



YPSILANTI COMMUNITY SCHOOLS

COMMUNITY ADVISORY GROUP RECOMMENDATION

CO-CURRICULAR ADVISORY GROUP

March 28, 2013

EXECUTIVE SUMMARY

In ensuring that co-curricular activity remains sustainable, relevant and a first choice from cradle to career education its imperative that YCS addresses three areas of co-curricular programming and activity: coordination, inclusion and innovation.

Coordination

Organizing all aspects of co-curricular programming, including promotion of participation for all students in co-curricular activities, connecting the classroom to the community

- Three Co-Curricular Coordinators (Pre K- 4, 5- 8, 9-12)
- A Co-curricular Committee

Inclusion

Transportation to support co-curricular programming and equitable application and assessment processes for both school and community coordinated programs/activities

- Program Approval Processes
- Student Initiated Programming/Club or Activity Proposals
- School Coordinated Programming
- Community Coordinated Programming

Innovations

Alignment with Small Learning Communities

- Assign, designate or create co-curricular activities to align with small learning communities

Rationale

In order for Ypsilanti Community Schools to be the first choice for an exceptional cradle to career education, and a true center for excellence, the following needs to be in place:

- Clear and consistent communication to students, parents, staff and community members in regard to co-curricular offerings.
- Clearly defined expectations for these clubs/activities/organizations.
- District /School responsibility in sustaining co-curricular programming & partnerships.
- Effective evaluation of program impact on student success, sustainability and financial viability.
- Commitment to honoring student voice.
- Coordinated inclusion of WIHI, ECA, WAY, New Tech students.

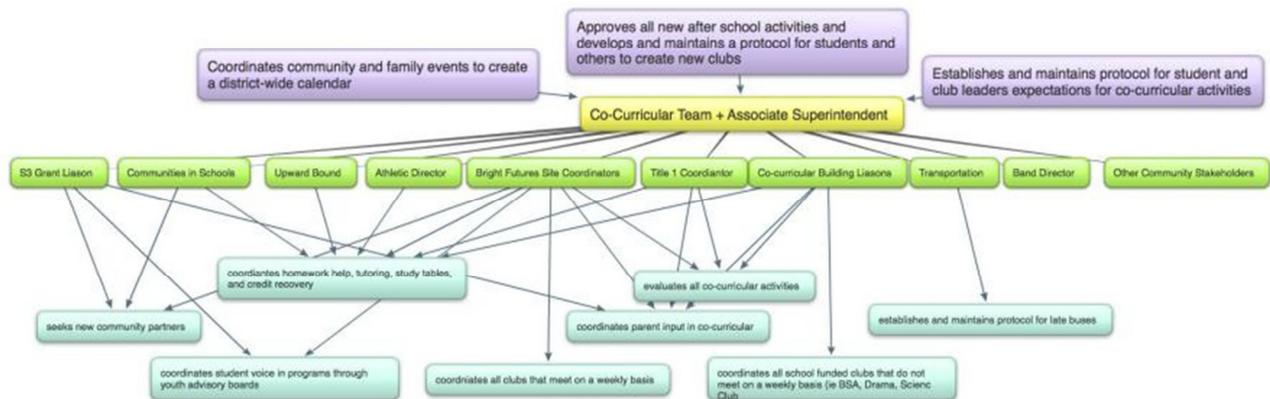
RECOMMENDATION

- The co-curricular mission, values and criteria for both co-curricular coordinators, the co-curricular advisory group and criteria for groups to exist be approved and adopted
- Three co-curricular coordinators (Pre K – 4, 5 – 8, 9 -12)
- The co-curricular coordinators are teachers or school staff member
- A co-curricular advisory group comprised of:
 - Co-curricular Coordinators (3)
 - EMU’s Bright Futures site coordinators
 - Communities in Schools
 - Upward Bound
 - S3 Grant Liaison
 - Title I Coordinator
 - Students and Parents
- This advisory group is established once YCS teachers are hired to continue developing and refining these recommendations.
- The co-curricular advisory group remain intact as the overseers of all co-curricular activities throughout the school year
- The co-curricular advisory group actively seek student voice throughout the process, create a survey for students to determine what co-curricular activities will be offered at YCS
- The following criteria be used by the co-curricular group/activity to develop the application/inclusion process for a co-curricular activity/leader
 - Application Requirements
 - Club/Activity Leader (staff)
 - Fingerprint and background check
 - Reference letters from students or parents
 - Program Goals
 - Aligned with YCS mission and values
 - Program funding proposal
 - Calendar of meetings and events
 - Projected number of participants
 - Initial Program Approval Process
 - Student Initiated Programming/Club or Activity Proposals
 - Process overseen by Bright Futures program coordinators
 - Applications must be submitted 3-4 weeks prior to proposed start date
 - Approval will be granted or denied within 1 week
 - Student registration begins 2 weeks prior to start date
 - School Coordinated Programming
 - Process overseen by Co-curricular Coordinator
 - Applications must be submitted 6-8 weeks prior to proposed start date
 - Approval will be granted or denied within 2 weeks
 - Student registration begins 4 weeks prior to start date
 - Community Coordinated Programming
 - Process overseen by Co-curricular Coordinator
 - Applications must be submitted 6-8 weeks prior to proposed start date
 - Approval will be granted or denied within 2 weeks
 - Student registration begins 4 weeks prior to start date
 - Evaluation is consistent in the use of assessment tools (YPQA)

- Evaluation will form the basis of automatic approval for the following school year
- Coordinated inclusion of WIHI, ECA, WAY, New Tech students
- Communication of available programming will be provided to families/parents and students through various means: social media, newsletters, school website, co-curricular fair or yearly events (high school and middle schools).
- All co-curricular activities have 'inclusion' clauses
- Transportation strategies to support co-curricular activity and programming among all schools and sites.

RECOMMENDATION DETAILS

There is a need for coordination at the building level and the district level. The Co-Curricular coordinators would take the lead on this and would work with building principals and administration to coordinate and act as a point person for co-curricular activities.



Co-curricular Committee Tasks & Responsibilities

- All community and family events to create a district calendar
- Approving, coordinating and assessing all out of school time activities
- Community Partner Expectation for School partner collaboration
- Identify gaps in co-curricular programming
- Seeking new community partners

- Incorporating student and parent input into co-curricular activities
- Program Consistency
- Communication both internal and external
- Assessment & Accountability (management of assessment tool)
- Program Stability
- Community and family events
- Community partnerships
- Incorporating student and parent voice

Criteria for a Co-curricular Coordinator

- High expectations: persistently seeks success and meets it
- Responds to, and reflects on, and evolves programs to honor student voice
- Communicates in timely manner and effective ways with all stakeholders
- Lifelong learning: seeks knowledge, takes initiative and remains current
- Encourages and celebrates student participation al co-curricular activities
- Builds and sustains positive relationships with all stakeholders
- Honors, understands, embraces and engages rich diversity in classroom, school and community
- Uses a research based assessment model to align co-curricular outcomes and goals (YPQA)
- Understands co-curricular programming and maintains knowledge of local, state, and national trends in co-curricular programming.
- Builds trust and creates a culture of acceptance, safety and risk taking
- Takes responsibility for community outreach and actively seeks community collaborations
- Establishes a culture and climate that is aligned to district and school policies and procedures.
- Maintains documentation of all co-curricular group activities

Criteria for a Co-curricular Activity/Group

- Clearly defined program goals and cross-curricular connections
- Is beneficial to students and the school community
- Has a positive impact on the Willow Run and Ypsilanti communities
- Offers student leadership opportunities
- Embraces the rich diversity of the student population
- Encourages and promotes the participation of ALL students
- Real world experiences
- Soft skill practice and acquisition

PROCESS

Our Co-curricular Advisory Group meetings began with the January 24th Kick Off of all community advisory groups. At this first meeting, over thirty community members/organizations, parents, students,

and staff from both Willow Run and Ypsilanti. Our advisory group spent eight weeks of meeting and designing, every Thursday as well as utilizing an online discussion forum. Our work began with an inventory of activities & programming which led to a deep dive into research on best practices in co-curricular programming and visionary planning sessions. We utilized protocols to ensure inclusion of community voice in the development process of this co-curricular framework.

5 KEYS GUIDING PRINCIPLES



THIS SET OF RECOMMENDATIONS WAS INTENTIONAL IN CONSIDERING THE FIVE GUIDING PRINCIPLES:

1. High expectations for ALL learners
2. Evidence-based “best” practices while allowing for innovation and creativity
3. Family and community partnerships
4. Student voice and empowerment
5. Efficiency and financial viability

Every aspect of the Co-curricular Advisory Group visioning and planning sessions to develop a center for excellence, co-curricular framework for Ypsilanti Community Schools was based on the 5 Guiding Principles. The 5 guiding principles have been instrumental in our group developing notion of co-curricular as a center for excellence

KEY RESEARCH

High Schools: Extra-Curriculars play an important role.

<http://www.nassp.org/Portals/0/Content/48943.pdf>

Youth Program Quality Assessment

http://www.highscope.org/Content.asp?ContentId=311#Youth_PQA

Underachieving Students & Extracurricular Activities |

http://www.ehow.com/info_7887662_underachieving-students-extracurricular-activities.html#ixzz2On2HSMRk

EXTRACURRICULAR PARTICIPATION AND STUDENT ENGAGEMENT

<http://www.nces.ed.gov/pubs95/web/95741.asp>

KEY ISSUES, CHALLENGES AND OPPORTUNITIES

- Band: What model/program structure will best support YCS band/music programming and the
- What facilities/resources do activities need?
- How is the program funded; participant fees, grants, scholarships available to aid participation?
- Is the program-supported by/affiliated with a national or regional organization?
- Drama: how to create a sustainable cost-effective theatre co-curricular theatre program?
- Should YCS engage in a more formal relationship with the YMCA to provide community education programming around sports and exercise?

CONSIDERATIONS

Unique to both districts is the degree of external organizations and universities providing often long-term crucial yet innovative co-curricular programming, the majority of co-curricular programming is provided not by the schools but by external agencies. What is the district's investment for growth, accountability, sustainability and relevance of co-curricular activity? What is its responsibility?

We believe that crucial to co-curricular success is the positioning of co-curricular coordinators to monitor, coordinate, clarify and communicate the value and challenges of co-curricular programming both to students and to families.

With limited resources this co-curricular framework is the building block for a district coordinated comprehensive community education program

MEMBERS OF ADVISORY GROUP

Jon Zajac	Matt Seidl	Jodi Badder
Ruth Ann Jamnick	Paul Okerland	Lynn Malinoff
Danielle Gartner	Autumn Fabricant	Steve Petty
Katie Whitehouse	Paul Okerlund	Michelle Tramp
Linda Mealing	Marlo Bearman	Dietra James
Keith Reed	Aaron Glenn	Rebecca Ullrich
Autumn Fabricant	Tyler Weston	Susan Badger Booth
Deb Polich	Connie Shelton	David Williams
Rachel Herman	Craig Hickman	Beth Darnell
Cathy Thornburn	Adam Brown	D'Real Graham
School staff (8)	Community (15)	Courtney Boes
WISD (1)	Parents (5)	Students (3)

APPENDICES

APPENDIX: CO-CURRICULAR VALUES

The Co-Curricular Committee worked to align the district values through the lens of co-curricular activity and programming.

MISSION

THE MISSION FOR ALL CO-CURRICULAR ACTIVITY AND PROGRAMMING IS TO BE A PARTNER, A 'CO' TO THE CURRICULAR GOALS AND DIRECTIVES SET BY THE DISTRICT. TO ACHIEVE THIS ALL SCHOOLS WITH IN YPSILANTI COMMUNITY SCHOOLS WILL FOCUS ON THE USING, CREATING AND DEVELOPING OF CO-CURRICULAR ACTIVITY IN PARTNERSHIP WITH ACADEMIC GOALS

VISION

Curricular activity and programming in Ypsilanti Community Schools will be recognized for its intersections with academics, its innovation, its community partnerships and its inclusiveness.

CORE VALUES

The core values of co-curricular activity and programming are the core values of the Ypsilanti Community School district. They are:

DIVERSITY & INCLUSION

Diversity as defined by the National Education Association (NEA), “ is the sum of ways that people are both alike and different. Co-curricular activity and programming in YCS will support and cultivate diverse perspectives and dimensions of diversity such as: gender, ethnicity, race, sexual orientation, culture, religion, mental and physical ability, class and immigration status.

Inclusion as defined by the AAC&U and embraced by the NEA is,” the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions”. YCS co-curricular activity and programming will strive for inclusion that is the intentional and ongoing engagement with diversity.

HIGH EXPECTATIONS FOR ALL

Engagement in co-curricular activities and programming will encourage various degrees of engagement and subsequent benefits from that engagement.

STUDENT VOICE & EMPOWERMENT

YCS co-curricular activity and program will cultivate youth voice through the Youth PQA, by Highscope. A focus on PQA supports the following areas of youth programming:

- Safe environment
- Supportive environment
- Interaction
- Engagement
- Youth-centered policies and practices
- High expectations for youth and staff
- Access

The Youth Program Quality Assessment (PQA) is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults. The Youth PQA is suitable for youth in grades 4 - 12. For children in grades K - 6, the School-Age PQA is developmentally appropriate.

The Youth and School-Age PQA evaluate the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the Youth and School-Age PQA self assessment process is a great way to see what is really happening in their programs and to build professional competencies.” Center for Youth Program Quality

http://www.cypq.org/products_and_services/assessment_tools

RESILIENCE

District efforts will be made to ensure that co-curricular activity and programming is sustainable regardless of funding. Additionally yearly assessment of student engagement (Youth PQA) in activities will assist in making programs more resilient and sustainable.

VIBRANT COMMUNITY & FAMILY PARTNERSHIPS

CO-Curricular activity and programming will be encouraged at all levels and monitored and approved by school leadership. Each school’s mission will further direct how community and family partnerships can participate and/or lead programming.

To better serve all students programs and activities organized and funded by external organizations and grants and occurring during after-school hours, in the summer and on weekends will fall under the YCS’s Community Connection umbrella.

CREATIVITY & INNOVATION

YCS prioritizes co-curricular activity and programming from entrepreneurship, to community service to the arts, which cultivate individual and collective creativity and innovation.

RESPECT

RESPECT IS A RESULT OF THE DEGREE OF STUDENT COMMITMENT AND ENGAGEMENT IN CO-CURRICULAR ACTIVITY AND PROGRAMMING

EFFICIENCY

To ensure efficiency in YCS duplication, repetition of co-curricular activity will be discouraged.