school and the location of their afterschool program. Portage has eight elementary schools and will use busses A, B, and C. Portage has two middle schools that will use busses D and E. There is one high school in Portage.

1. **Travel from the Schools to the Afterschool Programs.**

- Bus A will pick up students from Kyle and Meyers elementary schools and deliver them to the Jones site.
- Bus B will pick up students from South Haven and Saylor elementary schools and deliver them to the Jones site.
- Bus C will pick up students from Central and Crisman elementary schools and deliver them to the Aylesworth site.

- Bus D will pick up students from Willowcreek Middle School and deliver them to the Portage YMCA site.
- Bus E will pick up students from Fegely Middle School and deliver them to the Portage YMCA site.
- No bus service is needed to transport the high school students as they will remain at their school for the program.

2. Travel from the Programs to Homes.

- In the Y's 39 years of experience in operating the elementary school program, children have not required transportation home. Parents, caregivers, or other authorized adults pick up children when the program is over. The adult is greeted by a staff person and signs out their child of the program every day. However, the Y understands that transportation cannot be a barrier to enrollment in the program and as such will work with the school system to arrange to have an "activity bus" take students from their program site to their home.
- Middle school students are picked up from the Portage YMCA site by parents, caregivers, or authorized adults when the program ends. The facility is easy to access and centrally located along the city's main corridor. Should a student require transportation home from the program, the Portage Y will arrange for an "activity bus" to take students home.
- High school students are the least likely to require transportation. Many of the teens drive themselves to school, carpool with friends, or have a caregiver pick them up. An activity bus is already a staple at the high school and will serve students enrolled in SOAR and those who may be participating other clubs or practices that convene after school.

SCHEDULING FOR FAMILIES

The program schedule is especially conducive for working families. The elementary school program ends at 5:30 PM, but the care continues until 6:00 PM to accommodate adults that work later than 5:30 PM or have a long commute. Families rely on the consistency and reliability of the Y's afterschool program to add stability and routineness to an already-busy schedule of evening activities.

The afterschool programs for middle and high schoolers ends an hour earlier at 4:30 PM. This provides the older children with extra time at home to help parents with chores and younger siblings.

IN-PROGRAM SAFETY

Fortunately, the sites at which the SOAR program meets are schools and a health facility. Delivering a safe, clean, bright, and child-appropriate space is inherent in our program's locations. Furniture, fixed equipment, amenities such as lower-height water fountains, and security such as self-locking exterior doors have already been built in to the environment.

Indoor play space includes the cafeterias and gymnasiums and was developed by the school system with elementary-school children in mind. Tables and chairs are at a height that is comfortable for smaller bodies while sturdy enough to easily accommodate the height and weight of adults (parents and staff). The lower-height tables are used for completing homework, playing card and board games, conducting some STEAM experiments, and serving meals/snacks. The cafeteria's floor provides ample room for larger toys such as doll houses and toy cars. The gymnasium is ideal for free play involving assorted balls, hula hoops, jump ropes, and organized physical games.

Indoor areas are kept safe by ensuring that all exterior doors remain closed and locked both before and after school. Since the school follows stringent standards relating to safety, the program's space is always clear of

obstacles that may block an exit or present a hazard. Furthermore, Y-Care staff maintain a clean environment by washing and sanitizing tables and toys, sweeping the floor, and removing garbage from the area daily.

We expect the same standards of safety to apply to the high school. The Portage YMCA is subject to city and State Fire Marshall inspections, county Health Department inspections, and FSSA (State) inspections to examine all areas where children may be present or travel.

PERSONNEL STANDARDS

Every single employee that works for the Portage Township YMCA undergoes a background check, child abuse detection and prevention training, CPR certification, general safety training, blood borne pathogen training, and basic customer service skill training.

Staff that work with children undergo even more training and testing before setting a foot in a room with kids. In addition to the training above, SOAR program staff will be required to be fingerprinted, pass a TB test, and a physical before commencing work. Throughout the course of the year, each staff member must also complete 12-15 hours of additional training focused on child development, social and emotional learning, character development and more. The Professional Development section of the application provides a full list of required trainings.

Personnel standards also include adherence to a code of conduct, dress code, and social media policy. Expectations of appropriate behavior and the consequences for misconduct are detailed in the Portage YMCA's employee handbook.

PERSONNEL RECORDS PRIVACY

Personnel records are stored in three locations:

1. On site. Information the state may require during an inspection is kept in a 3-ring binder that is stored in a locked box at each location. Sensitive information such as Social Security Numbers and any data that is not needed by the State is redacted before papers are inserted in the binder. Only the program director, coordinator, and site lead have the key. No other staff members or bystanders can access the information.
2. Central file. The Program Coordinator keeps employee records in a file cabinet inside of her locked office. Access to the key is limited to the director and coordinator.
3. Digital storage. Personal data including background checks are stored electronically. The Portage YMCA stores much of an employee's sensitive information, training records, goals, and documented coaching sessions on its payroll processing server, Paycor. Background checks are accessible on the Background Investigation Bureau's secure server. Data on both systems is only accessible by the program director, program coordinator, CEO, and Human Resources director.

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STABILITY PLAN

The Portage Township YMCA's program stability plan has multiple layers due to a well-established program for elementary school, a relatively new program for middle school, and brand new program for high school students.

First, our elementary program is currently in existence and has been for nearly forty years. Parents are currently paying for the program. However, our goal is to significantly lower the price with grant funds. This will increase the number of students we serve and with the addition of the stipend to a new or existing 529 plan, we anticipate interest will continue to grow. Because we operate as a Legally Licensed Exempt Program, we have staff ratios to meet. This, of course, causes a salary expense that some other after school programs do not have. The grant funds will not only help us increase the number of students we serve, but the students will benefit from having more adult interaction in their out of school time.

Our middle school program was funded last year by a grant. This age group continues to be a population that is underserved in our community, so we have seen a lot of interest from the private sector and our local community foundations in funding programs that serve this age demographic.

High school students are definitely in a similar situation. However, there have not been any organizations willing to tackle this age group up until now.

This program is intentionally designed to engage both nonprofit and for profit organizations. Our intent is not only to provide our students with a diverse pool of life skills education and networking opportunities, but to create relationships and possible funding opportunities for the program in general. We are confident that our guest presenters will not only welcome the opportunity to present in their area of expertise, but will become champions for the program. We anticipate this will open up funding sources for us, not only from the presenters, but they will become ambassadors in the community for us and develop relationships with our staff.