THE TEAM

The Brighter Choice After School Project teams consisted of students from The Sage College of Albany. The students were enrolled in a 3 credit Leadership and Diversity Class BUS-340-10. Lead by Professor Brownell during the course of the semester the students embarked in a journey of self-development and team growth.

Project Members In Order Left To Right: Justin Boynton, Samaria Mayben, Kevin Johnston, Andrew Bartoah, Maliek White, Jenna Ciota, Alexandra Ogando, Katie DAmico, Luis Teran, Abdou Maama, Mary Snell, Kai Deans, Cassidy Christian, Nolan Lewis, Eric Samuel, Ethan Lende, Joshua Myers, Alhasan Bah, Gilbert Done, Katelynn Donovan, Brandon Sookrah, Karim Abdelgadir (Missing From Photo) Analie Javier

2014-15 Brighter Choice After-School Enrichment Program

During my elementary school years, I was fortunate to be around positive role models and mentors that motivated the kids of the community to stay active and engage in positive activities as an alternative to the streets. Since then, I believe I have a responsibility to pay forward those opportunities that was given to me.

In 2005, I obtained my bachelor’s degree in Sociology and have a minor in Sports Management from the State College at Oneonta. In 2007, I received my Master’s degree in Recreation and Leisure Studies with a concentration in Recreational Management from the State College at Cortland.

I have worked at the Boys and Girls Clubs of Queens and Albany, Oneonta YMCA, and the Albany Police Athletic League. Since I was fourteen years of age, I have always worked with school age youth in many different capacities (volunteer, counselor, team leader, coordinator, and now a Director).

My personal goal for the Brighter Choice After-School Enrichment Program is expose the youth to a plethora of positive programming and provide a safe and structured environment where the scholars feel comfortable to express themselves and can showcase their talents.

Mission Statement

The Brighter Choice After-School Enrichment Program is committed to providing quality after-school and summer enrichment programming to scholars that will engage them academically, develop them socially and provide a safe and structured recreational environment.

Program Goals

Through social interactions and activities we strive to highlight and promote the following:

- Student Achievement: High standards are the key to scholar’s academic excellence and their lifelong learning.
- Personal Growth: Boost self-esteem, develop character, and encourage positive communication of all participants
- Collaboration and Partnerships: Scholars, faculty, staff, families, and the surrounding communities of the Brighter Choice Charter Schools are committed to prepare students to succeed in a global society.
- Resources and Facilities: Provide access to facilities, materials, and instruction in order to maximize their potential, develop their talents and find their true passion.

-Paul Stallings-
This semester the students in Leadership and Diversity took on a leadership civic engagement project. The students really didn’t know what was coming initially, and really, I didn’t either. We had an idea. We took that idea and the students developed a project based on the needs of an organization in our community called The Brighter Choice After School Enrichment Program. This project shows how this group of students in a 3-month period became a cohesive team that was able to deliver the project goals to Paul Stallings, our community partner at Brighter Choice.

Professor Eileen V. Brownell
THE PROJECT

In September 2014, Professor Eileen Brownell’s BUS 340 class at Sage College of Albany partnered with Paul Stallings, Director of the Brighter Choice After-School Enrichment Program. Paul’s objective was to boost scholar enrollment in the Brighter Choice Charter After-School Enrichment Program. In order to successfully take on a business civic engagement project such as Paul was presenting we would need to research, investigate, market, budget, and create effective visual aids. If completed correctly the program should see increased communication among the school administrators, the scholars, and the scholars families. Our class had a Project Manager, Katie Donovan and five teams including Visuals, Research, Marketing, Budgeting and Investigators. Each team was to tackle each of these key project divisions. After our first visit to Brighter Choice, we interacted with the children. We spent three months working in our teams developing a plan that would provide ways to ultimately increase the enrollment of students in Paul’s after-school program.

My name is Marc Dudley and I am a senior at Sage College of Albany. This semester, as a part of my course curriculum, I was responsible to complete an internship that would help me to gain some real life experience and utilize the skills I have learned in classes.

I was really struggling on where I should intern because I wanted to be in a position that really made a difference in my community. While I was going over possible internships with Professor Brownell, I asked her could I combine a project I was independently working on with a local Charter School and my internship.

After much brainstorming between me and Professor Brownell, we decided to pitch the idea to the students of her Leadership and Diversity class and see if there was interest. It was my hope that the Leadership and Diversity students could help me to create a bridge between a local elementary school and The Sage Colleges.

The Brighter Choice Charter Schools promote college to their scholars’ right from kindergarten. I believed that if college students came and interacted with the Brighter Choice scholars, it may give them more incentive to make positive choices and continue on the path to college themselves.

It was an amazing experience to see how naturally the students from the Leadership and Diversity class integrated into the daily operations of the Brighter Choice Afterschool Enrichment Program.

This experience has helped me to grow by enhancing my communication skills, refining my ability to delegate responsibilities to others, increasing my credibility in the community, and basically allowing me to stay humbled through the act of giving back.

This was an experience that I will never forget and I thank Professor Brownell for allowing me the option of choosing this as my internship.

-Marc Dudley-
Making Connections

Working with The Brighter Choice After-School Enrichment program seemed like an impossible task, with no clear path to the most effective way to help. The day we decided the class would work together on one community outreach project, there was a sense of excitement and anticipation, but also a lack of direction. Each person said how they wanted to help, but the journey was something that needed to be set. The first step in this process was naming our Project Manager, Katelynn. This was the most important step as a group because now we had someone to provide direction, clarify the goals to each team directly and be the liaison between Professor Brownell and the team leaders. The next level in our journey would be to define the roles of each individual in the five necessary teams the project would demand. The importance of the teams having a leader was as important as the Project Manager; they would direct the teams through the tough work that would be coming up.

The approach that was taken was based on the Team Leadership model that we had learned about in Class. This concept of this model is that a team has a task and to achieve that task the leader, in our case the Project manager or the Team leader, then identified the potential issues and aligned the team to handle the situations as effectively as possible. The key to this model that our class took very seriously is effectiveness. We worked on this one project as a class instead of multiple projects because it would be the most effective for the outcome for the Brighter Choice organization. We established multiple teams to work independently, but depend on each other for information because that was the most effective way to cover the most amount of information as thoroughly as we could.

Taking the step outside of Sage was something that many of the students did not anticipate on the first day. When we were forming our team, unconsciously at the time, we did the human knot exercise. This was where we all crossed out arms and held the hand of two different people and tried to untie ourselves back to the circle. This was the first day of class; some of us didn’t even know the names of the people whose hands we were holding, but we took a breath, leadership emerged and we managed to get back into our round circle. Well, two actually. We learned about unexpected outcomes. Continuing through the forming stage of development, we met with Paul Stallings, the director of the Brighter Choice After-School enrichment program. He introduced the program to us and asked for any amount of help we were willing to give him. After his presentation, the project itself was a little unsteady to us, but we had taken that step with the class already, and we decided to jump in.

The storming stage of our development was slightly different. We never truly hit the heightened emotion point. We handled the project with full force and clear intentions. Our storming challenge came with spreading the work out and deciding which team was responsible for which task, and then looking into each team and how they would handle their assigned tasks. Looking back over our process I believe that is one of our strongest points through the process.

The norming stage includes naming team leaders and realizing the group cohesiveness. Naming Katelynn the project manager is the clear cut norming step, but also the team leaders was an underlying norming aspect as well. Where the group cohesiveness became entirely evident was when Eric taught us the song, and for the first time it felt like we could truly see where our hard work was going to help.

The performing stage is what we have been in for the last three weeks and has truly created a great outcome. We have put together multiple reformed documents for Paul and found research that will go beyond our time working with Brighter Choice. Having this opportunity has given all of us the chance to see what it feels like to see our work make a difference. With a little bit of hard work, a small group of people, and a lot of determination yielded positive outcomes.

-Katelynn Donovan-
The Brighter Choice After School Enrichment Program project was supposed to be an option from four different projects. As a class we showed great interest in Brighter Choice and decided to make it our focus and rule out the other projects. We were given the chance to show our leadership and business skills in a way that most of us never have before. I chose to be part of the Investigator Team because of the hands on work it entailed. As part of the Investigator Team, we were required to observe both Brighter Choice Schools (one school for boys one school for girls) offering the same program. As the project progressed our role became crucial in relaying information from the various groups to the program Director Paul Stallings.

There are four investigators. Each of us were assigned to investigate questions for one of the teams. Paul gave us various ideas of what he wanted to see come from our contributions to his program. We were able to transform some of these ideas as project deliverables. When the parent survey was being discussed, we were able to ask Paul the type of questions he wanted on the survey and merge them with the questions that the corresponding teams thought were necessary for the program. As we observed the scholars in the after school program, we came up with the idea of an app for the program. This idea sparked Paul's interest and Josh knocked the app out of the park.

I decided to be the main investigator for the research team. In the early stages of the project the research team gave me a booklet of questions they needed answers to in order to advance their research. In our first visit to Brighter Choice, I was able to get answers to many of these questions and make many crucial observations of my own. I was able to calculate percentages for scholars attending the after-school program after Paul assured me of the correct number of scholars in the after school program. Another key aspect in my investigation was that I was able to acquire information about the competitors and the prices they were charging. After I retained that information, the Research Team was able to make a chart to show exactly how much less Brighter Choice was than all other programs around that offer virtually the same thing. Through my reports and observations at Brighter Choice the research team was able to retain all the information they needed to move forward and complete their contributions to this project.

This project has made me realize that effective teamwork, cooperation, and leadership result in an efficient finished product. There were times all of us on the Investigator team took it upon ourselves to get something done even if it was a task that was outside of our role. We have done something special as a whole class to help a program that was in need of innovative ideas. We’ve made our footprint in the community, and I sincerely believe we were able to make a difference through our efforts.

-Ethan Lende-

Group projects can often be both a blessing and a curse. While it is easy for problems to unfold due to conflicts stemming from personality clashes or disagreements between team members, the intellectual and material resources offered by working in a group setting are very beneficial to the goals of a project overall. Groupthink plays a major role when individuals are required to work together in order to attain a common goal.

When undertaking a project of this magnitude, it is essential to understand the various aspects of teamwork and working together as a group. One important piece is the selection of a strong leader, Katelynn, whose behavioral style must be conducive to working with a larger group, but still showing interest and more consideration than using a large span of control. For this project, our leader had to be able to use a group perspective to delegate certain project teams with additive tasks, as well as deal with social loafing while encouraging social facilitation.

When the Brighter Choice project was started, many individuals, and the team as a whole, had certain goals. These goals were not only distinctive to group and task roles delegated by the various leaders, but also specific to the individual. Upon individual reflection by various team members, some of these expectations were clearly and obviously met, with a positive outcome for all involved.

One such expectation was that of effective communication and learning to communicate in a larger setting that rather a mere one-on-one interaction. Communication is key in nearly every aspect of daily life, especially when it comes to a professional career and the group cohesion of a team that has been tasked with creating a final product.

When working in smaller groups that are a part of an overall team, communication must be effective both within the smaller cliques, but also reach outward between the various teams in order to ensure a smooth, refined final product that meets any and all expectations.

Another important outcome for this project was the use of proper organization, as well as the implementation of organizational skills in regards to final deliverables. These skills translate to aspects of the project, from the level of the individual to the level of the various teams, and finally to the finished product from the entire group. Technology certainly aids in organization, and the use of Excel spreadsheets to track assignments and progress made was instrumental in keeping the project flowing smoothly and efficiently.

Finally, one of the greatest results from the Brighter Choice After School Enrichment Program was the acquisition of real world experience. The members of our class were able to take a broad, generalized idea of improving the program offered by Paul Stallings and his staff, and break it down into workable pieces. Once the breakdown was complete, we had teams involved in marketing, visuals, fiscal information, research, and investigation. An effective Team Leadership Model was used by each individual team in order to take various ideas and input these ideas, turning them into assigned tasks. These tasks were then completed, allowing for the output of final deliverables in each area of the project. These final products were then put into the same system, set up and managed by Katelynn and Professor Brownell, with the output being a final product that is aimed at achieving the goal of improving the After School Program.

Every single member of the class had an important role as both an individual and a group member, and gained valuable knowledge regarding professional interactions, communication skills, organizational skills, and a look at leadership from multiple angles in order to make a difference in a local community. Working with others to create a single, unified product is something that is unavoidable in life, especially in regards to the professional sector. Being able to get a large amount of experience, guided by strong leaders, is invaluable and will only lead to success in the future, not only for the students involved in the project, but for the scholars at the Brighter Choice Charter Schools involved in the after school program which we worked hard to improve.

-Josh Myers-
Karim Abdelgadir

As a member of the research group for the Brighter Choice project, I had several tasks that were assigned for me to fulfill. These tasks were:

1. **What is the Mission Statement of Brighter Choice? Based on the Mission Statement, what is the key market, contribution, and distinction for BC to its children?**

2. **What are the benchmarks in the industry?**

3. **How many kids are enrolled in the Afterschool program versus the number of children enrolled in school?**

4. **What does Paul want from the Brighter Choice program?**

Ethan, our investigator, planned to visit Brighter Choice to gather answers to questions from the Research Team. I gave Ethan 2 pages of questions to ask. Ethan returned from his trip with answers based on conversations with the Director.

After visiting Brighter Choice personally, it was interesting to see how different the School was from my public school. I observed a 4th grade class doing math work. The scholars had extremely strict teachers that mostly assigned them group work and the scholars had to follow rules. If they broke a rule the teacher would make them go for a walk. All over the room I saw motivational quotes, posters, mottos, and many other markers to show that the room was designed to send the message of success.

Answering the first question was pretty easy. Right on the Brighter Choice official website was the mission statement. “The Mission of the Brighter Choice Charter Schools is to ensure that BRIGHTER CHOICE CHARTER SCHOOLS scholars have the same opportunities for future success as scholars attending the best public schools in the region.” There are 3 significant components to achieving this mission:

• Exemplary instruction that ensures competency and mastery in reading, writing and mathematics.

• Focus on the development of social, behavioral, and organizational skills necessary for future school success.

• An education beyond the basics which includes; performing arts, visual arts, science, and history.

Based on the Mission Statement, the key market comes from the children enrolled in the Brighter Choice Charter School. The contribution is services for the afterschool program (such as Cross fit Beyond, Karate Club, Cooking Club, Chess club, etc), and distinction is their affordable price.

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**BC Rap**

**Verse:**

Charter School living
Kids but no kidding
Grow up and become great is our mission
We all got a voice so everyone listen
Learning every day because time still ticking

K-5
6, 7th 8th
Step left to right
Taught never be late
It’s great when we learn all about shapes
Brighter choice boys and girls
From central to north lake

Don’t hate because I want to do better
Enhance my knowledge
Become go getters

I just want My fam to be great
Get straight A’s
Make neighborhood’s safe

Bright-er choice, Ig-nite your voice
Transition star stance all our teachers rejoice
Fight the noise, Hands up no hoist
Let’s go scholars I said our teachers rejoice

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An Original Song By: Eric Samuel
My second objective was to find the benchmarks in the industry. Based on research I found multiple benchmarks for Brighter Choice.

- 2011: BC had the highest 3rd grade ELA test scores in Albany
- 2011: BC had the highest 3rd grade Math test scores in Albany
- 2011: BC had 3rd highest 4th grade ELA test scores in Albany
- 2011: BC had 2nd highest 4th grade Math test scores in Albany
- 2011: BC had 4th highest 5th grade ELA test scores in Albany
- 2011: BC had the highest 5th grade Math scores in Albany

Most of the benchmarks that I found were for 2011, because 2011 was the best year for Brighter Choice.

My third task was to find how many scholars are enrolled in the afterschool program versus the amount of scholars enrolled in Brighter Choice. This information was given to me from Ethan when he visited Brighter Choice. Paul Stallings, the Brighter Choice After School Enrichment Program Director said that there are roughly 270 scholars per Brighter Choice Elementary School and out of the 270, about 60-65 attend the afterschool program. Based on what Paul said, 23.6% of the scholars attend the afterschool program and they normally fill 65 spots out of the potential 80.

My last task was to find what Paul wants from Brighter Choice. Paul has a goal that in the next three to five years he wants Brighter Choice to fill all of its spots (80) for the afterschool program and make it available to all scholars, not just the ones who signed up via permission slips. For Paul’s goal to succeed, (a) it is necessary to put the afterschool program in the main budget of the Charter School, (b) see an increase in students, and (c) increase the amount students pay.

### Program Descriptions:

- **D.R.E.A.M. Program:** Scholars will build self-esteem, self-respect and leadership skills through etiquette, goal setting, health and beauty, education, community outreach and mentoring. Using workshops, seminars and guides the DREAM program will create confident, strong, and successful young ladies.

- **Karate:** Scholars will be introduced to a unique style of Martial Arts. The club will emphasize different forms of attack and defense using both hands and feet. This program will teach scholars to show proper respect, maintain self-control, and develop good character.

- **International Sensations:** Scholars will use music, dance, interactive projects and healthy snacks to tune into their senses and observe the world around them. This program will explore global geography, languages, spices & the dances of different countries. This program will help scholars develop their listening skills, improve coordination, increase confidence, increase willingness to try new foods, and learn simple breathing techniques designed to calm the body & quiet the mind.

- **Chess:** Scholars will learn that there are no losers in chess, just learners. Scholars will learn to focus, create a plan and develop good sportsmanship habits.

- **CrossFit:** Scholars will develop a specialized strength and conditioning program. One of CrossFit’s goals is to promote healthy living through exercise and nutrition with fun and engaging activities. CrossFit’s concentration is on the ten physical skills: cardiovascular endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, & accuracy.

- **Arts Around the World:** Scholars take an imaginary voyage to countries across the world and discover the different types of art other cultures create. In this program, we will discuss unique world cultures and then create art inspired and influenced by what was learned.

### Additional Information:

- **Age Requirements:** 4 to 11
- **Program Dates:** 9/15/2014 to 6/15/2015
- **Hours:** Weekdays 3:30pm – 6:00pm
- **Cost:** $250.00
Brighter Choice has many competitors based on its location and the programs that are offered in their after school program. Some of the competitors that directly impact the admission rate at Brighter Choice after school program include Boys & Girls Club of Albany, PAL (Police Athletic League) of Albany, and the YMCA. These were the competitors that directly target students for their afterschool programs.

**Boys & Girls Club of Albany**

**Mission**

“To inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens.” (After School).

**Programs Offered**

**Character & Leadership**

“Programs in Character and Leadership Development empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process, and respect their own and others’ cultural identities.” (After School).

**Education & Career Programs**

“In Education and Career Development enable youth to become proficient in basic educational disciplines apply learning to everyday situations and embrace technology to achieve success in a career.” (After School).

**Health & Life Skills**

“Programs in Health and Life Skills develop young people’s capacity to engage in positive behaviors that nurture their own well-being, set personal goals, and live successfully as self-sufficient adults.” (After School).

**The Arts Programs**

“The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts and crafts.” (After School).

**Sports, Fitness & Recreation**

“Programs in Sports, Fitness and Recreation develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment, and social skills.” (After School).
Cost Structure

$10/yr. Membership Dues
$98/wk. Weekly Rate
Average Weekly Rate for Self-Pay (scholarship): $35 per week
(Weekly rate may vary depending on yearly income)
Fees for self-pay families will be based on a sliding scale and the remaining portion will be subsidized by grants and donations (Scholarships).
Your rate will be determined by your most recent W2.

Other Information

Boys and Girls Club of Albany is involved with many companies in order to raise funding for their programs and to help with scholarships for low income families. The Boys and Girls Club associates their brand recognition with other brands such as Family Dollar, Olive Garden, Albany Marriott, Bank of America, Price Chopper, Whole Foods Market, and many more.

One way they collaborate in association is by offering donation collection opportunities in Family Dollar stores and in return Family Dollar gets to associate their name with helping in the community.

The Boys and Girls Club ran a promotion that included:

“Boys & Girls Clubs of America and Olive Garden will be expanding its partnership this Fall with a cause marketing campaign during Olive Garden’s Never-Ending Pasta Bowl promotion - its largest promotion all year - which runs from September 22 through November 9. During this seven-week promotion, guests will be invited to join Olive Garden in supporting America’s youth by rounding up their checks to the nearest dollar.”
(After School).

PAL (Police Athletic League) of Albany

Mission

“To provide all youth, in particular those youth attending school in any of Albany’s public private/parochial and charter schools, regardless of race, creed, color, sex or income level, the opportunity to participate in supervised athletic, educational, recreational and social activities dedicated to the ideals of sportsmanship, physical fitness and good citizenship.”

“To prevent and alleviate juvenile delinquency through the establishment of positive role models, and develop a closer understanding between Albany youth and the members of the Albany Police Department.”

http://www.albanypal.org

Program Descriptions:

* D.R.E.A.M Program: Scholars will build self-esteem, self-respect and leadership skills through etiquette, goal setting, health and beauty, education, community outreach and mentoring. Using workshops, seminars and guides the DREAM program will create confident, strong, and successful young ladies.

* Karate: Scholars will be introduced to a unique style of Martial Arts. The club will emphasize different forms of attack and defense using both hands and feet. This program will teach scholars to show proper respect, maintain self-control, and develop good character.

* Girl Scouts: Scholars will take part in lessons, activities and games that "build girls of courage, confidence, and character." By upholding the Girl Scout's core values throughout the year, scholars will have the opportunity to earn badges as they reach milestones and accomplishments.

* International Sensations: Scholars will use music, dance, interactive projects and healthy snacks to tune into their senses and observe the world around them. This program will explore global geography, languages, spaces & the dances of different countries. This program will help scholars develop their listening skills, improve coordination, increase confidence, increase willingness to try new foods, and learn simple breathing techniques designed to calm the body & quiet the mind.

* Chess: Scholars will learn that there are no losers in chess, just learners. Scholars will learn to focus, create a plan and develop good sportsmanship habits.

* CrossFit: Scholars will develop a specialized strength and conditioning program. One of CrossFit’s goals is to promote healthy living through exercise and nutrition with fun and engaging activities. CrossFit’s concentration is on the ten physical skills: cardiovascular endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, & accuracy.

* 15 Love Tennis: Scholars will have the opportunity to experience high quality tennis lessons. Scholars will also engage in important off-court life lessons such as: education, health, family preservation, multi-cultural relationships, and good sportsmanship. By joining 15-LOVE, scholars will have a great opportunity to get exercise, make friends, and have fun in a safe, team-oriented environment.

Additional Information:

* Age Requirements: 4 to 11
* Program Dates: 9/15/2014 to 8/15/2015
* Hours: Weekdays 3:30pm – 6:00pm
* Cost: $250.00
Programs Offered

Chess Club

“PAL offers chess instruction and competition at various schools throughout Albany. Children learn the game of chess and practice, after school, with the help of a school volunteer. Albany Police Officers help coordinate the clubs, and members participate in a citywide tournament held annually. PAL chess players practice strategic planning while engaging in friendly duels of the mind. This year the tournament will take place on February 16th, 2015.” (Albany – Programs).

Cooking With a PAL

“Cooking with a PAL is an after school program for the youth of Albany to enjoy! Cooking with a PAL introduces youth to the fun and discipline of cooking treats as well as full meals. Under the supervision of an Albany Police Officer and a PAL cooking instructor, youth cook scrumptious foods to take home and share with their friends and families!” (Albany – Programs).

Craft Club

“After School Craft Clubs are held at several locations each school year. Each club is run by community volunteers. Youth participants receive snack and juice and make a fun craft project each week!” (Albany – Programs).

After School Homework Club

“Youth receive homework assistance, snack and juice, and participate in different activities each day. Youth members are supervised and mentored by Albany Police Officers, PAL staff, and college interns. After homework completion children often play in the gym or outside (weather permitting), play table and board games, arts & crafts, or work in PAL’s media center.” (Albany – Programs).

Cost Structure

$25 registration fee
Pay the first and last month’s tuition at the time of registration, with subsequent payments due the last Friday of the month
4 different tier payment levels available
Scholarships are available for some students

Other Information

Every student is to do their homework before any activity every day.
There is a camp program that is held during school vacations.
One of their prime sponsors is Price Chopper.
Price Chopper is giving recognition to PAL for their 26th anniversary in helping youths.
This will be at the “Lights in the Park” in Albany.
YMCA

Mission

“To put Christian principles into practice through programs that build healthy spirit, mind and body for all.”

(Programs - Capital District YMCA).

Cause

“We know that lasting personal and social change comes about when we all work together. That’s why, at the Y, strengthening community is our cause. Every day, we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive.”

(Programs - Capital District YMCA).

Programs Offered

After school program includes snacks and activities including basketball, homework help, Crafts, and playground fun.

The schools themselves may have other programs depending on the school that is attended for the program.

Cost

In Albany, the Y offers Subsidized Afterschool Programs at:

- Arbor Hill Elementary
- Giffen Memorial Elementary
- North Albany Academy
- Phillip Schuyler Achievement Academy
- Sheridan Preparatory

The Y also offers fee-based Afterschool Programs at:

- Eagle Point Elementary
- New Scotland Elementary
- Pine Hills Elementary
- T.O.A.S.T.

Program Goals:

Through social interactions and activities we strive to promote the following:

- Student Achievement
- Personal Growth
- Collaboration and Partnerships
- Resources and Facilities

Program Components:

- Social Development
- Recreation
- D.R.E.A.M. Program
- Karate
- Girl Scouts
- International Sensations
- Chess
- Cross Fit
- 15 Love Tennis

Cost Requirements:

4 to 11
Hours:
M-F 3:30pm to 6:00pm
Program Dates:
9/15/2014 - 6/15/2015
Cost:
$250.00

www.brighterchoice.org
www.twitter.com/BCGASEP
www.facebook.com/BCGASEP

Girls Program:
250 Central Avenue
Albany, New York 12206
Ph: 518-694 - 4100
Fax: 518-694 - 4123

Boys Program:
119 North Lake Avenue
Albany, New York 12206
Ph: 518-692 - 8200
Fax: 518-694 - 8200

Paul Stallings

During my elementary school years, I was fortunate to be around positive role models and mentors that modeled the kids of the community to stay active and engage in positive activities as an alternative to the streets. Since then, I believe I have a responsibility to pay forward those opportunities that were given to me.

In 2006, I obtained my Bachelor’s degree in Sociology and have a minor in Sports Management from the State College at Oswego. In 2007, I received my Master’s degree in Recreation Administration from Indiana University with a concentration in Recreational Management from the State College at Oswego.

I have worked at the Boys and Girls Clubs of Queens and Albany, Oswego YMAC, and the Albany Police Athletic League. Since I was fourteen years of age, I have always worked with school age youth in many different capacities (volunteer, counselor, team leader, coordinator, and now a Director).

My personal goal for the Brighter Choice After School Enrichment Program is expose the youth to a plethora of positive programming and provide a safe and structured environment where the scholars feel comfortable to express themselves and can showcase their talents.
New Scotland Schools (Dismissal - 6PM)

Full Time Y Member: $140/mo
Non-Member: $180/mo
Part Time Y Member: $110/mo
Non-Member: $145/mo

Albany City Schools (all others) (Dismissal - 6PM)

Full Time Y Member: $180/mo
Non-Member: $230/mo
Part Time Y Member: $135/mo
Non-Member: $150/mo

(Programs - Capital District YMCA).

Other Information

The Y has been in service to the community for 160 years.

Donors/ Sponsors

The Anne Ray Charitable Trust
Annie E. Casey Foundation
Bank of America Charitable Foundation, Inc.
Center for Disease Control and Prevention (CDC)
Deloitte
The Goizueta Foundation
Humana Inc.
Matt Hyde and Lisa Beaudreau
..........and many more.
Samaria Mayben

BCCS Demographics – 12206, 12208, 12210

2010 Census Population

**Zip Code: 12206**
- Total Population: 16,395
  - Population Ages 5-14 years: 2,204 (13.4%)
    - Female: 1,055 (6.5%)
    - Male: 1,149 (7%)
  - Households by type:
    - Total households: 6,814
    - Family households: 3,407 (50%)
- Educational Attainment (Population 18 years and older)
  - High School Graduate or Higher: 75.2%
  - Bachelor’s Degree or Higher: 19.7%
  - Median Household Income: $25,379

**Zip Code: 12208**
- Total Population: 20,702 (100%)
  - Population Ages 5-14 years: 1,512 (7.3%)
    - Female: 786 (3.8%)
    - Male: 726 (2.5%)
  - Households by type:
    - Total households: 9,562
    - Family households: 4,021 (42.1%)
- Educational Attainment (Population 18 years and older)
  - High School Graduate or Higher: 95.2%
  - Bachelor’s Degree or Higher: 49%
  - Median Household Income: $56,223

**Zip Code: 12210**
- Total Population: 10,158 (100%)
  - Population Ages 5-14 years: 1,125 (11.1%)
    - Female: 558 (5.5%)
    - Male: 567 (5.6)
  - Households by type:
    - Total households: 5,180
    - Family households: 1,867 (36%)
- Educational Attainment (Population 18 years and older)
  - High School Graduate or Higher: 87.9%
  - Bachelor’s Degree or Higher: 42.9%
  - Median Household Income: $35,502

I’m glad I was able to experience being an investigator. Doing so I was able to contribute information and photos to those group members who could not find the time to visit the Brighter Choice schools. In the beginning of this project, I was assigned directly to work with the visual team. However, I ended up realizing that I was connecting with all of the other teams as well. They all, at one point, came to me requesting information or asking if I could take specific photos of events or activities. This made me feel like an important contributor of the group. I found it interesting how we were all assigned different tasks and teams but we ended up working with and depending on each other. I was curious to see how everything was going to work out and it seemed to all come together perfectly. I learned my own ways of observing, ways others wanted me to observe, and ways my fellow investigators observed as well. I’m proud to say I was a part of this team and glad I could help contribute to making this Brighter Choice Project successful.

The following is a summary of the work I contributed to our Brighter Choice After School Program Project. I took time out of my hectic schedule to visit the Brighter Choice Schools to be an investigator. I went to the school four times with the other investigators and once with the classroom. I also am planning to meet with Paul again this Monday. I invested in a memory card specifically for the photos gathered from the Brighter Choice School visits. I brought my personal Nikon camera to the college and photographed all the teams working together to reach their goals, as well as a group photo. I brought my camera to both of the Brighter Choice Schools to photograph the scholar’s activities, the schools features, the scholars participating, etc. Given that I was busy photographing, I still discussed observations with Josh that he had written down in his notebook. I gathered photo requests and questions from each individual group. I delivered the information and requests that were needed. Photo Requests: The Gym, each scholar’s activities (ches, girl scouts, crafts, computer learning games, exercise, etc.), kids interacting with the instructors, investigators working, features of the school. Questions that I was asked to investigate include; How big is the gym? Do the kids participate in the activities? Which activity do they most enjoy, and which seems like they would rather not do? What kind of snacks were they eating and are they name brand snacks? I created a Shutterfly account for the ability to share the quality photos that were taken. I also added some helpful information to the site which showed contact information of Katelynn, the project manager, and myself if anyone had any questions, as well as a calendar showing when the investigators would visit Brighter Choice again. I also volunteered to download and test drive the Brighter Choice Android application that Josh, a fellow investigator, had made. I overviewed it and gave my opinions about what was good about it and what I thought needed to be changed. I booked the small conference room and the big conference room two different Thursdays (12p-1p) in the library for the investigators to meet. I brought my camera to Sage again this past Thursday, November 13th, because we needed to take posed team photos. I have been focused and will continue being focused on doing my part in contributing to this Brighter Choice After School Program Project.

-Mary-
As a Research member of my team, I was assigned to gather information regarding the After School program for Brighter Choice.

I had to research 4 questions:

1. How does the After School Programs affect children? In what way?

2. How many students were enrolled in 2009 until now? All Brighter Choice Schools including elementary schools (Did the School lose or gain students?)

3. Academically what was the best year for Brighter Choice in all schools and why? (What grade has the best Academic result? And how so?)

4. What grades have the highest/lowest tests scores?

Our Investigator, Ethan, went to Brighter Choice and gathered most of my answers. I personally went to Brighter Choice and spoke with Paul Stallings. He was kind enough to show me around the Elementary Boys After School Program. He showed me the different programs that the scholars are involved in and how it affects them. It was pretty interesting for me to see how disciplined the scholars were and how respectful they were towards Mr. Stallings. Kids that misbehaved are disciplined in one of two ways: sit in a corner or walk the hallways back and forth with his hands in his pockets.

Indeed, after Mr. Stallings showed me around the school and explained the daily routine for scholars, we both sat down to discuss the research questions. For the first question he discussed the fact that it gives scholars an opportunity to be productive and engaging in school activities after school. The After School Program impacts the scholars because of their great staff and mentors such as Mr. Stallings. The program helps them stay occupied rather than being home doing nothing. For the second question, he said that the School has gained scholars because parents want their children to be a part of something but cannot afford it. At the same time, parents realized that the After School program kept them engaged and involved, which benefits the parents as a whole. Brighter Choice helps parents pay for the After School program which gives current parents more of a reason to stay and potential ones to join. The current enrollment fee for the After School Programs is roughly $250 for the whole academic year which includes everything from the scholar's programs, activities, lunches and snacks. The Brighter Choice After-School program really works with the parents when considering their budget and financial situations, because the program provides different payment methods for more convenience. These payment methods can include both Weekly, Bi-Weekly, and monthly for the whole year.

The answers to the third question implied research from the website which included some sophisticated information.

According to the Brighter Choice Website, the third grade had the highest performing scores for math in the New York State Tests. In 2011-2012 the third grade scores for ELA were 4th compared to local suburban districts: (5 percentage points lower than Voorhesville and Niskayuna, 3 point behind Bethlehem, outperforming Menands, North Colonie, Guilderland, Averil Park, Shenendehowa, South Colonie and Ballston Spa). The Scholars outperformed all comparison groups, in 4th grade ELA they exceeded the NY state average for African-American males by 22 percentage points. The 3rd Grade Ranked number 1 in the New York State Math Exam and 2nd on the ELA Exam of 2012, which placed The Brighter Choice Schools number 3 in the Entire State. However, for the 4th grade the results were not as good, with both Math and ELA Exams ranking 5th.

**Opportunities**

As the School grows, there will be more potential students for the after school program. With a bigger program, there is a better opportunity to be awarded grant money from the State. If the after school program is awarded more capital, then service being provided to students and parents may be more attractive.

**Competition**

Police Athletic League, YMCA After School Program and the lack of resources.

**Implementation**

The Administrators of the BC After School Program wish to implement marketing strategies to better the attendance of the after school program. They wish to do so by using social media, utilizing the televisions in the school during pick up and drop off hours, and make pamphlets more accessible and easier to understand. By providing accurate information to the parents of BC students whose children do not attend the after school program, administrators can increase interest which may ultimately lead to an increase in attendance.
Jenna Ciota

There are many rules and regulations that have to be followed in order to provide child care to school-aged children in New York State. They can all be found and summarized on the New York State Office of Children and Family Services website: www.ocfs.ny.gov

The listed subcategories of these New York State laws include the following sections:

- 414.1 Definitions, Enforcement and Hearings
- 414.2 Procedures for Applying for and Renewing a License
- 414.3 Building and Equipment
- 414.4 Fire Protection
- 414.5 Safety
- 414.6 Transportation
- 414.7 Program Requirements
- 414.8 Supervision of Children
- 414.9 Discipline
- 414.10 Child Abuse and Maltreatment
- 414.11 Health and Infection Control
- 414.12 Nutrition
- 414.13 Staff Qualifications
- 414.14 Training
- 414.15 Management and Administration

The following are all examples of active laws in New York State regarding child care to school-aged children. They have been copied verbatim from this website:

http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.asp#s3

1. Certificate of occupancy or other documentation from the local government authority having jurisdiction for determining compliance with the New York State Uniform Fire Prevention and Building Code showing that the facility has been inspected and approved within the 12 months preceding the date of application for use as a school-age child care program, in accordance with the appropriate provisions of such Code.

2. A sworn statement by the applicant indicating whether, to the best of the applicant’s knowledge, the applicant has ever been convicted of a misdemeanor or a felony in New York State or any other jurisdiction, and fingerprint cards as required to comply with the requirements of section 413.4 of this Article.

3. The diagram must be labeled with the planned occupancy or use of all areas of the building and all outside areas to be used or occupied by the school-age child care program. The diagram must show room dimensions, kitchens and bathrooms for children and staff, exits, alternate means of egress, plumbing fixtures such as toilets, sinks and drinking fountains, and the outdoor play area showing its relationship to the building.

4. Whenever change(s), addition(s) or expansion(s) are proposed which will affect, or reasonably may be expected to affect, those portions of the building designated for the care of children or for their egress in case of an emergency, the provider must receive written approval from the Office prior to initiating such change(s), addition(s), or expansion(s).

The following graph shows the approval rating for all activities in the BC After School Program. The survey is located on pages 21-22 in this document. 121 surveys returned out of 137 sent out. This is an astounding 88.3 return percentage.

<table>
<thead>
<tr>
<th>Approval Percentage</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Environments</td>
<td>529</td>
<td>87.40%</td>
<td>2</td>
<td>5</td>
<td>18</td>
<td>88</td>
</tr>
<tr>
<td>Athletic Activities</td>
<td>523</td>
<td>86.40%</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Karate</td>
<td>544</td>
<td>89.90%</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>CrossFit</td>
<td>520</td>
<td>85.90%</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Tennis</td>
<td>502</td>
<td>82.90%</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Social Development Activities</td>
<td>521</td>
<td>86.10%</td>
<td>1</td>
<td>8</td>
<td>20</td>
<td>83</td>
</tr>
<tr>
<td>Chess</td>
<td>509</td>
<td>84.10%</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>International Sensations</td>
<td>513</td>
<td>84.70%</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>Arts Around The works</td>
<td>540</td>
<td>89.20%</td>
<td>1</td>
<td>6</td>
<td>19</td>
<td>89</td>
</tr>
</tbody>
</table>

A Swot analysis is an examination of the organization’s strengths, weaknesses, opportunities, and threats.

Strengths

Brighter Choice’s after school program has a competitive advantage in a small niche market. Being that only students of Brighter Choice can attend this after school program, there is select group of people that can be served by the program. The cost of BC after school program makes it the obvious option for the parents of BC students. The program runs from the end of the school day to approximately 5:30 P.M. or until all students are picked up. This makes the day less stressful for parents who work everyday until 5 o’clock. Kids in this program are exposed to enrichment activities that keep them physically active, mentally sharp, and learning new skills.

Weaknesses

The after school program does have some weaknesses. Only a small percentage of students attend the after school program when it is capable of handling more. It must present itself as a safe, positive environment to parents. But it is not possible to sit down and explain the after school program to every set of parents. Marketing the program may be the solution. Another issue is that the Police Athletic League has been in existence for 28 years and has brand recognition in the area. Some parents of Brighter Choice may have be sending their kids to P.A.L.


**Strategic Focus and Plan**

**Mission**

The Mission of the Brighter Choice Charter Schools is to ensure that BRIGHTER CHOICE CHARTER SCHOOLS scholars have the same opportunities for future success as scholars attending the best public schools in the Capital Region.

Brighter Choice Charter Schools look to achieve this mission by completing three objectives. The first is to ensure competency and mastery in reading, writing, and mathematics. Scholars will be able to achieve this through exemplary instruction. The second objective is to develop social, behavioral, and organizational skills that will be necessary for future scholarly success. The third and final objective is to educate beyond reading, writing, and mathematics, this includes arts, visual arts, science, and history.

**Objectives**

Brighter Choice After School Program wishes to develop new marketing strategies to attract more students to the program. BC must advertise the after school program to parents in an orderly and accurate fashion. The website with the link to the after school program may need to be utilized more effectively as well as the televisions in each school during pick up and drop off hours.

**Market Summary**

Brighter Choice’s After School Program wishes to portray itself as a viable option to parents of all Brighter Choice students. There are a few other after school programs that are competitors in the Albany area. The Police Athletic League and local YMCA both run after school programs that expose the kids to similar experiences. At the price of $250 a year, the Brighter Choice after school program is much cheaper than its competitors. The Police Athletic League and YMCA after school program cost approximately $180 per month, which comes down to $6 per day while BC after school is only 99 cents per day.

By partnering with Addictions Care Center of Albany, Brighter Choice is able to provide a character-based skill program. This teaches strong character based skills to help build confidence and respect among the scholars helping them become productive members of the community. An emphasis will be placed on positive communication and interaction between scholars and adult leaders. This program has been modified to address the needs of the Brighter Choice scholars: conflict resolution, attitudes and behaviors, anger management respect for self and others, and effective communication. As a result, scholars will gain confidence in their abilities to interact cooperatively and peacefully in their school and community.

This will be completed with the use of the D.R.E.A.M Program. This program educates by building self-esteem, self-respect, and leadership skills through etiquette, goal setting, health, education, community outreach and mentoring. The goal of the DREAM program is to help create confident, strong, and successful young adults through proper guidance and enrichment programming.
19. A written daily schedule of program activities and routines which offers reasonable regularity in routines, including snack and meal periods, quiet activities and active play, and activities which provide children with opportunities for learning and self-expression is required.

20. Children must receive instruction, consistent with their age, needs and circumstances, in techniques and procedures which will enable them to protect themselves from abuse and maltreatment.

21. The program must make a sufficient quantity and variety of materials and play equipment available to the children. Such materials and equipment must be appropriate to the ages of the children and their developmental levels and interests, including children with developmental delays or disabilities, and promote the children's cognitive, educational, social, cultural, physical, emotional, language and recreational development.

22. Whenever the school-age child care program is in operation and the director is away from the premises, there must be a person designated to act on behalf of the director.

23. When a school-age child care program is in operation, an adequate number of qualified staff must be on duty to protect the health and safety of the children in care. The minimum ratios of staff to children are as follow:

<table>
<thead>
<tr>
<th>Age Of Children Group Size</th>
<th>Minimum Required Staff Per Number Of Children</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9 years</td>
<td>1:10</td>
<td>20</td>
</tr>
<tr>
<td>10-12 years</td>
<td>1:15</td>
<td>30</td>
</tr>
</tbody>
</table>

References


http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.asp#s3

Personal Communication with Professor Xu: xuhu@sage.edu

Haven’t received a response from Professor Xu regarding finding reading level of parents in the area.
When our class was offered the opportunity to help the Brighter Choice After School Enrichment Program, everyone jumped at the chance to take on a real-world business oriented project. For this project, I was a member of the investigation team. My responsibilities as an investigator were as follows: I was required to visit both the Brighter Choice boys and girls elementary schools and observe the after school programs offered at each. These observations included note-taking, asking questions of the director, Paul Stallings, and reporting my findings to the other members of the investigation team, the project leader, and the budget/financial team. I was the investigator for the budget/financial team.

As a class, we visited the school during the day time and I was able to observe both the overall school setting as well as the unique classroom setting provided for the scholars. I was able to take many notes and make quite a few preliminary observations. For my first visit as an investigator, we sat with Paul and discussed many of the aspects of the program. We then toured both schools and were able to observe all programs at both locations. After observing all of the programs and taking notes, we again discussed the programs with Paul along with questions we created during the visit, as well as those given to us from our respective teams. For the second visit to Brighter Choice, Paul was unavailable and after only 20 minutes, we left. The same exact programs were being offered as the previous visit, and most of our questions/observations needed to be discussed with Paul.

A major contribution that I have made to this project is the development of a smartphone app, made specifically for the Brighter Choice Charter Schools After-School Enrichment Program. During our first visit, Paul had mentioned that in the future, an app for the program would be a great way for both the kids and their parents to find any and all information about the program. However, he did not believe that it would come to fruition for quite some time. I immediately set to work on building an app, and into this app, I linked the schools’ webpages and social media pages, the daily schedule for the afterschool programs, the weekly schedule rotations for the various programs offered at both schools, and the option to contact the schools directly if any questions/concerns arrive.

After showing the app to Paul, he was very impressed and very happy, although he did bring up a concern on how he would be able to control the app. I was able to find a way to allow Paul to edit and control the app, resolving that issue. Also, Paul mentioned many times that he wants the Program’s presence on social media to grow as much as possible, and I made a Twitter account for it. I then worked with Justin in linking the two accounts and providing Paul with administrative access to both.

All in all, I learned a great deal about working with other people in the course of this project. I learned about how important communication is and also about how every single person is an invaluable part of the project. It was very interesting to see how certain goals would be set and then met all in accordance with project guidelines and the wishes of any leaders/directors/clients. I look forward to the opportunity of working on a group project in my professional career in the near future.

-Josh Myers-
Brighter Choice Price Change:

<table>
<thead>
<tr>
<th></th>
<th>$250.00</th>
<th>$265.00</th>
<th>$275.00</th>
<th>$280.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>$27.78</td>
<td>$29.45</td>
<td>$30.56</td>
<td>$31.11</td>
</tr>
<tr>
<td>Weekly</td>
<td>$6.95</td>
<td>$7.36</td>
<td>$7.64</td>
<td>$7.78</td>
</tr>
<tr>
<td>Daily</td>
<td>$0.99</td>
<td>$1.05</td>
<td>$1.09</td>
<td>$1.11</td>
</tr>
<tr>
<td>Revenue (average # of students: 240)</td>
<td>$60,000</td>
<td>$63,600</td>
<td>$66,000</td>
<td>$67,200</td>
</tr>
</tbody>
</table>

Brighter Choice Competitor Cost Analysis:

<table>
<thead>
<tr>
<th></th>
<th>Brighter Choice</th>
<th>PAL</th>
<th>YMCA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>$250.00</td>
<td>$1,620</td>
<td>$1,620</td>
</tr>
<tr>
<td>Monthly</td>
<td>$27.78</td>
<td>$180.00</td>
<td>$180.00</td>
</tr>
<tr>
<td>Weekly</td>
<td>$6.95</td>
<td>$45.00</td>
<td>$45.00</td>
</tr>
<tr>
<td>Daily</td>
<td>$0.99</td>
<td>$6.00</td>
<td>$6.00</td>
</tr>
</tbody>
</table>

The Brighter Choice Price Change chart and our Brighter Choice Competitor Cost Analysis chart are shown in the above tables. These charts are important for the financial growth aspect of Brighter Choice. To begin with, the price change layout gives parents a breakdown of the cost it would be for their child to attend the After School program at the current price, $15 more, $25 more and $30 more. This not only shows how the prices change but it also breaks down what this would cost monthly, weekly and daily for their child. This is important because, based on our marketing strategy of what Brighter Choice offers, parents can get an analysis of the difference in pay and understand the true monetary value they are getting for their investment. The price change chart explains the annual revenue based on the average amount of students. This is a great tool for the brighter choice organization because it breaks down how much more revenue that can be generated by adding $15-$30 more to the after school program’s cost.

The competitor cost analysis chart is equally as vital in the financial assessment of Brighter Choice. It breaks down the competitor’s annual, monthly, weekly and daily cost for their programs. This is important because it provides a chance to re-evaluate the cost of Brighter Choice, which allows parents a clear analysis of what they’re paying and what they can possibly be paying if they were to switch after school-care programs.

4. Are you satisfied with the cost of the Brighter Choice After-School Enrichment Program? Please check one:

<table>
<thead>
<tr>
<th>Program Cost $250.00</th>
<th>Not Affordable</th>
<th>Very Affordable</th>
<th>Too Expensive</th>
</tr>
</thead>
</table>

How did you find out about the Brighter Choice After-School Enrichment Program? Check all that applies:

- Family
- Friends
- Work
- Internet/Media
- School Flyers
- Picked Up Packet From Main Office

Would you recommend the Brighter Choice After-School Enrichment Program to the following groups?

- Yes
- No

If you have any additional comments or concerns feel free to utilize the space below:

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

Scholars who return this Parent Survey back to the Main Office will receive an admission ticket to the After-School Enrichment Program Ice Cream Social on Wednesday, November 19th, 2014.
2014-15 Brighter Choice After-School Enrichment Program

Parent Survey

1. What do you like about the Brighter Choice After-School Program? Please rate each activity below:

<table>
<thead>
<tr>
<th>Dislike</th>
<th>Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Safe Environment
Athletic Activities (i.e. Gym Time)
Karate
CrossFit
Tennis
Social Development Activities (i.e. ACCA)
Chess
International Sensations
Arts Around The World

2. What is your child’s mood when he/she comes home from the Brighter Choice After-School Enrichment Program? (Check the mood that applies to your child)

Happy
Sad
Angry
Excited
Confused
Anxious
Tired

3. Are you satisfied with the staff of the Brighter Choice After-School Enrichment Program?

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>VerySatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Enrichment
Program Instructors
Recreation Assistants
Main Office Staff

As a group, we decided to help out with the Brighter Choice afterschool program. When asked what aspect we wanted to work on, I chose to spend my time observing the program as an investigator and was named the team leader. This is referred to as position or legitimate power, meaning I had the power to lead because I was officially the leader. I did my very best to lead and communicate effectively. This included coordinating times to observe around group member’s schedules and making sure everyone knew each deadline. We made numerous trips to the Afterschool Program and observed it overall, as well as looking specifically for our corresponding groups. My corresponding group was the marketing group. My job was to find out about the marketing aspect of the Brighter Choice afterschool program. The marketing group gave me a list of questions they had and while observing and talking to Paul, I was able to find the answers for them. They would then use this for their portion of the project. In addition to observing, a group member has even made an app that will help in the effective marketing and informing about the afterschool program. This should help immensely. As far as the marketing goes, I observed that there were minimal marketing tactics in place. To get the word out to increase enrollment, there is a desire to increase marketing and advertising, but this would cost money. A thought we had as a group was to possibly set up an internship with Brighter Choice to help their marketing efforts. This would prove both beneficial for Brighter Choice as well for the scholars. Through this project we have found that each team is interdependent, meaning we are all relying on each other and are compiling our final results as one deliverable. We have put a certain amount of trust in each other and have become close as a group. Through this project, I feel that I have improved as a leader. I have improved my communication skills as well as my organization skills. I am happy to have been able to be a part of this community outreach effort and hope that the time I put in helps the program improve and makes a difference for the scholars.

-Nolan Lewis-
2014-15 Brighter Choice After-School Enrichment Program

Parent Survey

1. What do you like about the Brighter Choice After-School Program?
   Please rate each activity below:

<table>
<thead>
<tr>
<th>Dislike</th>
<th>Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

   Safe Environment
   Athletic Activities (i.e. Gym Time)
   Karate
   CrossFit
   Tennis
   Social Development Activities (i.e. ACCA)
   Chess
   International Sensations
   Arts Around The World

2. What is your child’s mood when he/she comes home from the Brighter Choice After-School Enrichment Program?
   (Check the mood that applies to your child)

   Happy
   Sad
   Angry
   Excited
   Confused
   Anxious
   Tired

3. Are you satisfied with the staff of the Brighter Choice After-School Enrichment Program?

<table>
<thead>
<tr>
<th>Dissatisfied</th>
<th>VerySatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

As a group, we decided to help out with the Brighter Choice afterschool program. When asked what aspect we wanted to work on, I chose to spend my time observing the program as an investigator and was named the team leader. This is referred to as position or legitimate power, meaning I had the power to lead because I was officially the leader. I did my very best to lead and communicate effectively. This included coordinating times to observe around group member’s schedules and making sure everyone knew each deadline. We made numerous trips to the Afterschool Program and observed it overall, as well as looking specifically for our corresponding groups. My corresponding group was the marketing group. My job was to find out about the marketing aspect of the Brighter Choice afterschool program. The marketing group gave me a list of questions they had and while observing and talking to Paul, I was able to find the answers for them. They would then use this for their portion of the project. In addition to observing, a group member has even made an app that will help in the effective marketing and informing about the afterschool program. This should help immensely. As far as the marketing goes, I observed that there were minimal marketing tactics in place. To get the word out to increase enrollment, there is a desire to increase marketing and advertising, but this would cost money. A thought we had as a group was to possibly set up an internship with Brighter Choice to help their marketing efforts. This would prove both beneficial for Brighter Choice as well for the scholars. Through this project we have found that each team is interdependent, meaning we are all relying on each other and are compiling our final results as one deliverable. We have put a certain amount of trust in each other and have become close as a group. Through this project, I feel that I have improved as a leader. I have improved my communication skills as well as my organization skills. I am happy to have been able to be a part of this community outreach effort and hope that the time I put in helps the program improve and makes a difference for the scholars.

-Nolan Lewis-
The Brighter Choice Price Change chart and our Brighter Choice Competitor Cost Analysis chart are shown in the above tables. These charts are important for the financial growth aspect of Brighter Choice. To begin with, the price change layout gives parents a breakdown of the cost it would be for their child to attend the After School program at the current price, $15 more, $25 more and $30 more. This not only shows how the prices change but it also breaks down what this would cost monthly, weekly and daily for their child. This is important because, based on our marketing strategy of what Brighter Choice offers, parents can get an analysis of the difference in pay and understand the true monetary value they are getting for their investment. The price change chart explains the annual revenue based on the average amount of students. This is a great tool for the brighter choice organization because it breaks down how much more revenue that can be generated by adding $15-$30 more to the after school program’s cost.

The competitor cost analysis chart is equally as vital in the financial assessment of Brighter Choice. It breaks down the competitor’s annual, monthly, weekly and daily cost for their programs. This is important because it provides a chance to re-evaluate the cost of Brighter Choice, which allows parents a clear analysis of what they’re paying and what they can possibly be paying if they were to switch after school-care programs.

Scholars who return this Parent Survey back to the Main Office will receive an admission ticket to the After-School Enrichment Program Ice Cream Social on Wednesday, November 19th, 2014.
When our class was offered the opportunity to help the Brighter Choice After School Enrichment Program, everyone jumped at the chance to take on a real-world business oriented project. For this project, I was a member of the investigation team. My responsibilities as an investigator were as follows: I was required to visit both the Brighter Choice boys and girls elementary schools and observe the after school programs offered at each. These observations included note-taking, asking questions of the director, Paul Stallings, and reporting my findings to the other members of the investigation team, the project leader, and the budget/financial team. I was the investigator for the budget/financial team.

As a class, we visited the school during the day time and I was able to observe both the overall school setting as well as the unique classroom setting provided for the scholars. I was able to take many notes and make quite a few preliminary observations. For my first visit as an investigator, we sat with Paul and discussed many of the aspects of the program. We then toured both schools and were able to observe all programs at both locations. After observing all of the programs and taking notes, we again discussed the programs with Paul along with questions we created during the visit, as well as those given to us from our respective teams. For the second visit to Brighter Choice, Paul was unavailable and after only 20 minutes, we left. The same exact programs were being offered as the previous visit, and most of our questions/observations needed to be discussed with Paul.

A major contribution that I have made to this project is the development of a smartphone app, made specifically for the Brighter Choice Charter Schools After-School Enrichment Program. During our first visit, Paul had mentioned that in the future, an app for the program would be a great way for both the kids and their parents to find any and all information about the program. However, he did not believe that it would come to fruition for quite some time. I immediately set to work on building an app, and into this app, I linked the schools’ webpages and social media pages, the daily schedule for the afterschool programs, the weekly schedule rotations for the various programs offered at both schools, and the option to contact the schools directly if any questions/concerns arrive.

After showing the app to Paul, he was very impressed and very happy, although he did bring up a concern on how he would be able to control the app. I was able to find a way to allow Paul to edit and control the app, resolving that issue. Also, Paul mentioned many times that he wants the Program’s presence on social media to grow as much as possible, and I made a Twitter account for it. I then worked with Justin in linking the two accounts and providing Paul with administrative access to both.

All in all, I learned a great deal about working with other people in the course of this project. I learned about how important communication is and also about how every single person is an invaluable part of the project. It was very interesting to see how certain goals would be set and then met all in accordance with project guidelines and the wishes of any leaders/directors/clients. I look forward to the opportunity of working on a group project in my professional career in the near future.

-Josh Myers-
19. A written daily schedule of program activities and routines which offers reasonable regularity in routines, including snack and meal periods, quiet activities and active play, and activities which provide children with opportunities for learning and self-expression is required.

20. Children must receive instruction, consistent with their age, needs and circumstances, in techniques and procedures which will enable them to protect themselves from abuse and maltreatment.

21. The program must make a sufficient quantity and variety of materials and play equipment available to the children. Such materials and equipment must be appropriate to the ages of the children and their developmental levels and interests, including children with developmental delays or disabilities, and promote the children’s cognitive, educational, social, cultural, physical, emotional, language and recreational development.

22. Whenever the school-age child care program is in operation and the director is away from the premises, there must be a person designated to act on behalf of the director.

23. When a school-age child care program is in operation, an adequate number of qualified staff must be on duty to protect the health and safety of the children in care. The minimum ratios of staff to children are as follow:

<table>
<thead>
<tr>
<th>Age Of Children Group Size</th>
<th>Minimum Required Staff Per Number Of Children</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9 years</td>
<td>1:10</td>
<td>20</td>
</tr>
<tr>
<td>10-12 years</td>
<td>1:15</td>
<td>30</td>
</tr>
</tbody>
</table>

24. Minimum Staff/Child Ratios Based on Group Size

References


http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.aspx#s3

Personal Communication with Professor Xu: xuhu@sage.edu

Haven’t received a response from Professor Xu regarding finding reading level of parents in the area.

Executive Summary

Brighter Choice After School Program is a not-for-profit program. Providing a safe environment for children. Brighter Choice is an enrichment program that gives scholars an opportunity to participate in an extended learning day that will help in their academic achievements, social development, and health and fitness. In an attempt to enhance the scholar’s academic performance, increase school attendance, and expose them to positive age appropriate activities by emphasizing social development and recreational activities.

Brighter Choice After School Program provides a service to a small niche market. A limited number of people have access to this service because only Brighter Choice scholars are allowed to attend. While there are some competitors to BC After School Program, none of them are as cost efficient or flexible.

Parents have given BC After School Program great ratings and are very happy about the service being provided. Many had nice things to say about the administrators themselves or how well their kids enjoyed the program and time spent during the program activities.

Situation Analysis

Organization Description

Brighter Choice schools is a not-for-profit organization dedicated to giving scholars the best opportunity to be successful. Brighter Choice looks to do this by increasing academic performance, gaining confidence in their abilities, and eventually becoming productive members of the community. The after school programs are available for all students of Brighter Choice that need or want these services. The after school program that runs the entire school year and only costs $250. Scholars are exposed to many different educational and athletic activities in the after school program. This program is designed to be beneficial for all parties. The students learn new skills and abilities, while having fun with their everyday friends from school. Parents are rewarded with the flexibility of being able to pick their kid up from a safe environment anytime from after school to 5:30 P.M.

The Marketing Mix

Brighter Choice After School Program has an attendance of approximately 60 students per school. The program has the potential to hold up to 80 students per school with the resources they have right now. Much of funding for the after school program comes from state grants, not from the $250 fee. If the program were to grow, the possibility of receiving larger grants becomes greater. With more funding the program can evolve and give the students their best opportunities to be exposed to sports, recreation activities, and learning activities.
Strategic Focus and Plan

Mission

The Mission of the Brighter Choice Charter Schools is to ensure that BRIGHTER CHOICE CHARTER SCHOOLS scholars have the same opportunities for future success as scholars attending the best public schools in the Capital Region.

Brighter Choice Charter Schools look to achieve this mission by completing three objectives. The first is to ensure competency and mastery in reading, writing, and mathematics. Scholars will be able to achieve this through exemplary instruction. The second objective is to develop social, behavioral, and organizational skills that will be necessary for future scholarly success. The third and final objective is educate beyond reading, writing, and mathematics, this includes arts, visual arts, science, and history.

Objectives

Brighter Choice After School Program wishes to develop new marketing strategies to attract more students to the program. BC must advertise the after school program to parents in an orderly and accurate fashion. The website with the link to the after school program may need to be utilized more effectively as well as the television in each school during pick up and drop off hours.

Market Summary

Brighter Choice’s After School Program wishes to portray itself as a viable option to parents of all Brighter Choice students. There are a few other after school programs that are competitors in the Albany area. The Police Athletic League and local YMCA both run after school programs that expose the kids to similar experiences. At the price of $250 a year, the Brighter Choice after school program is much cheaper than its competitors. The Police Athletic League and YMCA after school program cost approximately $180 per month, which comes down to $6 per day while BC after school is only 99 cents per day.

By partnering with Addictions Care Center of Albany, Brighter Choice is able to provide a character-based skill program. This teaches strong character based skills to help build confidence and respect among the scholars helping them become productive members of the community. An emphasis will be placed on positive communication and interaction between scholars and adult leaders. This program has been modified to address the needs of the Brighter Choice scholars: conflict resolution, attitudes and behaviors, anger management respect for self and others, and effective communication. As a result, scholars will gain confidence in their abilities to interact cooperatively and peacefully in their school and community.

This will be completed with the use of the D.R.E.A.M Program. This program educates by building self-esteem, self-respect, and leadership skills through etiquette, goal setting, health, education, community outreach and mentoring. The goal of the DREAM program is to help create confident, strong, and successful young adults through proper guidance and enrichment programming.

5. Areas that will be used by the children must be well-lighted and well-ventilated. Heating, ventilation and lighting equipment must be adequate for the protection of the health of the children. A temperature of at least 68 degrees Fahrenheit must be maintained in all rooms to be occupied by children.

6. Children who require a rest period must be provided with clean, safe and sanitary individual sleeping arrangements.

7. Children must be accommodated in rooms having a minimum of 35 square feet for each child. Areas used for large motor activity, staff lounges, storage spaces, halls, bathrooms, kitchens and offices may not be used in calculating the 35 square feet per child requirement.

8. There must be a separate quiet area, which can be adequately supervised, for children who become ill or who develop symptoms of illness.

9. Toxic paints or finishes must not be used on room surfaces, furniture or any other equipment, materials or furnishings which may be used by children or are within their reach.

10. Peeling or damaged paint or plaster must be repaired promptly. Concrete floors used by the children must be covered with appropriate material.

11. Evacuation drills must be conducted at least monthly during various hours of operation of the school-age child care program in accordance with the recommendations of the local fire marshal or fire department. A record of these drills must be kept on file using forms furnished by the Office or approved equivalents.

12. Suitable precautions must be taken to eliminate all conditions in areas accessible to children which pose a safety or health hazard.

13. The provider must submit a written plan for the emergency evacuation of children from the premises using a form furnished by the Office, or an approved equivalent form. Primary emphasis must be placed on the immediate evacuation of children. The plan, as approved by the Office, must be posted in a conspicuous place in the program.

14. The provider must obtain written consent from the parent of the child for any transportation to children in care at the school-age child care program provided or arranged for by the provider.

15. A staff member must never leave a child unattended in any motor vehicle or other form of transportation.

16. Each child must board or leave a vehicle from the curb side of the street.

17. The school-age child care program must establish an organized, informal and no scholastic program of activities appropriate to the age, needs and interests of the children, including children with disabilities.

18. Children must be provided with a program of self-initiated, group-initiated and staff-initiated activities which are intellectually stimulating, and foster self-reliance and social responsibility.
Jenna Ciota

There are many rules and regulations that have to be followed in order to provide child care to school-aged children in New York State. They can all be found and summarized on the New York State Office of Children and Family Services website: www.ocfs.ny.gov

The listed subcategories of these New York State laws include the following sections:

- 414.1 Definitions, Enforcement and Hearings
- 414.2 Procedures for Applying for and Renewing a License
- 414.3 Building and Equipment
- 414.4 Fire Protection
- 414.5 Safety
- 414.6 Transportation
- 414.7 Program Requirements
- 414.8 Supervision of Children
- 414.9 Discipline
- 414.10 Child Abuse and Maltreatment
- 414.11 Health and Infection Control
- 414.12 Nutrition
- 414.13 Staff Qualifications
- 414.14 Training
- 414.15 Management and Administration

The following are all examples of active laws in New York State regarding child care to school-aged children. They have been copied verbatim from this website:

http://ocfs.ny.gov/main/childcare/regs/414_SACC_regs.asp#s3

1. Certificate of occupancy or other documentation from the local government authority having jurisdiction for determining compliance with the New York State Uniform Fire Prevention and Building Code showing that the facility has been inspected and approved within the 12 months preceding the date of application for use as a school-age child care program, in accordance with the appropriate provisions of such Code.

2. A sworn statement by the applicant indicating whether, to the best of the applicant’s knowledge, the applicant has ever been convicted of a misdemeanor or a felony in New York State or any other jurisdiction, and fingerprint cards as required to comply with the requirements of section 413.4 of this Article.

3. The diagram must be labeled with the planned occupancy or use of all areas of the building and all outside areas to be used or occupied by the school-age child care program. The diagram must show room dimensions, kitchens and bathrooms for children and staff, exits, alternate means of egress, plumbing fixtures such as toilets, sinks and drinking fountains, and the outdoor play area showing its relationship to the building.

4. Whenever change(s), addition(s) or expansion(s) are proposed which will affect, or reasonably may be expected to affect, those portions of the building designated for the care of children or for their egress in case of an emergency, the provider must receive written approval from the Office prior to initiating such change(s), addition(s), or expansion(s).

The following graph shows the approval rating for all activities in the BC After School Program. The survey is located on pages 21-22 in this document. 121 surveys returned out of 137 sent out. This is an astounding 88.3 return percentage.

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Totals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Environments</td>
<td>2</td>
<td>5</td>
<td>18</td>
<td>88</td>
<td>529</td>
<td>87.40%</td>
<td></td>
</tr>
<tr>
<td>Athletic Activities</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>87</td>
<td>523</td>
<td>86.40%</td>
<td></td>
</tr>
<tr>
<td>Karate</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>20</td>
<td>83</td>
<td>89.90%</td>
<td></td>
</tr>
<tr>
<td>CrossFit</td>
<td>8</td>
<td>19</td>
<td>84</td>
<td>520</td>
<td>85.90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>17</td>
<td>80</td>
<td>82.90%</td>
<td></td>
</tr>
<tr>
<td>Social Development Activities</td>
<td>1</td>
<td>8</td>
<td>20</td>
<td>83</td>
<td>521</td>
<td>86.10%</td>
<td></td>
</tr>
<tr>
<td>Chess</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>18</td>
<td>81</td>
<td>84.10%</td>
<td></td>
</tr>
<tr>
<td>International Sensations</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>18</td>
<td>84</td>
<td>84.70%</td>
<td></td>
</tr>
<tr>
<td>Arts Around The works</td>
<td>1</td>
<td>6</td>
<td>19</td>
<td>89</td>
<td>540</td>
<td>89.20%</td>
<td></td>
</tr>
</tbody>
</table>

SWOT Analysis

A Swot analysis is an examination of the organization’s strengths, weaknesses, opportunities, and threats.

Strengths

Brighter Choice’s after school program has a competitive advantage in a small niche market. Being that only students of Brighter Choice can attend this after school program, there is a select group of people that can be served by the program. The cost of BC after school program makes it the obvious option for the parents of BC students. The program runs from the end of the school day to approximately 5:30 P.M. or until all students are picked up. This makes the day less stressful for parents who work everyday until 5 oclock. Kids in this program are exposed to enrichment activities that keep them physically active, mentally sharp, and learning new skills.

Weaknesses

The after school program does have some weaknesses. Only a small percentage of students attend the after school program when it is capable of handling more. It must present itself as a safe, positive environment to parents. But it is not possible to sit down and explain the after school program to every set of parents. Marketing the program may be the solution. Another issue is that the Police Athletic League has been in existence for 28 years and has brand recognition in the area. Some parents of Brighter Choice may have been sending their kids to P.A.L.
As a Research member of my team, I was assigned to gather information regarding the After School program for Brighter Choice.

I had to research 4 questions:

1. How does the After School Programs affect children? ...In what way?

2. How many students were enrolled in 2009 until now? All Brighter Choice Schools including elementary schools [Did the School lose or gain students?]

3. Academically what was the best year for Brighter Choice in all schools and why? (What grade has the best Academic result? And how so?)

4. What grades have the highest/lowest tests scores?

Our Investigator, Ethan, went to Brighter Choice and gathered most of my answers. I personally went to Brighter Choice and spoke with Paul Stallings. He was kind enough to show me around the Elementary Boys After School Program. He showed me the different programs that the scholars are involved in and how it affects them. It was pretty interesting for me to see how disciplined the scholars were and how respectful they were towards Mr. Stallings. Kids that misbehaved are disciplined in one of two ways: sit in a corner or walk the hallways back and forth with his hands in his pockets.

Indeed, after Mr. Stallings showed me around the school and explained the daily routine for scholars, we both sat down to discuss the research questions. For the first question he discussed the fact that it gives scholars an opportunity to be productive and engaging in school activities after school. The After School Program impacts the scholars because of their great staff and mentors such as Mr. Stallings. The program helps them stay occupied rather than being home doing nothing. For the second question, he said that the School has gained scholars because parents want their children to be a part of something but cannot afford it. At the same time, parents realized that the After School program kept them engaged and involved, which benefits the parents as a whole. Brighter Choice helps parents pay for the After School program which gives current parents more of a reason to stay and potential ones to join.  The current enrollment fee for the After School Programs is roughly $250 for the whole academic year which includes everything from the scholar's programs, activities, lunches and snacks.  The Brighter Choice After-School program really works with the parents when considering their budget and financial situations, because the program provides different payment methods for more convenience. These payment methods can include both Weekly, Bi-Weekly, and monthly for the whole year. The answers to the third question implied research from the website which included some sophisticated information.

According to the Brighter Choice Website, the third grade had the highest performing scores for math in the New York State Tests. In 2011-2012 the third grade scores for ELA were 4th compared to local suburban districts: (5 percentage points lower than Voorhesville and Niskayuna, 1 point behind Bethlehem, outperforming Menands, North Colonie, Guilderland, Averil Park, Shenendehowa, South Colonie and Ballston Spa). The Scholars outperformed all comparison groups, in 4th grade ELA they exceeded the NY state average for African-American males by 22 percentage points. The 3rd Grade Ranked number 1 in the New York State Math Exam and 2nd on the ELA Exam of 2012, which placed The Brighter Choice Schools number 3 in the Entire State. However, for the 4th grade the results were not as good, with both Math and ELA Exams ranking 5th.
I’m glad I was able to experience being an investigator. Doing so I was able to contribute information and photos to those group members who could not find the time to visit the Brighter Choice schools. In the beginning of this project, I was assigned directly to work with the visual team. However, I ended up realizing that I was connecting with all of the other teams as well. They all, at one point, came to me requesting information or asking if I could take specific photos of events or activities. This made me feel like an important contributor of the group. I found it interesting how we were all assigned different tasks and teams but we ended up working with and depending on each other. I was curious to see how everything was going to work out and it seemed to all come together perfectly. I learned my own ways of observing, ways others wanted me to observe, and ways my fellow investigators observed as well. I’m proud to say I was a part of this team and glad I could help contribute to making this Brighter Choice Project successful.

The following is a summary of the work I contributed to our Brighter Choice After School Program Project. I took time out of my hectic schedule to visit the Brighter Choice Schools to be an investigator. I went to the school four times with the other investigators and once with the classroom. I also am planning to meet with Paul again this Monday. I invested in a memory card specifically for the photos gathered from the Brighter Choice School visits. I brought my personal Nikon camera to the college and photographed all the teams working together to reach their goals, as well as a group photo. I brought my camera to both of the Brighter Choice Schools to photograph the scholar’s activities, the schools features, the scholars participating, etc. Given that I was busy photographing, I still discussed observations with Josh that he had written down in his notebook. I gathered photo requests and questions from each individual group. I delivered the information and requests that were needed. Photo Requests: The Gym, each scholar’s activities (chess, girl scouts, crafts, computer learning games, exercise, etc.), kids interacting with the instructors, investigators working, features of the school. Questions that I was asked to investigate include; How big is the gym? Do the kids participate in the activities? Which activity do they most enjoy, and which seems like they would rather not do? What kind of snacks were they eating and are they name brand snacks? I created a Shutterfly account for the ability to share the quality photos that were taken. I also added some helpful information to the site which showed contact information of Katelynn, the project manager, and myself if anyone had any questions, as well as a calendar showing when the investigators would visit Brighter Choice again. I also volunteered to download and test drive the Brighter Choice Android application that Josh, a fellow investigator, had made. I overviewed it and gave my opinions about what was good about it and what I thought needed to be changed. I booked the small conference room and the big conference room two different Thursdays (12p-1p) in the library for the investigators to meet. I brought my camera to Sage again this past Thursday, November 13th, because we needed to take posed team photos. I have been focused and will continue being focused on doing my part in contributing to this Brighter Choice After School Program Project.

-Mary-
New Scotland Schools (Dismissal - 6PM)

Full Time Y Member: $140/mo
Non-Member: $180/mo
Part Time Y Member: $110/mo
Non-Member: $145/mo

Albany City Schools [all others] [Dismissal - 6PM]

Full Time Y Member: $180/mo
Non-Member: $230/mo
Part Time Y Member: $135/mo
Non-Member: $150/mo

(Programs - Capital District YMCA).

Other Information

The Y has been in service to the community for 160 years.

Donors/ Sponsors

The Anne Ray Charitable Trust
Annie E. Casey Foundation
Bank of America Charitable Foundation, Inc.
Center for Disease Control and Prevention (CDC)
Deloitte
The Goizueta Foundation
Humana Inc.
Matt Hyde and Lisa Beaudreau
........and many more.
YMCA

Mission

“To put Christian principles into practice through programs that build healthy spirit, mind and body for all.”

(Programs - Capital District YMCA).

Cause

“We know that lasting personal and social change comes about when we all work together. That’s why, at the Y, strengthening community is our cause. Every day, we work side-by-side with our neighbors to make sure that everyone, regardless of age, income or background, has the opportunity to learn, grow and thrive.”

(Programs - Capital District YMCA).

Programs Offered

After school program includes snacks and activities including basketball, homework help, Crafts, and playground fun.

The schools themselves may have other programs depending on the school that is attended for the program.

Cost

In Albany, the Y offers Subsidized Afterschool Programs at:

- Arbor Hill Elementary
- Giffen Memorial Elementary
- North Albany Academy
- Phillip Schuyler Achievement Academy
- Sheridan Preparatory

The Y also offers fee-based Afterschool Programs at:

- Eagle Point Elementary
- New Scotland Elementary
- Pine Hills Elementary
- T.O.A.S.T.

Girls Program:

Brighter Choice Charter School for Girls

Boys Program:

Brighter Choice Charter School for Boys

Program Components:

- Social Development
- Recreation
- D.R.E.A.M Program
- Karate
- Girl Scouts
- International Sensations
- Chess
- Cross Fit
- 15 Love Tennis

Program Goals:

Through social interactions and activities we strive to promote the following:

Student Achievement
Personal Growth
Collaboration and Partnerships

Resources and Facilities

Paul Stallings

During my elementary school years, I was fortunate to be around positive role models and mentors that motivated the kids of the community to stay active and engage in positive activities as an alternative to the streets. Since then, I believe I have a responsibility to pay forward those opportunities that was given to me.

In 2008, I obtained my bachelor’s degree in Sociology and have a minor in Sports Management from the State College at Queens. In 2013, I received my Master’s degree in Recreation Education with a concentration in Recreational Management from the State College at Cortland.

I have worked at the Boys and Girls Clubs of Queens and Albany, Queens YMCA, and the Albany Public Athletic League. Since I was fourteen years of age, I have always worked with school age youth in many different capacities (volunteer, counselor, team leader, coordinator, and now a Director).

My personal goal for the Brighter Choice After School Enrichment Program is expose the youth to a plethora of positive programming and provide a safe and structured environment where the scholars feel comfortable to express themselves and can showcase their talents.
**Programs Offered**

**Chess Club**

“PAL offers chess instruction and competition at various schools throughout Albany. Children learn the game of chess and practice, after school, with the help of a school volunteer. Albany Police Officers help coordinate the clubs, and members participate in a citywide tournament held annually. PAL chess players practice strategic planning while engaging in friendly duels of the mind. This year the tournament will take place on February 16th, 2015.” (Albany – Programs).

**Cooking With a PAL**

“Cooking with a PAL is an after school program for the youth of Albany to enjoy! Cooking with a PAL introduces youth to the fun and discipline of cooking treats as well as full meals. Under the supervision of an Albany Police Officer and a PAL cooking instructor, youth cook scrumptious foods to take home and share with their friends and families!” (Albany – Programs).

**Craft Club**

“After School Craft Clubs are held at several locations each school year. Each club is run by community volunteers. Youth participants receive snack and juice and make a fun craft project each week!” (Albany – Programs).

**After School Homework Club**

“Youth receive homework assistance, snack and juice, and participate in different activities each day. Youth members are supervised and mentored by Albany Police Officers, PAL staff, and college interns. After homework completion children often play in the gym or outside (weather permitting), play table and board games, arts & crafts, or work in PAL’s media center.” (Albany – Programs).

**Cost Structure**

- $25 registration fee
- Pay the first and last month’s tuition at the time of registration, with subsequent payments due the last Friday of the month
- 4 different tier payment levels available
- Scholarships are available for some students

**Other Information**

Every student is to do their homework before any activity every day.

There is a camp program that is held during school vacations.

One of their prime sponsors is Price Chopper. Price Chopper is giving recognition to PAL for their 26th anniversary in helping youths. This will be at the “Lights in the Park” in Albany.
Cost Structure

$10/yr. Membership Dues
$98/wk. Weekly Rate
Average Weekly Rate for Self-Pay (scholarship): $35 per week
(Weekly rate may vary depending on yearly income)
Fees for self-pay families will be based on a sliding scale and the remaining portion will be subsidized by grants and donations (Scholarships).
Your rate will be determined by your most recent W2.

Other Information

Boys and Girls Club of Albany is involved with many companies in order to raise funding for their programs and to help with scholarships for low income families. The Boys and Girls Club associates their brand recognition with other brands such as Family Dollar, Olive Garden, Albany Marriott, Bank of America, Price Chopper, Whole Foods Market, and many more.

One way they collaborate in association is by offering donation collection opportunities in Family Dollar stores and in return Family Dollar gets to associate their name with helping in the community.

The Boys and Girls Club ran a promotion that included:

"Boys & Girls Clubs of America and Olive Garden will be expanding its partnership this fall with a cause marketing campaign during Olive Garden’s Never-Ending Pasta Bowl promotion - its largest promotion all year - which runs from September 22 through November 9. During this seven-week promotion, guests will be invited to join Olive Garden in supporting America’s youth by rounding up their checks to the nearest dollar."

(After School).

PAL (Police Athletic League) of Albany

Mission

“To provide all youth, in particular those youth attending school in any of Albany’s public private/parochial and charter schools, regardless of race, creed, color, sex or income level, the opportunity to participate in supervised athletic, educational, recreational and social activates dedicated to the ideals of sportsmanship, physical fitness and good citizenship.”

“To prevent and alleviate juvenile delinquency through the establishment of positive role models, and develop a closer understanding between Albany youth and the members of the Albany Police Department.”

http://www.albanypal.org

Program Descriptions:

* D.R.E.A.M Program: Scholars will build self-esteem, self-respect and leadership skills through etiquette, goal setting, health and beauty, education, community outreach and mentoring. Using workshops, seminars and guides the DREAM program will create confident, strong, and successful young ladies.

* Karate: Scholars will be introduced to a unique style of Martial Arts. The club will emphasize different forms of attack and defense using both hands and feet. This program will teach scholars to show proper respect, maintain self-control, and develop good character.

* Girl Scouts: Scholars will take part in lessons, activities and games that "build girls of courage, confidence, and character." By upholding the Girl Scouts core values throughout the year, scholars will have the opportunity to earn badges as they reach milestones and accomplishments.

* International Sensations: Scholars will use music, dance, interactive projects and healthy snacks to tune into their senses and observe the world around them. This program will explore global geography, languages, spices & the dances of different countries. This program will help scholars develop their listening skills, improve coordination, increase confidence, increase willingness to try new foods, and learn simple breathing techniques designed to calm the body & quiet the mind.

* Chess: Scholars will learn that there are no losers in chess, just learners. Scholars will learn to focus, create a plan and develop good sportsmanship habits.

* CrossFit: Scholars will develop a specialized strength and conditioning program. One of CrossFit's goals is to promote healthy living through exercise and nutrition with fun and engaging activities. CrossFit's concentration is on the ten physical skills: cardiovascular endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, & accuracy.

* 15 Love Tennis: Scholars will have the opportunity to experience high quality tennis lessons. Scholars will also engage in important off-court life lesson activities such as: education, health, family preservation, multi-cultural relationships, and good sportsmanship. By joining 15-LOVE, scholars will have a great opportunity to get exercise, make friends, and have fun in a safe, team-oriented environment.

Additional Information:

* Age Requirements: 4 to 11
* Program Dates: 9/15/2014 to 8/15/2015
* Hours: Weekdays 3:30pm – 6:00pm
* Cost: $250.00
The Brighter Choice After-School Enrichment Program For Boys provides scholars the opportunity to extend their educational growth. The program’s activities have been chosen to support the scholar’s academic achievement, social development and physical health. Staff at the After-School Enrichment Program will focus on social development and recreational programs to achieve goals such as boosting the scholar’s academic performance, increasing their school attendance, and exposure to positive youth development activities.

Program Components:

- Social Development
- Recreation
- D.R.E.A.M Program
- Karate
- International Sensations
- Chess
- CrossFit
- Arts Around the World

More Program Information on the back!
My second objective was to find the benchmarks in the industry. Based on research I found multiple benchmarks for Brighter Choice.

- 2011: BC had the highest 3rd grade ELA test scores in Albany
- 2011: BC had the highest 3rd grade Math test scores in Albany
- 2011: BC had 3rd highest 4th grade ELA test scores in Albany
- 2011: BC had 2nd highest 4th grade math test scores in Albany
- 2011: BC had 4th highest 5th grade ELA test scores in Albany
- 2011: BC had the highest 5th grade Math scores in Albany

Most of the benchmarks that I found were for 2011, because 2011 was the best year for Brighter Choice.

My third task was to find how many scholars are enrolled in the afterschool program versus the amount of scholars enrolled in Brighter Choice. This information was given to me from Ethan when he visited Brighter Choice. Paul Stallings, the Brighter Choice After School Enrichment Program Director said that there are roughly 270 scholars per Brighter Choice Elementary School and out of the 270, about 60-65 attend the afterschool program. Based on what Paul said, 23.6% of the scholars attend the afterschool program and they normally fill 65 spots out of the potential 80.

My last task was to find what Paul wants from Brighter Choice. Paul has a goal that in the next three to five years he wants Brighter Choice to fill all of its spots (80) for the afterschool program and make it available to all scholars, not just the ones who signed up via permission slips. For Paul's goal to succeed, (a) it is necessary to put the afterschool program in the main budget of the Charter School, (b) see an increase in students, and (c) increase the amount students pay.

Program Descriptions:

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- **Karate**: Scholars will be introduced to a unique style of Martial Arts. The club will emphasize different forms of attack and defense using both hands and feet. This program will teach scholars to show proper respect, maintain self-control, and develop good character.

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- **Chess**: Scholars will learn that there are no losers in chess, just learners. Scholars will learn to focus, create a plan and develop good sportsmanship habits.

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- **Arts Around the World**: Scholars take an imaginary voyage to countries across the world and discover the different types of art other cultures create. In this program, we will discuss unique world cultures and then create art inspired and influenced by what was learned.

Additional Information:

- **Age Requirements**: 4 to 11
- **Program Dates**: 9/15/2014 to 6/15/2015
- **Hours**: Weekdays 3:30pm – 6:00pm
- **Cost**: $250.00
Karim Abdelgadir

As a member of the research group for the Brighter Choice project, I had several tasks that were assigned for me to fulfill. These tasks were:

1. **What is the Mission Statement of Brighter Choice?** Based on the Mission Statement, what is the key market, contribution, and distinction for BC to its children?

2. **What are the benchmarks in the industry?**

3. **How many kids are enrolled in the Afterschool program versus the number of children enrolled in school?**

4. **What does Paul want from the Brighter Choice program?**

Ethan, our investigator, planned to visit Brighter Choice to gather answers to questions from the Research Team. I gave Ethan 2 pages of questions to ask. Ethan returned from his trip with answers based on conversations with the Director.

After visiting Brighter Choice personally, it was interesting to see how different the School was from my public school. I observed a 4th grade class doing math work. The scholars had extremely strict teachers that mostly assigned them group work and the scholars had to follow rules. If they broke a rule the teacher would make them go for a walk. All over the room I saw motivational quotes, posters, mottos, and many other markers to show that the room was designed to send the message of success.

Answering the first question was pretty easy. Right on the Brighter Choice official website was the mission statement. "The Mission of the Brighter Choice Charter Schools is to ensure that BRIGHTER CHOICE CHARTER SCHOOLS scholars have the same opportunities for future success as scholars attending the best public schools in the region." There are 3 significant components to achieving this mission:

- Exemplary instruction that ensures competency and mastery in reading, writing and mathematics.
- Focus on the development of social, behavioral, and organizational skills necessary for future school success.
- An education beyond the basics which includes; performing arts, visual arts, science, and history.

Based on the Mission Statement, the key market comes from the children enrolled in the Brighter Choice Charter School. The contribution is services for the afterschool program (such as Crossfit Beyond, Karate Club, Cooking Club, Chess club, etc), and distinction is their affordable price.
The Brighter Choice After School Enrichment Program project was supposed to be an option from four different projects. As a class we showed great interest in Brighter Choice and decided to make it our focus and rule out the other projects. We were given the chance to show our leadership and business skills in a way that most of us never have before. I chose to be part of the Investigator Team because of the hands on work it entailed. As part of the Investigator Team, we were required to observe both Brighter Choice Schools (one school for boys one school for girls) offering the same program. As the project progressed our role became crucial in relaying information from the various groups to the program Director Paul Stallings.

There are four investigators. Each of us were assigned to investigate questions for one of the teams. Paul gave us various ideas of what he wanted to see come from our contributions to his program. We were able to transform some of these ideas as project deliverables. When the parent survey was being discussed, we were able to ask Paul the type of questions he wanted on the survey and merge them with the questions that the corresponding teams thought were necessary for the program. As we observed the scholars in the after school program, we came up with the idea of an app for the program. This idea sparked Paul’s interest and Josh knocked the app out of the park.

I decided to be the main investigator for the research team. In the early stages of the project the research team gave me a booklet of questions they needed answers to in order to advance their research. In our first visit to Brighter Choice, I was able to get answers to many of these questions and make many crucial observations of my own. I was able to calculate percentages for scholars attending the after-school program after Paul assured me of the correct number of scholars in the after school program. Another key aspect in my investigation was that I was able to acquire information about the competitors and the prices they were charging. After I retained that information, the Research Team was able to make a chart to show exactly how much less Brighter Choice was than all other programs around that offer virtually the same thing. Through my investigations I was able to acquire information about the competitors and the prices they were charging. After I retained that information, the Research Team was able to make a chart to show exactly how much less Brighter Choice was than all other programs around that offer virtually the same thing.

When the Brighter Choice project was started, many individuals, and the team as a whole, had certain goals. These goals were not only distinctive to group and task roles delegated by the various leaders, but also specific to the individual. Upon individual reflection by each team member, some of these expectations were clearly and obviously met, with a positive outcome for all involved.

One such expectation was that of effective communication and learning to communicate in a larger setting that rather a mere one-on-one interaction. Communication is key in nearly every aspect of daily life, especially when it comes to a professional career and the group cohesion of a team that has been tasked with creating a final product. When working in smaller groups that are a part of an overall team, communication must be effective both within the smaller cliques, but also reach outward between the various teams in order to ensure a smooth, refined final product that meets any and all expectations.

Another important outcome for this project was the use of proper organization, as well as the implementation of organizational skills in regards to final deliverables. These skills translate to aspects of the project, from the level of the individual to the level of the various teams, and finally to the finished product from the entire group. Technology certainly aids in organization, and the use of Excel spreadsheets to track assignments and progress made was instrumental in keeping the project flowing smoothly and efficiently.

Finally, one of the greatest results from the Brighter Choice After School Enrichment Program was the acquisition of real world experience. The members of our class were able to take a broad, generalized idea of improving the program offered by Paul Stallings and his staff, and break it down into workable pieces. Once the breakdown was complete, we had teams involved in marketing, visuals, fiscal information, research, and investigation. An effective Team Leadership Model was used by each individual team in order to take various ideas and input these ideas, turning them into assigned tasks. These tasks were then completed, allowing for the output of final deliverables in each area of the project. These final products were then put into the same system, set up and managed by Katelynn and Professor Brownell, with the output being a final product that is aimed at achieving the goal of improving the After School Program.

Every single member of the class had an important role as both an individual and a group member, and gained valuable knowledge regarding professional interactions, communication skills, organizational skills, and a look at leadership from multiple angles in order to make a difference in a local community. Working with others to create a single, unified product is something that is unavoidable in life, especially in regards to the professional sector. Being able to get a large amount of experience, guided by strong leaders, is invaluable and will only lead to success in the future, not only for the students involved in the project, but for the scholars at the Brighter Choice Charter Schools involved in the afterschool program which we worked hard to improve.

-Ethan Lende-

-Josh Myers-
Making Connections

Working with The Brighter Choice After-School Enrichment program seemed like an impossible task, with no clear path to the most effective way to help. The day we decided the class would work together on one community outreach project, there was a sense of excitement and anticipation, but also a lack of direction. Each person said how they wanted to help, but the journey was something that needed to be set. The first step in this process was naming our Project Manager, Katelynn. This was the most important step as a group because now we had someone to provide direction, clarify the goals to each team directly and be the liaison between Professor Brownell and the team leaders. The next level in our journey would be to define the roles of each individual in the five necessary teams the project would demand. The importance of the teams having a leader was as important as the Project Manager; they would direct the teams through the tough work that would be coming up.

The approach that was taken was based on the Team Leadership model that we had learned about in Class. This concept of this model is that a team has a task and to achieve that task the leader, in our case the Project manager or the Team leader, then identified the potential issues and aligned the team to handle the situations as effectively as possible. The key to this model that our class took very seriously is effectiveness. We worked on this one project as a class instead of multiple projects because it would be the most effective for the outcome for the Brighter Choice organization. We established multiple teams to work independently, but depend on each other for information because that was the most effective way to cover the most amount of information as thoroughly as we could.

Taking the step outside of Sage was something that many of the students did not anticipate on the first day. When we were forming our team, unconsciously at the time, we did the human knot exercise. This was where we all crossed out arms and held the hand of two different people and tried to untie ourselves back to the circle. This was the first day of class; some of us didn’t even know the names of the people whose hands we were holding, but we took a breath, leadership emerged and we managed to get back into our round circle. Well, two actually. We learned about unexpected outcomes. Continuing through the forming stage of development, we met with Paul Stallings, the director of the Brighter Choice After-School enrichment program. He introduced the program to us and asked for any amount of help we were willing to give him. After his presentation, the project itself was a little unsteady to us, but we had taken that step with the class already, and we decided to jump in.

The storming stage of our development was slightly different. We never truly hit the heightened emotion point. We handled the project with full force and clear intentions. Our storming challenge came with spreading the work out and deciding which team was responsible for which task, and then looking into each team and how they would handle their assigned tasks. Looking back over our process I believe that is one of our strongest points through the process.

The norming stage includes naming team leaders and realizing the group cohesiveness. Naming Katelynn the project manager is the clear cut norming step, but also the team leaders was an underlying norming aspect as well. Where the group cohesiveness became entirely evident was when Eric taught us the song, and for the first time it felt like we could truly see where our hard work was going to help.

The performing stage is what we have been in for the last three weeks and has truly created a great outcome. We have put together multiple reformed documents for Paul and found research that will go beyond our time working with Brighter Choice. Having this opportunity has given all of us the chance to see what it feels like to see our work make a difference. With a little bit of hard work, a small group of people, and a lot of determination yielded positive outcomes.

-Katelynn Donovan-
In September 2014, Professor Eileen Brownell’s BUS 340 class at Sage College of Albany partnered with Paul Stallings, Director of the Brighter Choice After-School Enrichment Program. Paul’s objective was to boost scholar enrolment in the Brighter Choice Charter After School Enrichment Program. In order to successfully take on a business civic engagement project such as Paul was presenting we would need to research, investigate, market, budget, and create effective visual aids. If completed correctly the program should see increased communication among the school administrators, the scholars, and the scholars’ families. Our class had a Project Manager, Katie Donovan and five teams including Visuals, Research, Marketing, Budgeting and Investigators. Each team was to tackle each of these key project divisions. After our first visit to Brighter Choice, we interacted with the children. We spent three months working in our teams developing a plan that would provide ways to ultimately increase the enrollment of students in Paul’s after-school program.

My name is Marc Dudley and I am a senior at Sage College of Albany. This semester, as a part of my course curriculum, I was responsible to complete an internship that would help me to gain some real life experience and utilize the skills I have learned in classes.

I was really struggling on where I should intern because I wanted to be in a position that really made a difference in my community. While I was going over possible internships with Professor Brownell, I asked her could I combine a project I was independently working on with a local Charter School and my internship.

After much brainstorming between me and Professor Brownell, we decided to pitch the idea to the students of her Leadership and Diversity class and see if there was interest. It was my hope that the Leadership and Diversity students could help me to create a bridge between a local elementary school and The Sage Colleges.

The Brighter Choice Charter Schools promote college to their scholars’ right from kindergarten. I believed that if college students came and interacted with the Brighter Choice scholars, it may give them more incentive to make positive choices and continue on the path to college themselves.

It was an amazing experience to see how naturally the students from the Leadership and Diversity class integrated into the daily operations of the Brighter Choice After School Enrichment Program.

This experience has helped me to grow by enhancing my communication skills, refining my ability to delegate responsibilities to others, increasing my credibility in the community, and basically allowing me to stay humbled through the act of giving back.

This was an experience that I will never forget and I thank Professor Brownell for allowing me the option of choosing this as my internship.

-Marc Dudley-
Leadership and Diversity  
BUS340-10

This semester the students in Leadership and Diversity took on a leadership civic engagement project. The students really didn’t know what was coming initially, and really, I didn’t either. We had an idea. We took that idea and the students developed a project based on the needs of an organization in our community called The Brighter Choice After School Enrichment Program. This project shows how this group of students in a 3-month period became a cohesive team that was able to deliver the project goals to Paul Stallings, our community partner at Brighter Choice.

Professor Eileen V. Brownell

COURSE DESCRIPTION:
What skills do 21st century leaders need? What is leadership and how do leaders lead? Effective leaders must understand the unique issues that exist when dealing with a highly diverse global community. This course provides an opportunity to examine leadership, and to explore the relations of leaders and followers across a variety of settings. The essential skills of effective leaders are explored, such as elaborating a vision, facilitating communication, working with diverse groups and teams, overseeing finances, and facilitating change. Students will be encouraged to examine their own leadership potential as they reflect on historical and contemporary examples of effective business and political leaders as well as leaders of causes and social movements. Emphasis will also be placed on providing an opportunity to apply theories in practical applications, e.g., cases, team projects.

LEARNING OUTCOMES
At the completion of the course, you will be able to:

1. Identify and report on the traditional and current theories and concepts of leadership.
2. Apply leadership and diversity concepts through critical thinking.
3. Reflect and identify individual leadership skills and abilities.
4. Create a personal/professional leadership development plan.
5. Demonstrate leadership skill in a variety of settings including team projects, presentations, cases and learning-in-action exercises.
6. Communicate effectively through the delivery of written and oral presentation.
7. Integrate leadership theory and ethical practice with leadership writings of contemporary management experts in the field.
THE TEAM

The Brighter Choice After School Project teams consisted of students from The Sage College of Albany. The students were enrolled in a 3 credit Leadership and Diversity Class BUS-340-10. Lead by Professor Brownell during the course of the semester the students embarked in a journey of self-development and team growth.

Project Members In Order Left To Right:
Justin Boynton, Samaria Mayben, Kevin Johnston, Andrew Bartoah, Maliek White, Jenna Ciota, Alexandra Ogando, Katie DAmico, Luis Teran, Abdou Maama, Mary Snell, Kai Deans, Cassidy Christian, Nolan Lewis, Eric Samuel, Ethan Lende, Joshua Myers, Alhasan Bah, Gilbert Done, Katelynn Donovan, Brandon Sookrah, Karim Abdelgadir
(Missing From Photo) Analie Javier

2014-15 Brighter Choice After-School Enrichment Program

During my elementary school years, I was fortunate to be around positive role models and mentors that motivated the kids of the community to stay active and engage in positive activities as an alternative to the streets. Since then, I believe I have a responsibility to pay forward those opportunities that was given to me.

In 2005, I obtained my bachelor’s degree in Sociology and have a minor in Sports Management from the State College at Oneonta. In 2007, I received my Master’s degree in Recreation and Leisure Studies with a concentration in Recreational Management from the State College at Cortland.

I have worked at the Boys and Girls Clubs of Queens and Albany, Oneonta YMCA, and the Albany Police Athletic League. Since I was fourteen years of age, I have always worked with school age youth in many different capacities (volunteer, counselor, team leader, coordinator, and now a Director).

My personal goal for the Brighter Choice After-School Enrichment Program is expose the youth to a plethora of positive programming and provide a safe and structured environment where the scholars feel comfortable to express themselves and can showcase their talents.

Mission Statement

The Brighter Choice After-School Enrichment Program is committed to providing quality after-school and summer enrichment programming to scholars that will engage them academically, develop them socially and provide a safe and structured recreational environment.

Program Goals

Through social interactions and activities we strive to highlight and promote the following:

- Student Achievement: High standards are the key to scholar’s academic excellence and their lifelong learning.
- Personal Growth: Boost self-esteem, develop character, and encourage positive communication of all participants
- Collaboration and Partnerships: Scholars, faculty, staff, families, and the surrounding communities of the Brighter Choice Charter Schools are committed to prepare students to succeed in a global society.
- Resources and Facilities: Provide access to facilities, materials, and instruction in order to maximize their potential, develop their talents and find their true passion.

-Paul Stallings-