

Demographic Study Assignment

Alex J. Anderson

School of Education, Liberty University

Author Note

Alex J. Anderson

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Alex J. Anderson.

Email: Ajohna85@comcast.net

COMMUNITY RESOURCES ALIGNMENT PROJECT

Abstract

This report presents a basic demographic analysis of Lake Minneola High School and its surrounding community in Minneola, Florida. The study aims to understand the demographic challenges this area faces. The report covers several aspects of demographics, including race, ethnicity, language, age, gender, income, socioeconomic status, and employment rates. Lake County, Florida, has a diverse population of about 115,715 residents. The data points to seven recognized races and numerous languages spoken. The socioeconomic statuses range from the affluent to the below-impooverished. The religious landscape is highly diverse within the community, with some residents not believing in any religion. Lake Minneola High School demographic data shows diversity in race, ethnicity, and primary language spoken. The gender distribution and age range of students were analyzed. I discovered students could stay beyond the typical high school age of eighteen or nineteen. This is influenced by Florida's policy on educational plans for specific students. The demographic makeup of the school and community significantly impacts student learning, program development, and economic stability. The report highlights the importance of understanding and addressing demographic factors to create a balanced and inclusive environment conducive to a positive outcome for all stakeholders.

Keywords: collaboration, economic stability, ethical decision-making, impoverished, inclusive, program development, socio-economic

COMMUNITY RESOURCES ALIGNMENT PROJECT

Demographic Data Report

Purpose

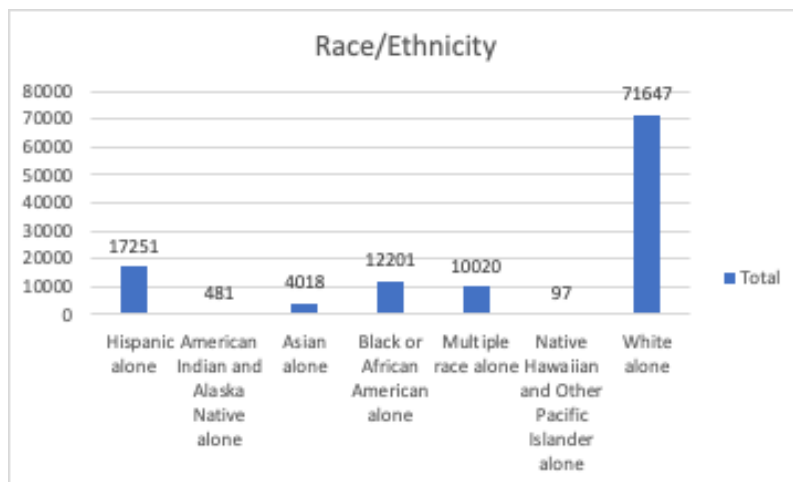
It is essential to understand the demographics of schools and the communities they are a part of to provide the proper support they need. The demographic data is what helps to determine what is required. This valuable information can be analyzed in several different ways. I will analyze this data by examining race and or ethnicity, language, age, gender, income, socioeconomic status, religion, educational attainment, and unemployment rates where available for a school and a community.

Community Demographic Data Report

The figures and tables below display the demographic data I used to conduct my analysis of the community of Lake County, Florida, which Lake Minneola High School in Minneola, Florida, services.

Figure 1

Race and Ethnicity of Lake County, Florida

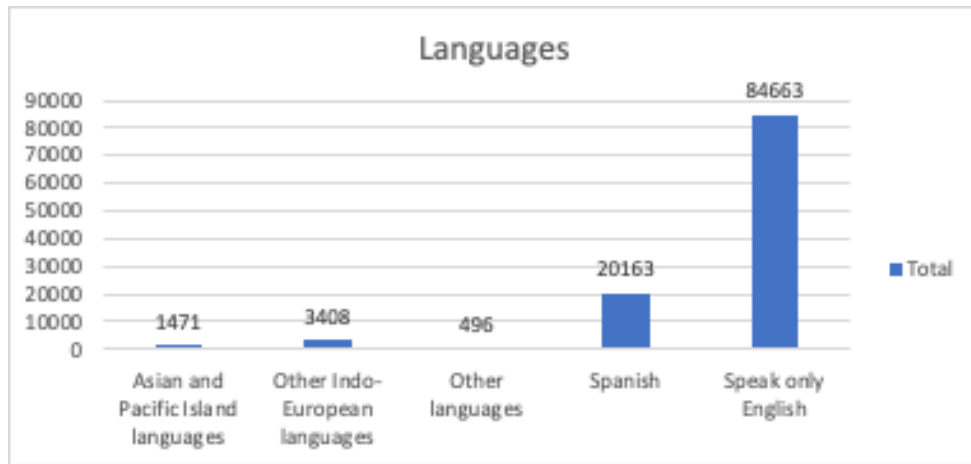


Note. The Lake County, Florida, community has a population of 115,715 residents. The data is provided by (The United States Census Bureau, 2020).

COMMUNITY RESOURCES ALIGNMENT PROJECT

Figure 2

Languages spoken in Lake County, Florida



Note. The languages residents speak in Lake County, Florida, are divided into five categories. The data is provided by (The United States Census Bureau, 2020).

Table 1

The age groups of residents in Lake County, Florida

Ages	Combined	Male	Female
Under 5 years	5,197	2,760	2,437
5 to 9 years	6,991	3,708	3,283
10 to 14 years	8,541	4,337	4,204
15 to 19 years	6,881	3,246	3,635
20 to 24 years	7,161	3,769	3,392
25 to 29 years	6,905	3,519	3,386
30 to 34 years	7,437	3,327	4,110
35 to 39 years	7,248	3,376	3,872
40 to 44 years	8,064	4,044	4,020
45 to 49 years	8,223	4,231	3,992
50 to 54 years	8,030	3,662	4,368
55 to 59 years	8,248	4,302	3,946
60 to 64 years	6,469	3,422	3,047
65 to 69 years	6,134	2,605	3,529
70 to 74 years	5,182	2,122	3,060
75 to 79 years	3,896	2,115	1,781
80 to 84 years	2,412	1,268	1,144
85 years and over	2,379	659	1,720
Total	115,398	56,472	58,926

COMMUNITY RESOURCES ALIGNMENT PROJECT

Note. The age groups of residents in Lake County are divided by gender. The birth reproductive organ determined this. The data in the table is provided by (The United States Census Bureau, 2020).

Table 2

The income and socioeconomic status of residents of Lake County, Florida

Household Income	Number of Residents	Mean Income (dollars)
All households	40,659	100,740
With earnings	31,614	101,790
With wages or salary income	31,026	99,012
With self-employment income	2,947	49,559
With interest, dividends, or net rental income	6,683	14,221
With Social Security income	13,835	24,670
With Supplemental Security Income (SSI)	1,549	9,427
With cash public assistance income or Food Stamps/SNAP	3,408	
With cash public assistance	691	3,081
With retirement income	10,183	31,894
With other types of income	5,246	19,090
FAMILY INCOME BY NUMBER OF WORKERS		
All families	30,623	110,397
No workers	5,287	65,451
1 worker	9,233	97,527
2 workers, both spouses worked	9,501	133,911
2 workers, other	2,943	104,668
3 or more workers, both spouses worked	2,636	160,526
3 or more workers, other	1,023	127,786
SOCIOECONOMIC STATUS	Number of Residents	

COMMUNITY RESOURCES ALIGNMENT PROJECT

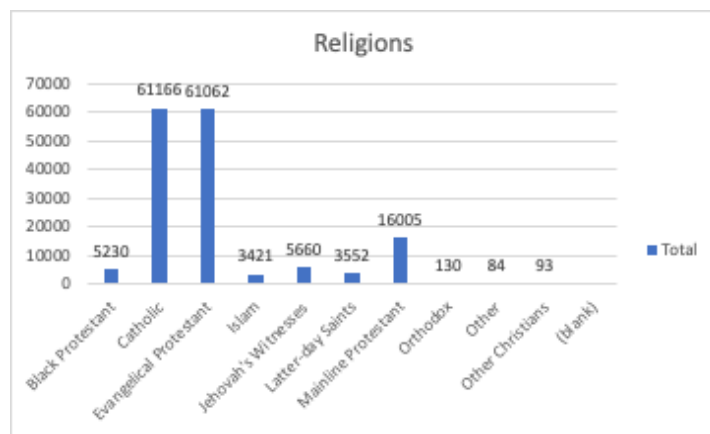
Below poverty level	3,837
At or above the poverty level	63,886
With any disability	5,937

Note. The

income and socioeconomic status provide the mean of all residents in that category. The data in the table is provided by (The United States Census Bureau, 2020).

Figure 3

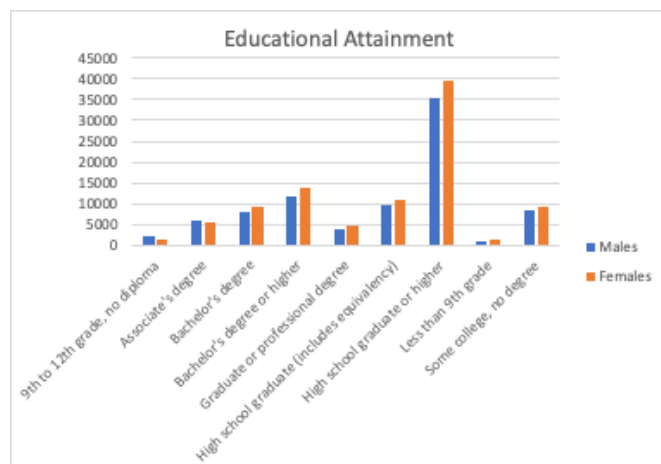
The different religions of residents in Lake County, Florida



Note. Several religions are represented in Lake County; the data in this chart is provided by (The Association of Religion Data Archives, 2024)

Figure 4

The Educational Attainment of Residents in Lake County, Florida



COMMUNITY RESOURCES ALIGNMENT PROJECT

Note. The data for educational attainment was examined for those adults aged twenty-five or older. The data represents 38,652 males and 41,975 females for a total population of 80,627—the data provided (The United States Census Bureau, 2020).

Table 3

The employment and unemployment rates of residents of Lake County, Florida

AGE	Total	Employment	Unemployment rate
16 to 19 years	5,109	28.50%	13.20%
20 to 24 years	7,161	78.10%	5.20%
25 to 29 years	6,905	80.10%	6.80%
30 to 34 years	7,437	80.10%	6.80%
35 to 44 years	15,312	80.10%	3.40%
45 to 54 years	16,253	75.00%	5.20%
55 to 59 years	8,248	74.50%	0.30%
60 to 64 years	6,469	53.30%	0.00%
65 to 74 years	11,316	15.00%	2.40%
75 years and over	8,687	6.20%	0.00%

Note. The employment and unemployment rates are divided into age groups. The data in this table is provided by (The United States Census Bureau, 2020).

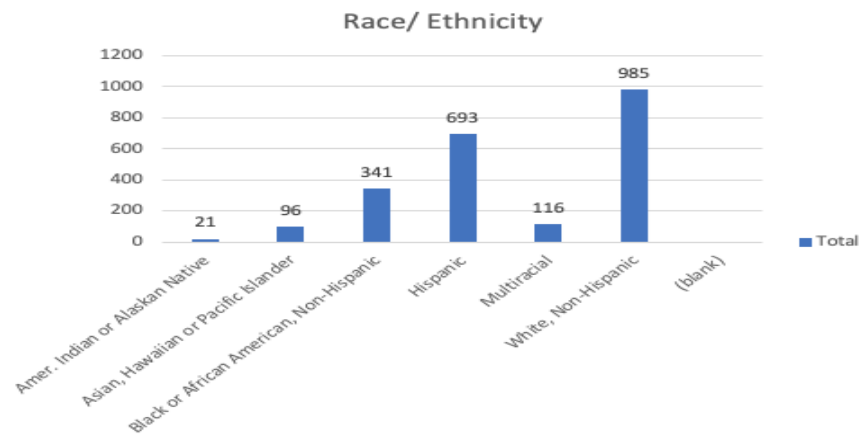
School Demographic Data Report

I retrieved the school race and ethnicity demographic data from Lake Minneola's Data Clerk's office (Williams, 2024). I created pivot tables to display this data in the charts below. This demographic data was used to analyze Lake Minneola High School. The school did not provide specific data on students due to privacy concerns. I wanted to understand the Religious background of Lake Minneola High School students. I was told they do not track this type of data for students in public schools.

COMMUNITY RESOURCES ALIGNMENT PROJECT

Figure 5

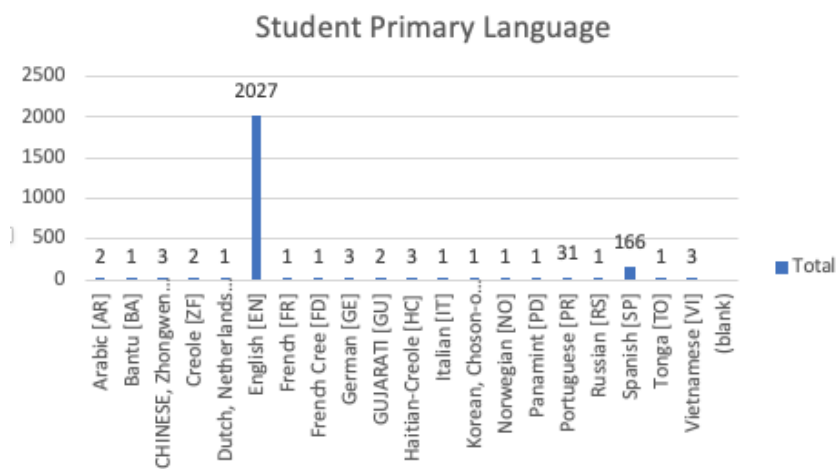
Race and Ethnicity of Lake Minneola, High School



Note. The race and ethnicity in Lake Minneola High School are divided into six categories. The data is provided by (Williams, 2024).

Figure 6

Languages spoken in Lake Minneola, High School

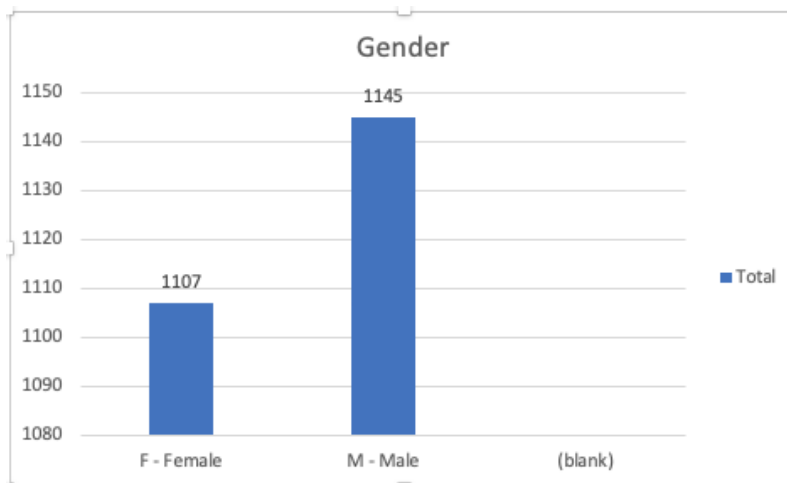


Note. The primary language spoken by students far exceeds the category of languages provided by the community data. The school can drill down to specific languages instead of categorizing the languages for Lake Minneola High School students. The data was provided by (Williams, 2024).

COMMUNITY RESOURCES ALIGNMENT PROJECT

Figure 7

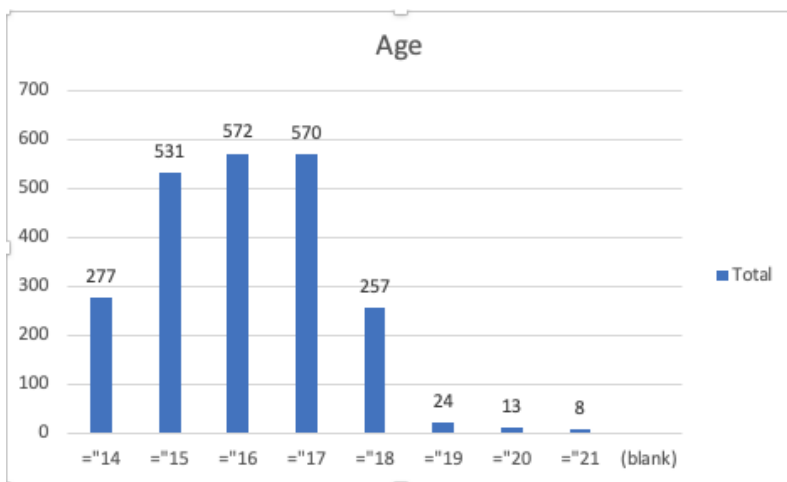
Genders in Lake Minneola High School



Note. The student's gender at Lake Minneola School is provided by (Williams, 2024).

Figure 8

The ages of students at Lake Minneola High School



Note. The ages of students at Lake Minneola High School provided by (Williams, 2024).

My research on Lake Minneola High School's demographic data did not reveal information on income, socioeconomic status, religion, educational attainment, and unemployment rates.

COMMUNITY RESOURCES ALIGNMENT PROJECT

Demographic Data Analysis

I examined Lake Minneola High School's demographic information and surrounding communities. Lake Minneola High School is located in Minneola, Florida. This area is considered Central Florida. It is one of fifteen high schools in the Lake County School District (U.S. News Corporation, 2024). The school predominately serves four cities: Clermont, Minneola, Montverde, and Groveland. This area has approximately 115,398 residents, almost divided equally between females and males. What is not considered are those individuals who identify as anything other than what they were born as. Lake Minneola High School has a population of 2,252 students identified as six different races/ethnicities. American Indian or Alaskan Native; Asian, Hawaiian, or Pacific Islander; Black or African American, Non-Hispanic; Hispanic; Multiracial; and White, Non-Hispanic make up the different races at the school (Williams, Data Entry Operator, 2024). There are twenty different primary languages spoken at Lake Minneola High School. The school does provide additional assistance to students who only speak their primary language (Williams, Data Entry Operator, 2024). The number of each gender provided is based on the student's birth sex organ and not on what the student or parents may identify the student as. The male students in the school outnumber the female students by thirty-eight.

I found Lake Minneola's students' ages to be the most eye-opening. I just realized we had students who were over the age of twenty-one still in the public school system. I assumed that the age limit would be nineteen. This assignment taught me that students can forego their diploma until age twenty-two, provided they are on an Individualized Education Plan (IEP) sponsored by the Family Empowerment Scholarship-Unique Abilities (FES UA) (The State of

COMMUNITY RESOURCES ALIGNMENT PROJECT

Florida, 2024). I had the pleasure of speaking with Pamela L. Williams, the Data Entry Operator at Lake Minneola High School, and Mark Johnson, the City Manager of Minneola, Florida. They provided invaluable insight into the data that I found and received. This gave me a different perspective and helped me better understand the data I analyzed. Race and ethnicity in the community and school favor White Americans.

Implications

The implications of this comprehensive demographic analysis of Lake Minneola High School and the surrounding community are multi-layered and significant. There are several layers to uncover. More in-depth research needs to happen in order to address each component that was examined. On the surface, the basic demographic makeup, directly and indirectly, affects student learning, school program development, and community economic stability. Systemic issues plague the well-being of our students and their families, and they should be uncovered to address the implications correctly. The community suffers when it is diverse, but inclusion is absent. When any one of the categories I analyzed, race, ethnicity, language, age, gender, income, socioeconomic status, religion, educational attainment, and unemployment rate, is out of alignment, this creates an unbalanced ecosystem within that school and community. This unbalanced ecosystem contributes to the culture of the school and community. It influences the outcomes, good or bad. For example, families' income levels can guide resource allocation. This seems like a straightforward issue that can be solved; however, it is much more complex than rightsizing, whichever category needs to be balanced.

Leaders must keep their pulse on demographic trends. They can change depending on what society dictates. For example, many grandparents are raising their grandchildren. This is a

COMMUNITY RESOURCES ALIGNMENT PROJECT

societal shift in what used to be the traditional family raising their children. Seniors are raising children. There has to be consideration for programs that cater to them within the community and schools (Moore, 2009). This demographic analysis is not just a collection of data but a tool for informed decision-making. When the data is not used to benefit schools or the community, we do a disservice to society. As a Christian, it is important for me to understand the implications of not helping others. In this case, I do not want just to analyze the demographic data. I want to use it to identify gaps that can be filled. I cannot help but think about the parable of the good Samaritan found in Luke 10:25-37, regardless of a person's background or socioeconomic status. As Christians, we are to be a neighbor to anyone in need (King James Version Bible, 1611/2020).

COMMUNITY RESOURCES ALIGNMENT PROJECT

References

King James Version Bible. (1611/2020). Nashville: Thomas Nelson Inc.

Moore, E. H. (2009). *School Public Relations for Student Success*. Thousand Oaks, California, United States of America: Corwin A Sage Corporation.

The Association of Religion Data Archives. (2024, February 01). *The ARDA*. Retrieved January 2024, from The Association of Religion Data Archives:

<https://www.thearda.com/us-religion/census/congregational-membership?y=2020&y2=0&t=0&c=12069>

The State of Florida. (2024). *2022 Florida Statutes (Including 2022C, 2022D, 2022A, and 2023B)*.

Retrieved January 2024, from MyFloridaHouse.gov:

<https://flsenate.gov/laws/statutes/2022/1002.394>

The United States Census Bureau. (2020). *Lake County, Florida Profile*. Retrieved January 2024, from Census.gov:

<https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=b01002:%20median%20age%20by%20sex%20in%20Lake%20County,%20Florida>

U.S. News Corporation. (2024, 01 31). *High Schools In Lake County School Districts*. Retrieved January 31, 2024, from U.S. News A World Report:

<https://www.usnews.com/education/best-high-schools/florida/districts/lake-county-schools-108930>

Williams, P. (2024). *Data Entry Operator*. Excel SpreadSheet, Minneola.

COMMUNITY RESOURCES ALIGNMENT PROJECT

Needs Assessment Assignment

Alex J. Anderson

School of Education, Liberty University

Author Note

Alex J. Anderson

I have no known conflict of interest to disclose.

COMMUNITY RESOURCES ALIGNMENT PROJECT

Correspondence concerning this article should be addressed to Alex J. Anderson.

Email: Ajohna85@comcast.net

COMMUNITY RESOURCES ALIGNMENT PROJECT

Abstract

This paper presents a comprehensive needs assessment conducted on Lake Minneola High School and the surrounding community in Lake County, Florida. I conducted two interviews with key stakeholders in the school. My interviews were with Pandora V. Jones, the high school graduation coordinator, community liaison advocate, parent-teacher organization (PTO) member, and Mr. William Roberts, Lake Minneola High School principal. We discussed the school's specific needs and strategies to enhance student achievement and school performance that impacts the community. The needs assessment findings highlight a collaboration effort between the school and the district office to secure resources and support for Lake Minneola High School. The specific need identified focuses on improving graduation rates from 98% to 99% by expanding course offerings to include an AICE Cambridge program, a course in Hospitality and Tourism, and an African American Studies program. These courses are aimed at increasing student engagement. Empirical data was gathered through surveys distributed to students, parents, community members, and school employees to analyze the needs. A needs assessment conducted on any school stresses the importance of community and district collaboration, showing we are connected.

Keywords: allocation, collaboration, empirical, interview, landscape

COMMUNITY RESOURCES ALIGNMENT PROJECT

Needs Assessment

I had the pleasure of meeting with two key stakeholders in Lake County, Florida. We discussed the needs of Lake Minneola High School and the surrounding community. The Lake County school district comes together quarterly to discuss the needs of the schools and community. Dr. Melissa DeJarlis is the district's director of accountability and assessment. The department's primary purpose is to audit and reconcile student information to ensure that state and local reporting entities utilize accurate data in evaluations, initiatives, and mandates, including school grades and graduation rates (Lake County Schools, 2024). These reports assist with school improvement plans and increase student achievement. The decisions the district makes are based on data. They have to justify the decisions and back them up with empirical data.

Collaboration and Communication

I interviewed and collaborated with Pandora V. Jones, a Lake Minneola High School staff member. She is the school's High School Graduation Coordinator, Community Liaison Advocate, and a member of the Parent-Teacher Organization (PTO), and William Roberts, the principal of Lake Minneola High School. We discussed the school's needs and what strategies they utilize to succeed with initiatives. They both stated that they collaborate with the district office to ensure that Lake Minneola High School has a seat at the table when allocations are being made for the district (Jones, 2024) (Roberts, 2024).

Pandora Jones is in her twenty-first year in education and has been at Lake Minneola High School since it opened in 2011. One of her many responsibilities includes graduation rates. She has had a laser focus on those rates for the past five years. She is dedicated to helping

COMMUNITY RESOURCES ALIGNMENT PROJECT

children achieve academic success. She works closely with the principal to ensure that the programs that support the students meet the state and district standards. She communicates with the community using several methods, such as newsletters, email blasts, and callouts. My conversation with Pandora Jones was informative because she has her pulse on the school's landscape. She is well respected amongst her peers and involved in multiple initiatives at the school.

Mr. William Roberts is the second Principal the school has had since it opened. This is important because he inherited a school heavy on family culture. He had to gain the trust and respect of his staff quickly to address the school's needs. He has been a Principal for fifteen years, so he has experience in leadership. He led at an elementary school for eleven years before transitioning to secondary school. This is his first year at a high school level. The needs of the school he referred to were not his own but those best suited to help the school continue its progression toward providing a quality education for all students. Students must be at the center of learning and educational programs. They are the reason we do what we do. This can also be said for public relations in the school. Students are often overlooked, but they represent the school's image and culture (Moore, 2009). The community knows about it and feels it economically when they are unsuccessful. The school and district have to answer for students not being successful. This is why it is also a public relationship concern.

We spoke about what goes into deciding what the school's needs are. The Lake County District Office surveys community members, parents, teachers, and students twice yearly. Once the results are collected, analyzed, and separated by the school, the district shares the results with each school. Mr. Roberts meets with his immediate staff to review the survey results. They

COMMUNITY RESOURCES ALIGNMENT PROJECT

interpret what the data tells them about the school's state. His immediate staff submit their top three concerns affecting the school from the survey. They analyze the data by looking for causes and effects. They are tasked with providing potential solutions. He and his staff then meet with the District Director of Accountability and Assessment, Dr. Melissa DeJarlis, to discuss the validity of the needs and the feasibility of potential solutions before submitting their plan to the superintendent for approval. This seems micro-managed. However, it must be done to streamline the process. Ecclesiastes 4:9-12 expresses the strength found in partnership and working together (King James Version Bible, 1611/2020). We should seek partnerships with churches, organizations, and community groups through collaboration to help strengthen our communities.

Interview

I enjoyed speaking with Mr. Roberts. I could see his excitement as he discussed his Lake Minneola High School plans. He mentioned that he is focused on graduation rates. He wants to get students across the finish line of secondary education (Roberts, 2024). When he took over, one of the first conversations he had with the superintendent was about graduation rates. The graduation rate is 98% (U.S. News Corporation, 2024), and he would like an improvement of one percent. Mr. Roberts explained that different factors impact graduation rates. He stated that having students in school is probably the most critical factor (Roberts, 2024). How can students get the education required to graduate when they do not attend school? We discussed having something that draws students to want to come to school. He stated that more educational programs could help give students more choices that could spark their interest in wanting to go

COMMUNITY RESOURCES ALIGNMENT PROJECT

to school. He noted that the data tells him the school lacks multiple student options (Roberts, 2024).

I spoke to Pandora Jones, a school employee and PTO member. She is an immediate staff member of Mr. Roberts and is tasked with helping get students to graduate. She stated that truancy plays a huge part in students not graduating—generally, the students who do not graduate drop out after having had poor attendance. The poor attendance contributes to failing to pass the state-required test to meet graduation requirements (Jones, 2024). She stated that other issues happen in the home that contribute to students not graduating. She stated that there are programs in place to give students an opportunity for grade recovery. Unfortunately, many of those students will not take advantage of the opportunities (Jones, 2024). The night school option is a great way to help those students who cannot function in a traditional school setting. Again, unfortunately, many students do not take advantage of this opportunity. There was a lot to unpack from this interview. Many students have distractions, problems, and concerns that impact their ability to attend school and get a quality education. Pandora stated, “We cannot stop trying to help students become successful through the programs that support their needs (Jones, 2024).”

Identified Needs

The need to increase graduation rates is critical for the community. We need to make a more innovative workforce. High school students in any community directly impact the workforce. This impact can be positive or negative. I am not saying that students who do not graduate cannot be positive members of society. The odds of a high school student getting a higher-paying job without a high school diploma are decreased. The community of Lake

COMMUNITY RESOURCES ALIGNMENT PROJECT

Minneola is a suburb of Orlando, Florida, and presents plenty of employment opportunities, provided the person has the proper credentials.

The needs identified for Lake Minneola High School were based on empirical survey data. The survey results revealed that the school could benefit from additional course choices. Indirectly, this affects graduation rates and low enrollment. This also plays a part in the school obtaining an "A" rating. The school would like to consider three offerings by the beginning of the school year 2024. The first is transitioning to an AICE Cambridge school. The second is a new CTE course focusing on Hospitality and Tourism. This seems like a huge benefit because the school is in a suburb of Orlando, Florida, a huge market for hospitality and tourism. The last program is an African American studies program. It was mentioned that this might be a class for me to teach. I am not interested in having another prep. However, I will do God's will if it is my calling. I am a member of the community and an employee of the school. I bear a responsibility to help with the needs of the school. I will have to pray about it.

COMMUNITY RESOURCES ALIGNMENT PROJECT

References

Jones, P. V. (2024, February 7). Graduation Coordinator/ Community Liason Advocate, Lake Minneola High School. (A. Anderson, Interviewer)

King James Version Bible. (1611/2020). Nashville: Thomas Nelson Inc.

Lake County Schools. (2024, February 08). *Accountability & Assessment*. Retrieved February 2024, from Lake County Schools:

<https://www.lake.k12.fl.us/departments/teachinglearningandleadership/curriculum-instruction-and-assessment/evaluation-and-accountability>

Moore, E. H. (2009). *School Public Relations for Student Success*. Thousand Oaks, California, United States of America: Corwin A Sage Corporation.

Roberts, W. (2024, February 7). Principal, Lake Minneola High School. (A. Anderson, Interviewer)

The State of Florida. (2024). *2022 Florida Statutes (Including 2022C, 2022D, 2022A, and 2023B)*.

Retrieved January 2024, from MyFloridaHouse.gov:

<https://flsenate.gov/laws/statutes/2022/1002.394>

U.S. News Corporation. (2024, 01 31). *High Schools In Lake County School Districts*. Retrieved January 31, 2024, from U.S. News A World Report:

<https://www.usnews.com/education/best-high-schools/florida/districts/lake-county-schools-108>

COMMUNITY RESOURCES ALIGNMENT PROJECT

Resource Report

Alex J. Anderson

School of Education, Liberty University

Author Note

Alex J. Anderson

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Alex J. Anderson.

Email: Ajohna85@comcast.net

COMMUNITY RESOURCES ALIGNMENT PROJECT

Abstract

The analysis of Lake County community resources and advocacy exposed some gaps that can be addressed. At the same time, local organizations show how committed they are to filling most of the gaps that students and schools need. These organizations are a part of Lake County, a county northwest of Orlando, Florida. This area has a combined population of approximately 115,398, of which 45% live below the poverty line. The introduction of school choice policies has added another level of complexity for students and schools needing support and for agencies providing services. I have provided a detailed annotated directory of public social service agencies, faith-based groups, educational services, and counseling services within Lake County, Florida. I intend to provide detailed information on medical care, mentoring, counseling, educational support, and more services. These services are critical resources for students, schools, and the community. Some challenges hinder the support offered by these agencies. My analysis concludes that a collaborative effort, better resource allocation, and establishing a more user-friendly access point will offer a better support system for those students and schools in need.

Keywords: allocation, annotated, collaborative, synergy

COMMUNITY RESOURCES ALIGNMENT PROJECT

Resources

Lake Minneola High School is located in Minneola, Florida, a Northwestern suburb of Orlando, Florida, in Lake County. The school serves several surrounding cities in Lake County, and with the implementation of school choice, students from other close counties attend the school (U.S. News Corporation, 2024). The school predominately serves four cities: Clermont, Minneola, Montverde, and Groveland. This area has approximately 115,398 residents, and nearly 64,000 are at or above the poverty level. This means 45% are below the poverty line (The United States Census Bureau, 2020). They need the programs these agencies provide. Providing a comprehensive annotated directory that can be used by students and schools in Lake County, Florida, adds another resource to help those in need.

Annotated Directory

Public Social Service Agencies			
Resource Name	Contact Information	Hours of Operation	Services
Be Free Lake	Delrita Meisner Executive Director 352-408-2009 1050 Boyd Ave. Mt. Dora, FL 33757 www.befreelake.org	Monday – Friday 8:30am – 4:00pm	They are focused on preventing youth substances abuse and violence in Lake County, Florida

COMMUNITY RESOURCES ALIGNMENT PROJECT

AIMS	SOsmith@lsbc.net 352-360-6625 404 Webster St. Leesburg, Fl. 34748 http://www.lsbc.net/	24 hour Access Center	They provide a rehabilitation service for individuals with mental illness and co-occurring disorders in Lake County, Florida
Community Health Centers of South Lake County	No Contact Person 1296 W. Broad St. Groveland, Fl. 34736 www.chcfl.org/locations/south-lake	Daily 8-5	They provide primary healthcare services to Lake County, Florida residents.
Lake County Shared Services Network	Lori A. Humphrey, Project Manager 353-742-6941	Monday – Thursday	They help to meet the needs of children in a

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>512 S. Palm Ave.</p> <p>Howey-In-The-Hills FL 34737</p> <p>Lake County Shared Services Network</p>	<p>8:00am –</p> <p>12:30pm</p>	<p>collaborative</p> <p>way through</p> <p>inter- agency</p> <p>agreements,</p> <p>shared</p> <p>funding, and</p> <p>policies. In</p> <p>other words</p> <p>they are a</p> <p>catch all for</p> <p>children in</p> <p>crisis.</p>
Faith-Based Groups			
Resource Name	Contact Information	Hours of Operation	Services
<p>Benevolence</p> <p>Ministry- Christian</p> <p>Care Center</p>	<p>Bill Jones</p> <p>Executive Director</p> <p>352-314-8733</p> <p>115 N. 13th St.</p>	<p>Monday-Sa</p> <p>turday</p> <p>8:00am</p> <p>-5:00pm</p>	<p>They</p> <p>provide food,</p> <p>clothing, &</p> <p>household</p> <p>items free of</p> <p>charge to Lake</p>

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>Leesburg, FL 34788</p> <p>http://www.christiancarecenter.org/</p>		County Florida residents.
<p>Harvest Time Juvenile Ministries, Inc</p>	<p>Reverend Michael Maddox</p> <p>352-484-8601</p> <p>3160 Se 140th Pl.</p> <p>Summerfield, FL 34491</p>	<p>No designated time. Available in emergency anytime</p>	<p>They helped troubled youth ages 18 and under before they find themselves in trouble. They provide mentoring through spiritual encouragemen t and good communication skills.</p>
<p>Covenant Children's Home</p>	<p>No Contact Person</p> <p>352-489-2565</p>	<p>24/7</p>	<p>They provide a safe refuge for</p>

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>11350 N. Covenant Path, Suite 100</p> <p>Dunnellon, Fl 34434</p> <p>http://www.covenantchildrenshome.org/</p>		<p>school-age children who have been abandoned, abused, neglected or orphaned, and who require long-term shelter.</p>
<p>Graceway Church</p>	<p>No Contact Person</p> <p>352-728-1620</p> <p>10200 Morningside Dr.</p> <p>Leesburg, Florida 34788</p> <p>https://gracewaychurch.us/</p>	<p>Tuesdays @ 7:00pm</p>	<p>They provide a club where boys in Elementary & Middle school can go and take part in many wholesome activities.</p>
Educational Services			
Resource	Contact	Hours of Operation	Services

COMMUNITY RESOURCES ALIGNMENT PROJECT

Name	Information		
Educational Foundation of Lake County	No Contact Person 352-326-1265 2045 Pruitt St. Leesburg, Fl. 34748 https://edfoundationlake.com	Wednesda y 3-5pm	Apple-Mart -provides a store where teachers and social workers can shop for free up to \$150 monthly.
Bay Lake Beef & Swine 4-h Club	Kathy Burns Bay Lake Baptist Church 352-429-3532 or 352-516-2683 7904 Bay Lake rd. Groveland, Fl 34736 baylake4h.tripod.com	2 nd Thursday of each month @ 7:00pm	They teach children to complete projects and take leadership responsibilities and persevere in things they start.
Early Learning Coalition of Lake County	Lesha Buckbinder 352-435-0566 1300 Citizens Blvd.	Monday – Friday	They are a financial assistance program for

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>Leesburg, Fl. 34748</p> <p>Early Learning Coalition of Lake County</p>	<p>7:00am – 6:00pm</p>	<p>working families with low income and with children who are at risk of abuse, neglect or future school failure.</p>
<p>Mount Dora Center For The Arts</p>	<p>Beth@mountdoracenterforthearts.org</p> <p>352-383-0880</p> <p>138 E. Fifth Ave.</p> <p>Mount Dora, Florida 32757</p> <p>www.mountdoracenterforthearts.org</p>	<p>Monday – Friday 10:00am to 4:00pm Saturday & Sunday 11:00am to 4:00pm</p>	<p>They provide a community service that develops the arts through progressive and diverse educational programs.</p>
<p>Converge Teen Centers</p>	<p>Jack Foreman</p> <p>352-988-7854</p>	<p>Friday & Saturday</p>	<p>This is a unique service. They provide a safe place for</p>

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>10401 US Highway 441</p> <p>(The Viaport Mall)</p> <p>Leesburg, FL 34748</p>	<p>5:00pm to</p> <p>9:00pm</p>	<p>youth to be</p> <p>with friends</p> <p>and play games</p> <p>through a</p> <p>supervised</p> <p>program. They</p> <p>teach life skills</p> <p>and build</p> <p>leadership</p> <p>skills. They</p> <p>also provide</p> <p>one on one</p> <p>and group</p> <p>mentoring.</p>
Counseling Services			
Resource Name	Contact Information	Hours of Operation	Services
Advocating For Kids	<p>Dr. Isaac Deas, President</p> <p>352-508-1137</p> <p>379 W. Alfred St.</p>	<p>Open 24</p> <p>hours</p>	<p>They</p> <p>provide</p> <p>counseling for</p> <p>abused and</p> <p>neglected</p>

COMMUNITY RESOURCES ALIGNMENT PROJECT

	<p>Taveras, FL 32887</p> <p>http://www.advocating4kids.org/</p>		<p>youth in Lake</p> <p>County, Florida</p>
<p>Central Florida</p> <p>Counseling</p> <p>Psychological</p> <p>Services</p>	<p>Chrisanne Reid</p> <p>352-365-6506</p> <p>1514 West Main St.</p> <p>Leesburg, FL 34748</p> <p>www.counseling-health.com</p>	<p>Monday-Fri</p> <p>day</p> <p>9:00am to</p> <p>5:00pm</p>	<p>They</p> <p>provide</p> <p>substance</p> <p>misuse &</p> <p>mental health</p> <p>counseling for</p> <p>Lake County,</p> <p>Florida</p> <p>residents.</p>
<p>Children's</p> <p>Home Society of</p> <p>Florida</p>	<p>Nicole Waite, LCSW</p> <p>352-742-6170 Ext. 337</p> <p>1300 S. Duncan Dr.</p> <p>Tavares, FL 32778</p> <p>www.chsfl.org</p>	<p>By</p> <p>Appointment</p> <p>Only</p>	<p>They</p> <p>provide child</p> <p>and family</p> <p>counseling for</p> <p>people with</p> <p>mental health</p> <p>issues in Lake</p> <p>County, Florida</p>

COMMUNITY RESOURCES ALIGNMENT PROJECT

Compassionate Counseling Center	Cythia B. Wanberg, LMHC 407-205-6224 244 E. Highland Ave. Clermont Florida Compassionate Counseling Center	By Appointment Only	They provide individual and family counseling, including play therapy
---------------------------------	--	---------------------	---

Analysis of Community Resources & Advocacy

I researched many for-profit and not-for-profit organizations. One organization in particular touched my heart. The Dads For Boys Ranch in Umatilla, Florida, mentors boys without dads. This spiritual-based organization provides camping, hiking, fishing, boating, and field trips. This resonated with me because a single mother raised me, and I can empathize with these young men. Many of these organizations aim to fill a gap in the community. Some organizations provide support to existing programs in place for the community. Regardless of their services, all organizations I researched want to help improve the community for all residents. I divided the resource directory into four categories: Public Social Service Agencies, Faith Based Groups, Educational Services, and Counseling Services.

The directory provides a list of agencies in Lake County, Florida, that offer various services, including medical care, mentoring, counseling, housing, mental health, educational support, rehabilitation, and prevention of adverse actions. Many schools in the community benefit from these agencies' services. Unfortunately, there are gaps in some of the services that the agencies provide. Location is a concern as many students who need services need transportation to reach these agencies

COMMUNITY RESOURCES ALIGNMENT PROJECT

in a rural environment. There should be an option to provide transportation for people in need. This could be funded by the organization from donations. Uber, taxis, or Lyft could provide transportation to the location where the services will be provided. It would have to be appropriately managed to reduce misuse; however, it could be a huge benefit for those living in remote locations that need service.

A crisis does not happen at a specific time. Many of these agencies have office hours for a typical work week. Support is needed at any given time, day or night. A call center that can connect people to whatever agency they need twenty-four hours a day is needed. There should be a national phone number where people in need can call and be connected to their local area to get them the assistance they need. We live in a country where we spend a lot of money on foreign affairs; we must also begin to take care of our citizens.

Lake Minneola High School services more than just Lake County, Florida. It is hard to imagine that an agency would deny service to a child because they live outside the county. Unfortunately, this happens more often than I would like to report. It should not matter where someone lives. As long as they are a citizen, they should receive service. The allocation of funds would have to be based on the services provided and not on the residents in a community. Some families and students don't have the means to pay for services. We have to make this readily accessible for all.

The most interesting gap is the need for a centralized location for all these services. There should be a website where an individual looking for resources to support their needs can go and get the information relatively quickly. A school-based welcome center or online service for non-English speaking students can be beneficial (Moore, 2009). The information is available but needs to be more user-friendly. This should be the responsibility of a local government agency to resolve. A community resource manager is a position that most areas have. I suggest making this a requirement of this position. We cannot assume everyone has access to a website or even know how to navigate it once they

COMMUNITY RESOURCES ALIGNMENT PROJECT

access it. The people in need are in need for a reason. We must remove the potential frustrations people may experience when locating where to get service because it is not user-friendly.

Summary

I noticed some redundancy in programs. Some programs were for-profit, and some were not-for-profit. There were multiple programs providing the same service. Why not pool resources together to service the community better? Synergy can be created if we combine programs. We can provide better services for our students and schools. The division of services does not take advantage of subject matter experts in their respective fields. I compare this to having multiple churches in the same area that practice the same religion. Ephesians 4:3- 6 is about unity within the body of Christ (King James Version Bible, 1611/2020). There must be unity in the programs agencies provide within the same community. The ultimate goal is to support the students in our communities who need help. The best learning opportunity is increased when we have the proper resources.

COMMUNITY RESOURCES ALIGNMENT PROJECT

References

King James Version Bible. (1611/2020). Nashville: Thomas Nelson Inc.

Moore, E. H. (2009). *School Public Relations for Student Success*. Thousand Oaks, California, United States of America: Corwin A Sage Corporation.

The United States Census Bureau. (2020). *Lake County, Florida Profile*. Retrieved February 22, 2024, from Census.gov:

<https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=b01002:%20median%20age%20by%20sex%20in%20Lake%20County,%20Florida>

U.S. News Corporation. (2024, 01 31). *High Schools In Lake County School Districts*. Retrieved February 22, 2024, from U.S. News A World Report:

<https://www.usnews.com/education/best-high-schools/florida/districts/lake-county-schools-108930>

Advocacy Plan Assignment

Alex J. Anderson

School of Education, Liberty University

Author Note

Alex J. Anderson

I have no known conflict of interest to disclose.

Correspondence concerning this article should be addressed to Alex J. Anderson.

Email: Ajohna85@comcast.net

COMMUNITY RESOURCES ALIGNMENT PROJECT

Abstract

Lake Minneola High School, established in 2011 to address student overflow from neighboring schools, is a vital institution in the rural town of Minneola, Florida. This paper provides a comprehensive plan to address the mutual needs of both the school and the community. The underlying concern is that graduation directly impacts the school and indirectly affects the community. The plan proposes implementing a multi-tiered support system for the whole school (MTSS). The plan seeks to help students stay on track for graduation through proactive interventions and data-driven strategies. The plan also calls for creating a centralized, user-friendly database of community resources, which will help to enhance access to support services for students at risk of not completing high school. These plans must be communicated and sustained for the action plans to be successful.

Keywords: communication, framework, interventions, multi-tiered support system, partnership, resources

COMMUNITY RESOURCES ALIGNMENT PROJECT

Advocacy Plan

Lake Minneola High School is in the rural town of Minneola, Florida. The school has been open since 2011 and was built to alleviate overflow from two other schools in the district, South Lake High School and East Ridge High School, respectively. The Lake County school district comes together quarterly to discuss the needs of the schools and community (Lake County Schools, 2024). This paper aims to develop a plan of action to address a need the school has and a need the community has. The needs of the school and community overlap; however, the course of action to address these needs slightly differ. The school's specific needs and strategies to increase student graduation rates will indirectly impact the community. The community's particular needs and strategies to provide a place where available resources can be readily obtained with reduced frustration will indirectly impact the school.

Advocacy for Meeting School – Community Needs

The need to increase graduation rates is critical for the community and school. The school has a vested interest in this metric because it is one of the ways it is graded. Lake Minneola High School has a graduation rate of 98% (U.S. News Corporation, 2024). Some may say this metric is a good metric. It may be if it was measuring something else. In this case, this represents someone's child who did not finish high school and now has an uphill battle to become a productive member of society. The community is vested in this metric because we need to make a more innovative workforce. High school students in any community directly impact the workforce. This impact can be positive or negative. I am not saying that students who do not graduate cannot be positive members of society. The odds of a high school student getting a higher-paying job without a high school diploma are decreased. The community of

COMMUNITY RESOURCES ALIGNMENT PROJECT

Minneola is a suburb of Orlando, Florida, and presents plenty of employment opportunities, provided the person has the proper credentials.

The school plans to create a multi-tiered support system for the whole school (MTSS). In the past, this framework has been more focused on seniors (12th graders). The students can be identified as early as their first year of high school. We can identify the needs of the students early enough to get them the proper resources they need. Grade recovery sessions can be used early to help keep them on track throughout their high school career. The guidance counselors will be responsible for creating a database to track all assessment scores, behavioral issues, or concerns about performance matters. That data will be used to have data chats with students and parents. Then, an individual action plan can be created for each child to address the gaps in their learning and provide assistance with behavioral problems or outside agency interventions. This will help them meet the goal of graduating from high school.

The plan for the community is to create a database where all community resources are housed. This database will be intuitive. In other words, it will use the algorithm Google uses for its search engine. The current database could be more user-friendly. It is very frustrating to locate services that can benefit students most. When key stakeholders readily have resources to help them with students at risk of not finishing school, it can help increase graduation rates. This will call for a strengthened partnership with the community and schools in the district. We would need to track the services provided to students. This can be difficult because we would only want to know if a service was provided and not the type provided due to confidentiality. This information is critical to understand if the new system is working. It should also be based

COMMUNITY RESOURCES ALIGNMENT PROJECT

on the previous year's data. Unfortunately, this can be somewhat misleading because, each year, students do not need the same resources from the community.

Community Advocacy for Communication & Distribution

Communication of the plan has to be done decent and in order. The plan's success hinges on how well the plan is communicated and distributed. Since this is a form of special communication, it should be a formal public relations effort supported by the school and the district. This should continue after the communication is planned and disseminated to the masses (Moore, 2009).

The communication for MTSS has to start with the school counselors. The communication will be done via multiple distribution channels: physical mail, email, and personal phone calls to each parent. There has to be a relationship of partnership between parents and the school. The information should also be available to every entity in the community that supports children. We cannot leave any stone unturned. The information must be communicated to all staff and at the school. This new shared vision must be part of regular meetings, Professional Learning Times (PLT), and virtual and in-person conversations (Kouzes, 2023).

The community resource housing initiative will be communicated through several distribution channels: physical mail, email, social media, posters, and community circulars. (Youssef, 2013, p. 6) Solidifies the need to communicate this to all community stakeholders: "More than eighteen million young people need a mentor, but only three million are involved in mentoring relationships." We have to reach the community with the community. I would go as

COMMUNITY RESOURCES ALIGNMENT PROJECT

far as providing the information to churches in the community. The desire is that this gathers traction and will be communicated by word of mouth. This is the best form of advertisement.

Advocacy for Sustained Access

The best-laid plans must have follow-up and follow-through to sustain the action plan. Change can sometimes be difficult for people to accept. That is why a clear strategy to sustain the new action plan must be established during the communication and distribution phase. The MTSS team (guidance counselors) will meet every Thursday to review data to ensure it is valid and course-correct as necessary. This plan establishes a clear framework for ongoing monitoring and adjustments. I am reminded of this from Proverbs 16:9, "In the hearts humans plan their course, but the Lord establishes their steps (King James Version Bible, 1611/2020)." For these plans to come to fruition, God must be in them.

Summary

Increasing graduation rates is a critical initiative for the school and the community. The plan to focus on a whole school MTSS framework can pay dividends. This proactive approach will identify and assist students as early as the first year. This will provide the necessary resources and interventions to ensure they stay on track for graduation. This process must be tracked to determine if it is making a difference.

Creating a centralized and user-friendly database of community resources will help minimize frustration when a student or anyone needs support. The database will facilitate access to essential services for students at risk of not completing high school, ultimately contributing to higher graduation rates. The school will engage in formal public relations efforts supported by the district to ensure a wider dissemination of information.

COMMUNITY RESOURCES ALIGNMENT PROJECT

References

King James Version Bible. (1611/2020). Nashville: Thomas Nelson Inc.

Kouzes, J. M. (2023). *The Leadership Challenge 7th edition, How To Make Extraordinary Things Happen in Organizations*. Hoboken, New Jersey, United States: John Wiley & Sons, Inc.

Lake County Schools. (2024, February 08). *Accountability & Assessment*. Retrieved February 2024, from Lake County Schools:

<https://www.lake.k12.fl.us/departments/teachinglearningandleadership/curriculum-instruction-and-assessment/evaluation-and-accountability>

Moore, E. H. (2009). *School Public Relations for Student Success*. Thousand Oaks, California, United States of America: Corwin A Sage Corporation.

U.S. News Corporation. (2024, 01 31). *High Schools In Lake County School Districts*. Retrieved January 31, 2024, from U.S. News A World Report:

<https://www.usnews.com/education/best-high-schools/florida/districts/lake-county-schools-108930>

Youssef, M. (2013). *The Leadership Style of Jesus*. Eugene, Oregon, United States of America: Harvest House.