



## Summer Learning and Afterschool Opportunities Grant Proposal Narrative Submission Form

### A. APPLICANT BASIC INFORMATION

<b>1. Applicant Name</b>	Marion Family YMCA		
<b>2. Applicant Type</b>	Non-Profit		
<b>3. Applicant Information Retrieval Number (IRN)</b>	015355		
<b>4. Applicant Street Address</b>	645 Barks Road East		
<b>City</b>	Marion		
<b>State</b>	Ohio		
<b>Zip Code</b>	43302		
<b>5. Applicant Contact Name</b>	Theresa Lubke		
<b>Title</b>	Executive Director		
<b>Organization</b>	Marion Family YMCA		
<b>Phone Number</b>	740-725-9622		
<b>Email</b>	TLubke@marionfamilyymca.org		
<b>6. What community school, public school or district do your program participants attend? List all that apply.</b>			
Marion City School District, including McKinley Elementary and Taft Elementary (a Focus School)			
Ridgedale Local School District, Ridgedale Elementary School			

### B. APPLICANT SITE INFORMATION

For each program site being proposed, provide the following information:

<b>7. Program Site Name</b> (where students are served)	William H. Taft Elementary		
<b>8. Program Site IRN</b>	147603	<b>9: ODE or ODJFS License Number, if applicable</b>	NA
<b>10. Program Site Street Address</b>	1000 Robinson Street		
<b>City</b>	Marion		
<b>State</b>	Ohio		

<b>Zip Code</b>	43302
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**B. APPLICANT SITE INFORMATION**For each program site being proposed, provide the following information:

<b>7. Program Site Name</b> (where students are served)	William McKinley Elementary		
<b>8. Program Site IRN</b>	000352	<b>9: ODE or ODJFS License Number, if applicable</b>	NA
<b>10. Program Site Street Address</b>	925 Chatfield Road		
<b>City</b>	Marion		
<b>State</b>	Ohio		
<b>Zip Code</b>	43302		

**B. APPLICANT SITE INFORMATION**For each program site being proposed, provide the following information:

<b>7. Program Site Name</b> (where students are served)	Ridgedale Elementary		
<b>8. Program Site IRN</b>	067819	<b>9: ODE or ODJFS License Number, if applicable</b>	NA
<b>10. Program Site Street Address</b>	3105 Hillman Ford Road		
<b>City</b>	Morral		
<b>State</b>	Ohio		
<b>Zip Code</b>	43337		

**C. APPLICANT AWARD TYPE**

<b>11. Which Award Type are you applying for?</b> Select one.	<input checked="" type="checkbox"/> Afterschool Create
	<input type="checkbox"/> Afterschool Expand
	<input type="checkbox"/> Summer Create
	<input type="checkbox"/> Summer Expand
<b>12. How much money are you applying for in this award type?</b> <i>See up to amounts provided earlier in this document. A budget will be submitted as part of this application. (see Question 28 below).</i>	
\$998,343	

**D. APPLICANT PROGRAM INFORMATION**

<b>13. Approximate start date of the grant-funded programming, if awarded.</b>	August 15, 2022
<b>14. Approximate end date of the grant-funded programming, if awarded.</b> <i>Please note, if applying for a summer grant, provide an approximate end date for summer programming each year (2022, 2023, and 2024). If applying for an afterschool grant, provide an approximate end date for school year programming each year (2023 and 2024).</i>	May 25, 2023 and 2024
<b>15. Age range and number of students the program will serve. Describe local needs that will determine students the program will serve. Describe how the program will promote enrollment among vulnerable populations (including, but not limited to students in foster</b>	

**case, experiencing homelessness, military-connected, English learners, and in transition from court involvement).**

The Marion Family YMCA will collaborate with Marion City Schools and Ridgedale Local Schools to create before- and after-school programming for students in preschool through grade 5 at three sites. None of these sites has programming currently. The new programs will include before- and after-school programming for preschool students at Taft Elementary, as well as after-school programming for students in Kindergarten through Grade 5 at Taft, McKinley Elementary and Ridgedale Elementary, collectively providing new services for 150 students.

The YMCA and partner schools will serve a vulnerable population of children that has experienced outsized negative effects of the COVID-19 pandemic compared to peer populations across the state of Ohio. The target student population has indicators of negative pandemic impact, including academic skills gaps, risk behaviors, and chronic absenteeism, or has demographic indicators, including economic disadvantage, disability, or ethnicity, associated with higher risk of negative pandemic effects.

The program will promote enrollment of vulnerable populations through the partner schools' multi-tiered systems of support framework, in which teachers and community resource agency representatives identify specific student needs and link them and their families with resources within the school and the community. The target student population will be recruited through direct communication between trusted school personnel and families to ensure they are aware of available programming and supported in enrolling their children.

**16. Operational hours of the program (be specific as to when students will arrive and leave which days of the week during the scheduled program) that includes academic enrichment and other proposed activities that will be a part of the evidence-based programming.**

The program operates five days each week. Starting and ending times correspond with students' school schedules.

The YMCA preschool program at Taft Elementary will provide a full day of care as before and after the children's preschool. Children will arrive at before-school care as early as 6:30 a.m. when they are dropped off by their parent or caregiver. They'll remain with YMCA child care until the start of their preschool at either 9:00 a.m. or 12:45 p.m. At the end of their 2.75 hour preschool day, they will return to YMCA child care until 6 p.m. when parents or caregivers pick them up.

Ridgedale, McKinley and Taft will offer school-age programming from 3:30 p.m. until 6 p.m. each day. At the end of the school day, students will go directly to designated program rooms at their respective schools. At the end of programming each day, they will be picked up by their families.

Daily sessions will include at least 45 minutes of academic support and 90 minutes of enrichment, including academic, social-emotional development, and community service activities. Snacks will be provided in the school-age programs, and meals and snacks will be provided for the preschool program.

**17. Describe the structure of the programming, including where the students will be served, the days of the week and timeframe of operation. Stated another way, how will the program run?**

**Daily Programming**

The program will operate five days per week at all sites. The preschool program's start and end dates will correspond with Marion City Schools' calendar, while the school-age programs will begin in October, to allow time for student needs assessment and recruitment. Marion City Schools and Ridgedale Local Schools will make available the cafeteria, classrooms, library, restrooms and outdoor space in their respective program sites.

Daily programming for school age will be from 3:30 p.m. to 5:30 p.m., including academics, enrichment and snack. A sample school-age schedule is provided:

3:30 - 3:45 p.m. - Transition from school classrooms to the cafeteria; welcome, attendance, snack and organization for academic activities.

3:45 - 4:30 p.m. - Students participate in small group tutoring and instruction, reading and math practice/assessments, and individual academic assignments.

4:30 - 5:15 p.m. - Enrichment activities are provided by program staff and community partners, including community service projects, SEL, STEM and design-thinking activities, recreation, and clubs. These activities will be provided to small groups of students using appropriate indoor and outdoor facilities made available by the school. Students will have choices among clubs and recreational activities that are provided simultaneously.

5:15-5:30 pm Clean up, wrap up and caregivers pick up.

5:30 - 6 p.m. - Individual parent-staff meetings.

The preschool routine will include roughly the same amount of age-appropriate academic and enrichment programming, broken into 15-20 minute activities. A sample schedule is below:

6:30 a.m. - Opens for the Day

6:30 - 8:30 a.m. - Play in Centers: 5 Centers available each day from a menu including Dramatic Play, Music, Art, Blocks, Science / Nature, Transportation, and Sensory Motor activities

8:30 - 9 a.m. - Breakfast

9:00 - 9:15 a.m. - Circle Time (discuss the day, story, song)

9:15 - 10 a.m. - Creative Curriculum Lessons

10:00 - 10:15 a.m. - Clean up, wash hands and transition

10:15 - 10:45 a.m. - Outdoor Play or Indoor Gross Motor Play

10:45 - 11 a.m. - Transition, wash hands, use the restroom

11 - 11:30 a.m. - Lunch

11:30 - 12:15 p.m. - Rest / Nap / Quiet Activity on Cot

12:15 - 12:30 p.m. - Wake up, restroom, wash hands

12:30 - 12:40 p.m. - Circle Time and gather any items needed for school

12:40 p.m. - Escort children to MCS Preschool

12:45 - 3:30 p.m. - Staff breaks, create lesson plans, clean room

3:30 p.m. - Escort children back to Child Care

3:30 - 4 p.m. - Wash hands, use restroom and snack

4 - 5 p.m. - Play in Centers Play in Centers: 5 Centers available each day from a menu including Dramatic Play, Music, Art, Blocks, Science / Nature, Transportation, and Sensory Motor activities

5 - 5:15 p.m. - Clean up

5:15 - 5:30 p.m. - Circle Time

5:30 - 6 p.m. - Play Time with limited choices while parents pick up

**18. Describe the programming plan, including curriculum, assessment, and activities. How will the program ensure interventions and social emotional supports are in place so students most in need can participate fully and regularly?**

**Preschool Academics, Social / Emotional Learning and Enrichment**

A licensed preschool teacher will coordinate the program and academic enrichment, working with program staff and Taft Elementary Kindergarten teachers to extend learning and provide early intervention for literacy skill development. The YMCA will purchase the Creative Curriculum for Preschool, the same curriculum used by Marion City Schools. It focuses on project-based investigations supporting four areas of early childhood development: social/emotional, physical, cognitive, and language. The curriculum is designed to foster development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors). By collaborating closely with preschool teachers, the program coordinator and staff will be able to extend, revisit and remediate activities to help individual students build their skills in each domain.

In addition, preschool will include all components of licensed child care such as self-directed center-based play, gross motor time (outdoors, weather permitting), meals, snack and nap time.

**School-Age Academic and Social / Emotional Learning Instruction**

The program will be structured to effectively extend the school day for academically and socially-emotionally at-risk students. Academic enrichment will be provided to students in small groups and individually by certified teachers and trained staff, using a combination of direct instruction, tutoring, web-based practice and project-based learning. During the school day, benchmark assessments will be used to establish baseline academic performance, to monitor progress of individual students throughout the year, and to pinpoint areas of academic deficiencies, so that targeted and prescriptive interventions can be implemented. The YMCA will use Hello Insight, an SEL and program effectiveness measurement tool made available through federal funding to the Ohio Alliance of YMCAs, to monitor school-age students and outcomes. Hello Insight (HI) is a real-time, cloud-based learning platform that specializes in measuring SEL and youth program quality. With its set of research-based, valid, and reliable survey instruments and rigorous, automated analytics, HI is a Y-USA preferred assessment partner that cost-effectively supports continuous quality improvement. HI has also been vetted by CASEL (Collaborative for Academic, Social, and Emotional Learning) and is in their Assessment Guide of “practical SEL assessments that are scientifically sound, feasible to use, and actionable.” HI uniquely provides data-driven positive youth development (PYD) recommendations to staff about the young people who take the pre-survey at the beginning of programming, supporting them to meet young people where they’re at socially and emotionally. By knowing their SEL baseline, our team can better provide tailored SEL and enrichment support. At the end of the program, we will administer HI again to measure SEL development as well as solicit feedback from young people on the quality of their experience in our program -- did they experience PYD best practices in our program?

The program coordinators and staff will help ensure that students' activities are personalized to their strengths and needs by communicating about students' needs and progress with their teachers. While the after-school programs will be closely aligned to the schools' curricula and students' academic needs, instructional activities will be varied from those provided during the school day to keep students engaged throughout the afternoon.

### **School-Age Enrichment and Engagement**

At all sites, instruction and enrichment will be enhanced by the introduction of BellXcel Explorers curriculum, an evidence-based after-school and summer learning program that includes lessons aligned with the Ohio Learning Standards; social and emotional learning following the Collaborative for Academic, Social and Emotional Learning (CASEL) framework and routines; and activities to engage families and the broader community. Licensed teachers will provide individual and small group tutoring for targeted academic support. Tutors will base interventions on students' progress and academic needs as identified at their respective schools or as observed in the program. Additionally, students will participate in project-based and service learning projects to improve their schools and community. Students will learn to apply academic and social skills to real-life problem-solving, making learning relevant and fun.

Students' activity schedules will be based on their interests and needs. Opportunities will include individual counseling, social emotional development in small groups and enrichment activities that reinforce Ohio Learning Standards while developing social-emotional skills, through BellXcel and locally-developed activities. Students' engagement will be monitored based on school and program attendance, HI surveys, caregiver surveys and feedback, and periodic focus groups with participants.

All students will participate in community service learning projects that emphasize literacy standards and skills. All students are provided direct support in developing socially- and behaviorally-appropriate skills, through the continued implementation of the PAX Good Behavior Game. PAX leads to practical tiered-intervention strategies to reinforce expected behaviors and inhibit problematic behaviors in the classroom and the community. Marion City Schools has supported implementation and provided training to all additional building staff, including all certified and classified staff, so that a common language is spoken with the students during and after school. In addition to learning strategies, participants understand the importance of a nurturing environment and its effects on trauma, self-regulation, and mental health outcomes. The program's PAX Tools Training provides home and community-based behavioral health strategies that can be shared with parents, childcare workers, after school program staff, mentors, and other key community partners. The PAX Tools Training engages parents and community partners in such a way that reinforces students' self-regulation skills beyond the classroom, while also improving relationships with adults. The Marion Family YMCA is already a partner with Marion's elementary schools in PAX implementation, along with the Boys and Girls Club, United Way, Counseling and Wellness Center (formerly Marion Area Counseling Center), and Marion Police Department.

As a result of continued PAX implementation, students will take an active role in creating behavioral expectations to develop greater self-regulation while also developing and maintaining positive relationships with others. As students buy-in to the expectations they have created for the class, they are able to begin to recognize their own thoughts and feelings, leading to better delayed gratification and reduced impulsivity. PAX also helps to improve peer relationships as students work as teams to encourage and assist their peers to behave appropriately. While self-regulation skills pave the way for better academic, behavioral, and lifetime outcomes, the strengthening of peer relationships will help students improve their awareness for the needs of others.

Project-based learning and service learning projects will be designed to help students apply academic and behavioral skills to real-world problems in their school and community. Students will also engage in STEM-focused activities, which reinforce science and math standards while engaging students in teamwork and problem-solving. Sports recreation will be provided at all sites to help students build healthy habits, as

well as self-confidence, patience, and teamwork. Mental health counseling and case management provided by licensed therapists with partners such as the Community Counseling and Wellness Center (formerly Marion Area Counseling Center), Ohio Guidestone and the ADAMH Board will be expanded into the after-school program to serve more students in need.

**19. Describe what the intended or anticipated outcomes of participating in the program include. These can include academic, social and emotional, physical/health, and/or preparation, experience, or exposure to new opportunities provided directly by the proposed programming and/or the areas in partnership with an LEA that will be provided**

Outcome 1 - At least 150 at-risk students, who would not otherwise have after-school learning opportunities, will be served across three program sites.

Outcome 2 - At least 85% of school-age participants who attend regularly for at least one semester will demonstrate success in at least one SEL (HI measures four) and 80% will report strong positive youth development (PYD) experiences, as measured by periodic surveys using the Hello Insight tool.

Outcome 3 - At least 85% of program participants' caregivers who participate in family surveys will report that their students benefited from the program, academically and socially.

Outcome 4 - At least 80% of program participants who attend regularly for at least one semester will demonstrate continuous improvement in school attendance as measured by school reported attendance rates.

The programming described in Question 18 incorporates evidence-based strategies that will contribute to the achievement of these outcomes. The Institution of Education Science (IES), in its What Works Clearinghouse, publishes practice guides based on the most rigorous available research to help the field identify strategies that meet the ESSA guidelines for evidence.

Comprehensive strategies to improve social and emotional learning, including the BellXcel curriculum and PAX Good Behavior Game, are in line with the IES Practice Guide, "Reducing Problems in the Elementary School Classroom," which calls for instructors to actively teach social skills so that students learn how, when and where to use them. Durlak, Weissberg, Dymnicki, Taylor & Schellinger (2011) found that students participating in programs to enhance social-emotional competencies demonstrated enhanced skills, attitudes, and positive social behaviors and made significant academic improvement. The PAX Good Behavior Game is well aligned with this evidence-based strategy.

To improve academic engagement and performance, the YMCA relies on evidence-based strategies and practices, including formative instructional practices, direct and explicit instruction of comprehension strategies and personalized learning. Matching instruction to individual students' needs is critical when targeting interventions for students who experience difficulty reading. Research shows that the practice of regular formative assessment, in conjunction with instruction based on individual needs produces significant learning gains (Alan Blankstein, Failure Is Not an Option: Six Principles That Guide Student Achievement in High-Performing Schools, Publisher: Hope Foundation, Bloomington, IN.).

The IES practice guide, "Using Student Achievement Data to Support Instructional Decision Making," recommends two practices that will be used in the programs. The first is to adopt a systematic process for using data in order to bring evidence to bear on instructional decisions and improve the program's ability to meet students' learning needs. This practice, in use in the regular school day, will impact the after-school program via coordination among school personnel, tutors and program coordinators who guide instructional decisions and programming. The second recommended practice is to teach students to examine their own data and set learning goals. Students will be involved in setting short-term goals for academic achievement and in monitoring their progress.

20. Which level of evidence does the planned programming meet? Select from:	
<input checked="" type="checkbox"/>	<b>Strong Evidence:</b> there is at least one well-designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention. This is sometimes referred to as “Tier 1” evidence.
<input type="checkbox"/>	<b>Moderate Evidence:</b> there is at least one well-designed and well-implemented quasi-experimental study on the intervention. This is sometimes referred to as “Tier 2” evidence.
<input type="checkbox"/>	<b>Promising Evidence:</b> there is at least one well-designed and well-implemented correlational study with statistical controls for selection bias on the intervention. This is sometimes referred to as “Tier 3” evidence.
<input type="checkbox"/>	<b>Demonstrates Rationale:</b> the intervention includes: 1) a well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and 2) an effort to study the effects of the intervention. This is sometimes referred to as “Tier 4” evidence.

### E. Applicant Capacity, Experience & Readiness

#### 21. Describe your experience in providing academic and enrichment services in afterschool and/or summer programming. How many years of experience?

The cause of the Marion Family YMCA is to strengthen the Marion community. Since its founding in 1892, the people of Marion have been developing the potential of youth, helping one another improve well-being, and giving back to their community through the YMCA.

The YMCA has more than 50 years experience in youth development programming and has been providing enrichment-based summer camps for eight years and direct academic support for three years. Throughout the pandemic, the Marion YMCA continued to focus on youth development, healthy living and social responsibility. The YMCA was the only child care center in Marion that provided all day child care for elementary students during the 2020-2021 school year, while school districts were on a hybrid schedule of three days per week for remote learning. The YMCA served 63 elementary age students throughout the school year, providing a structured full day environment that included academic support.

Specific programs that focus on youth development include: School Age Child Care that included all-day care during the pandemic; Summer Day Camp; Marion Mentors; preschool education and child care; various youth sports instructional programs and leagues; martial arts; swim lessons; and swim team. The YMCA is also uniquely positioned to engage families, offering youth and adult group exercise classes, water exercise classes, fitness classes for individuals with arthritis and other joint problems, classes specifically for those with Parkinson's Disease and those recovering from cancer, diabetes prevention, weight management, exercise for older adults, and wellness coaches that use state of the art fitness equipment to help people meet fitness goals. During the pandemic, the YMCA also offered virtual group exercise classes produced both locally with Marion YMCA instructors and tapping into national YMCA resources.

The YMCA has been conducting an ODJFS licensed preschool program since 2011. Originally a part time preschool, the Y demonstrated learning readiness among students through improvement in concept development, physical development, social and emotional development, health and safety needs, number concept development, language and reading. In 2020, the YMCA moved from part-time preschool to a full-time child care center with a preschool curriculum. With this transition, the YMCA obtained a SUTQ One Star Rating.



In 2020, the YMCA partnered with Marion City Schools for a summer academic and social, emotional learning program for Marion youth. Despite strict pandemic restrictions, the partners were able to conduct the program and serve 26 of Marion's most in need youth. The program used BellXcel's Power Scholar Academy curriculum that included three days per week of academic instruction along with traditional day-camp experiences. Power Scholars Academy is a holistic learning experience blending academics with enrichment, social-emotional skill development and community engagement. Students who participated in the program showed .5 average month gain in reading and 0 month loss / gain in math over the summer. Because of these positive outcomes, this proposal includes the adoption of BellXcel's after-school curriculum.

The YMCA and MCS also partner for two CCLC sites. The YMCA has been the district's nonprofit partner and fiscal agent since FY20. The Marion Family YMCA is an independent 501 (c) 3 organization governed by a 16 member all volunteer policy-making board. The Marion Family YMCA is a member organization of the YMCA of the USA (Y-USA).

**22. Describe the need for this type of programming for the location and population it is proposed for. Include data from census, community, school, organization, or other assessment sources. Is the programming serving students from the focus list?**

The creation of services described in this proposal will affect targeted students in two Marion City School District elementary schools, as well as elementary school students in the Ridgedale Local School District. Taft Elementary, where preschool and school-age programming will be located, is a Focus school, eligible for prioritized funding in this grant program. Participation in the out-of-school programming will be offered by invitation and at no cost to the students most in need, as determined by academic performance, school attendance and demographic factors associated with academic risk.

Poverty, unemployment and underemployment pose significant challenges for Marion County, and those challenges were exacerbated by the pandemic. A report by the National Institute of Children's Health Quality (<https://www.nichq.org/insight/communities-ohio-address-rising-inequalities-response-covid-19>) explained how the onset of the COVID-19 pandemic made a hard situation dire for many families. Schools across the region closed their buildings with limited abilities to serve students online because of inequities in broadband access, hardware and teachers' experience providing instruction in distance, online or blended scenarios. Families lost income and were disconnected from community resources that had helped to sustain them. Meanwhile, for caregivers still working, options for childcare diminished across the county. The YMCA was the only child care center in Marion that provided all day child care for elementary students during the 2020-2021 school year, while school districts were on a hybrid schedule of three days per week for remote learning. The YMCA served 63 elementary age students throughout the school year, providing a structured full day environment that included academic support, but other childcare centers, including those providing federally subsidized care, closed and have not reopened.

The population of Marion City Schools was nearly 100% economically disadvantaged prior to the pandemic and 26% are students of color. More than half of Ridgedale Local Schools students are economically disadvantaged. Job loss and resource scarcity have increased the number of children without food and housing security throughout the pandemic, while increasing stress, anxiety and depression among children and their caregivers. These factors negatively affect engagement, behavior, mental health and learning. Educators believe some families want access to resources to support their children academically and to manage risk behaviors but avoid asking for help because they are embarrassed, intimidated or disenfranchised from institutions like schools.

Students' opportunities to nurture positive relationships with adults were diminished because of disruptions in in-person schooling, family connections, and community activities. Evidence of their disengagement from school includes chronic absenteeism, which affected nearly half - 47% - of Marion students districtwide last school year. African American students (59%), multi-racial (55%), and students with disabilities (58%) were

most likely to be chronically absent from school. In Ridgedale, 26% of students were chronically absent last year. Chronic absenteeism directly contributes to weak reading skills and low academic performance. This is a particular problem for children from low-income families, who often face significant barriers getting to school. They may have little access to health care for chronic health conditions such as asthma, or they may live in housing that contributes to their health problems. Economically disadvantaged students also are more likely than their peers to experience related factors that impede academic performance. Community health issues are of significant concern. Related factors that also impact children, according to Marion Public Health's community health report, are high rates of alcohol and drug use, diabetes, asthma and heart disease, many of which were compounded because of the pandemic. Mobility increased to 9.1%, affecting Hispanic students, Asian students and English language learners far more than their peers.

Specifically for the preschool age children, there is a lack of child care centers in Marion. Over the past two years, two large centers have closed. These centers previously served over 25 children receiving ODJFS public support for child care. In addition, there are currently no child care centers providing before and after care as a wrap-around for half-day of preschool. This leaves many working parents unable to send their child to preschool because they have no means to get them to school and pick them up 3.5 hours later. A group of Marion nonprofits recently completed a community-wide child care needs assessment. That assessment showed that lack of wrap-around care of before and after school for preschoolers was a barrier for Marion families.

**23. Describe the relationship between the Applicant and the Partnering Organization, including the planning meetings which have taken place and the extent to which a written Memorandum of Understanding, contract, or agreement has been drafted or is in place.**

The Marion Family YMCA has been an active and engaged partner with Marion County school districts for many decades. The YMCA has been either the lead applicant or the lead partner for six 21st Century Community Learning Center programs in the region and has proven to be a successful collaborator in school-community partnerships for out-of-school learning. This proposal would leverage this existing partnership between Marion City Schools and the YMCA, establishing afterschool programming at two schools where there is no current programming.

The partnership with Marion City Schools has grown in recent years through after-school, summer, mentorship and leadership development programs described in Question 21. In addition to these programs, the YMCA has partnered with Marion City Schools and other nearby districts to ensure that students can participate in before and after-school care at the YMCA. It would also deepen the YMCA's partnership with Ridgedale Local Schools, whose children are highly unlikely to participate in programming located at the YMCA due to lack of proximity. The YMCA and school administrators would collaborate to identify students, recruit them into the program and to support families in enrolling them.

School leadership, including the superintendents and building principals at each site, has actively collaborated on the development of this proposal. If funded, the partners will put in place formal agreements for data sharing, facility use and programming services as needed.

**24. Describe the extent to which the program, if already in existence (Required for Expand grants, Not Required for Create grants), has provided for meeting needs in the location/community and/or population it serves. Provide any positive outcome data that is available on the impact for participants in the programming.**

Though the proposed programming would be new, the YMCA has demonstrated a commitment to high quality before- and after-school programming with similar programs.

The YMCA has been a lead applicant or lead partner in six programs funded by 21st Century Community Learning Center grants. Each program has been monitored annually by external evaluators, who found consistent adherence to state guidelines and positive outcomes for regularly participating students in academics, social-emotional measures and attendance. Examples of positive outcomes include:

- Positive Youth Development: 93.3% of 21st Century parents surveyed report that their student learns leadership skills in the after school program.
- Academic Learning: 93.3% of 21st Century parents surveyed report that their student performs better in reading and in math due to the after school program.
- Social Emotional Learning: 100% of 21st Century surveyed report that their student has made meaningful friendships in the after school program.

In 2020, the YMCA partnered with Marion City Schools for a summer academic and social, emotional learning program for Marion youth. Despite strict pandemic restrictions, the partners were able to conduct the program and serve 26 of Marion's most in need youth. The program used BellXcel's Power Scholar Academy curriculum that included three days per week of academic instruction along with traditional day-camp experiences. Power Scholars Academy is a holistic learning experience blending academics with enrichment, social-emotional skill development and community engagement. Students who participated in the program showed .5 average month gain in reading and 0 month loss / gain in math over the summer. Because of these positive outcomes, this proposal includes the adoption of BellXcel's after-school curriculum.

**25. Describe the capacity of the Applicant to staff the program with existing personnel and/or the plan for hiring, including the credentials or other minimum qualifications of those being utilized or hired by position.**

The YMCA has a well-developed administrative infrastructure, including both programmatic expertise and fiscal managers, to support the efficient and effective operation of after-school programs. The YMCA recruits, trains and supports site coordinators and part-time program staff for its after-school and summer programs. The YMCA has maintained desired staffing levels at its programs throughout the pandemic and anticipates successfully filling the additional positions that would be created through this proposed expansion. Hiring and training are aligned with the requirements of Ohio's Step Up to Quality system, ensuring regular, ongoing training for all staff and minimum certifications in first aid, mandatory reporting and related requirements for childcare professionals.

Marion City Schools will be responsible for hiring program administration, staff and tutors for its elementary school-age program sites. Coordinators and tutors are primarily Marion educators, who are paid stipends for their work outside of regular contract hours. The district has a full-time director of after-school programs and the administrative support of principals, curriculum specialists, human resources, and the district treasurer's office to ensure that programs have the resources they need to be successful.

**26. Describe how the grant activities will be monitored for meeting program requirements.**

The YMCA and school partners recognize the importance of evaluating outcomes of programming. They have been working with an evaluation team selected by the Ohio Department of Education and with a local evaluator to ensure Ohio 21st CCLC Program Performance Measures are being met. The program coordinators and school principals have been assisting the state evaluator in data collection, including the distribution of surveys to educators, parents and/or students as needed.

Plans and processes are in place to collect and monitor outcomes data. Data used to measure students' academic achievement and growth as well as social, emotional and behavioral improvements which will include: 1) Attendance records measuring level of participation in program activities; 2) School attendance records; and 3) Student survey data from Hello Insight. Student-level data will be collected and summarized quarterly by the Site Coordinator and Program Director.

Hello Insight (HI) - a real-time, cloud-based learning platform that specializes in measuring SEL and youth program quality will provide the most timely data for continuous improvement. With its set of research-based, valid, and reliable survey instruments and rigorous, automated analytics, HI is a Y-USA preferred

assessment partner that cost-effectively supports continuous quality improvement. HI has also been vetted by CASEL (Collaborative for Academic, Social, and Emotional Learning) and is in their Assessment Guide of “practical SEL assessments that are scientifically sound, feasible to use, and actionable.” HI uniquely provides data-driven positive youth development (PYD) recommendations to staff about the young people who take the pre-survey at the beginning of programming, supporting them to meet young people where they’re at socially and emotionally. By knowing their SEL baseline, program staff can better provide tailored SEL and enrichment support. At the end of the program, staff will administer HI again to measure SEL development as well as solicit feedback from young people on the quality of their experience in our program.

A Strategic Leadership Team, including YMCA and school representation, is in place to monitor implementation of the program and outcomes for participating students. HI provides real-time reports with automated analytics, matching young people from pre-to-post. The Site Coordinators will be responsible for distributing surveys to collect information on students’ classroom performance related to academic effort, behavior and perceptions from their teachers, parents and themselves, as required. The Program Director will be responsible for arranging meetings and site visitations for state personnel as needed, submitting on-time data reports, and complying with all grant requirements related to data collection and reporting.

Key evaluation activities include: documenting project activities, monitoring progress toward outcomes, providing data and analysis to guide planning and development decisions, and recommending strategies for replication of successful programs and services. The Program Director and Site Coordinators will manage all ongoing collection of data to support local and state monitoring of the program and continuous improvement. The school principals will provide requested data in accordance with local, state and federal regulations. Data sharing agreements will be in place.

The Strategic Leadership Team will identify areas for continuous improvement according to the Principles of Effectiveness and, supporting discussion questions such as: PROCESS: Are we doing what we said we would do? How are we monitoring outcomes and stakeholder feedback? OUTCOMES: How well are we doing it? Have we achieved program objectives? What can we improve? What barriers exist? STAKEHOLDERS: Does what we are doing make a difference? Are participants satisfied? What additional partners need to be recruited to meet the goal? Changes in program activities and offerings will be implemented if necessary. Outcomes will be reported to the Ohio Department of Education as required.

**27. Describe how the grant will be monitored for meeting fiscal responsibilities, including expending funds only for allowable expenses, submitting budget revisions into the Department CCIP system, uploading Project Cash Requests for reimbursement on a quarterly basis and completing an annual Final Expenditure Report (FER).**

The YMCA Executive Director is experienced in monitoring grant spending for compliance with state and federal regulations and grant requirements. She regularly accesses the CCIP systems to submit budget revisions, upload quarterly Project Cash Requests and complete annual Final Expenditure Reports. All required requests and reporting have been completed on time in compliance with the 21st Century Community Learning Center grant requirements.

The process for ensuring that grant funds are used only for allowable expenses includes fiscal manager approval of all grant-related budgeting and spending. Budgets and revisions are submitted via the CCIP for state approval prior to spending. Invoices and receipts are maintained at the office of the YMCA and are available for auditing or reporting as needed.

**28. Describe each section of the grant's proposed budget, including the annual amount expected to spend for each of the spending categories: The budget is divided into object and purpose codes. [Budgeting Guidance](#) is provided by the Department and should be followed both before and after award. You must provide a detailed summary of the anticipated expenditures to determine allowable costs.**

The following description of annual budgeted expenditures is provided. Expenditures in Fiscal Year 2023 and Fiscal Year 2024 are identical.

TOTAL GRANT REQUEST = \$998,343

ANNUAL BUDGET REQUEST = \$499,172

**SALARIES: \$166,830**

(Instruction): \$112,830

- Preschool Program Staff - Part-time program staff will be hired by the YMCA site to provide instruction and care for the before- and after-school preschool program. Five staff will be hired for 30 hours per week at \$15 per hour for 41 weeks, including onboarding and professional development. (\$92,250).
- Ridgedale Program Staff and Tutors - Ridgedale program staff. One program staff member will be hired for 20 hours per week at \$15 per hour for 38 weeks, including onboarding and professional development. Two licensed teachers will be hired to provide academic tutoring at the Ridgedale site for 6 hours per week for 34 weeks (\$20,580).

(Support): \$24,000

- Ridgedale Site Coordinator - An additional position will provide coordination of YMCA program staff, tutors, and partner-provided programming. The site coordinator will be the primary liaison among the school, families and the program, ensuring an understanding of students' needs and personalized support for each student. Cost estimate is based on 30 hours per week at \$20/hour for 40 weeks.

(Governance): \$30,000

- Administrative Oversight - Offsets a portion of the salaries of YMCA program and fiscal administrators.

**BENEFITS: \$25,314**

(Instruction): \$20,874

- Benefits calculated at 18.5% of salary.

(Support): \$4,440

- Benefits calculated at 18.5% of salary.

(Governance): \$0

- No benefits charged to the grant.

**PURCHASED SERVICES: \$279,028**

(Instruction): \$266,600

- BellXcel Explorers Curriculum - Web-based curriculum designed for after-school programs, including academics, social and emotional learning and family engagement activities at a cost of \$55 per student for 120 school-aged students served (\$6,600).
- Marion Programming - Contract with Marion City School District to create after-school programming for K-5 students at two program sites for 100 participants at a rate of \$1,800 per

student. This reflects Marion's expenses for staffing, tutoring and supplies not otherwise provided through other line items in this budget and/or contributed district funding (\$180,000).

- Preschool Coordinator - One licensed preschool teacher will be contracted through Marion City Schools to oversee academic instruction and the preschool child care program (\$80,000).

(Support): \$3,000

- Ridgedale School District - Staff time for primary liaison between the YMCA and the district including working with teachers and parents to find the students who will benefit most from the program; securing enrollment paperwork; communicating with teachers and parents; and communicating school data to the YMCA (\$3,000).

(Professional Development): \$11,968

- SEL, Trauma-Informed Practices, Family Engagement - Staff professional development will occur over three days of onboarding prior to the program starting each year and throughout the year. Specific training will be aligned with student needs assessment (\$5,000).
- Membership and participation in Ohio Afterschool Network (\$1,000)
- Five program coordinators to attend annual Off to a Great Start and Best Foot Forward Conferences in Columbus. Estimated hotel cost is \$200 for two nights, per diem of \$50 for three days, and federal mileage rate of \$.585 per mile for 100 miles roundtrip (\$5,968).

(Safety): \$460

- Background checks - \$46 each for 10 new staff and volunteers.

## **SUPPLIES \$25,000**

(Instruction): \$25,000

- Project-based learning - Supplies for community service projects and program activities (\$10,000).
- Furnishings and recreation - Necessary tables, chairs and recreation supplies to accommodate the new preschool program classroom at Taft Elementary (\$15,000).

## **29. Describe the extent to which proposed programming meets any of the funding priorities.**

The programming proposed in this application meets all four of the funding priorities defined by the Ohio Department of Education.

1. The applicant, the Marion Family YMCA, is a non-profit organization and has submitted as part of the application package evidence of non-profit status. The applicant, additionally, has a strong history of providing educational programming as evidenced by its successful partnership in 21st Century Community Learning Center grants, history of providing preschool, afterschool programs and summer camps.
2. The applicant has partnered with two Focus Schools, which are implementing comprehensive support and improvement activities. They are Benjamin Harrison Elementary and William H. Taft Elementary in the Marion City School District.
3. The applicant is providing direct services for students who were not consistently engaged in school during the pandemic. Marion City Schools - as well as the existing afterschool programs - served students sometimes in-person and sometimes online throughout Spring 2020 and the 2020-21 school year. The applicant was the only organization in Marion providing direct service to elementary school children throughout the 2020-2021 school year when those students had remote learning days. Attendance rates at the partner schools declined and the rate of chronic absence increased compared to prior years. Specific efforts will be made to recruit and engage students with a history of chronic absence.
4. The students who will be served by the proposed programming are in areas where there is a lack of existing programming within the geographic boundaries of the schools they attend. The school

partners include Ridgedale Elementary, where there is no programming available. The YMCA is the only school-age childcare agency in the City of Marion that survived the pandemic. Currently, no child care center in Marion is providing before and after school care for preschoolers who attend a half-day preschool.