

**After School Education and Safety Program
Renewal Application**

Checklist

RENEWAL REQUEST FORMS
MUST BE RECEIVED BY THE AFTER SCHOOL DIVISION
NO LATER THAN 5:00 p.m., on January 17, 2014.
Mailed forms must be postmarked by January 17, 2014.

MAIL OR DELIVER TO:

GRANTID: 49-23939-7091-EZ

After School Division
ASES Renewal Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

COPIES: Provide the CDE with one original ASES Program Renewal Application with original Authorized Signatures and an updated Program Plan. Send one copy of the Renewal Request Application to your respective Regional Lead (the contact list of Regional Leads is posted on the CDE ASES Program Web page at <http://www.cde.ca.gov/ls/ba/as/>.)

Items must be submitted in the following order:

- Checklist
- Cover Page
- Co-applicant Page (if applying with a Co-applicant)
- List of Schools Operating
- Signatures and Approvals
- Certified Assurance (pages 1-3)
- Outcome Measures
- Off-site Program Information (if planning to operate a program at a site other than that of the regular school day activity)
- Updated Program Plan
- One copy sent to grantees' Regional Lead

Note: Please attach this Checklist after the Program Plan in the Renewal Request Application

**After School Education and Safety Program
Renewal Application**

GRANTID: 49-23939-7091-EZ

Cover Page

Mail signed original:

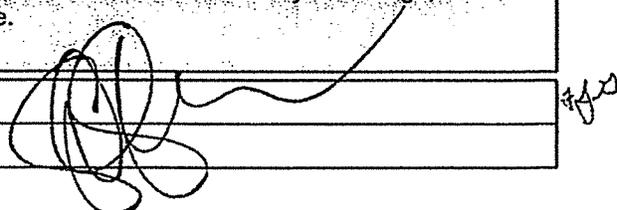
E-mail for questions:
afterschool@cde.ca.gov

After School Division
ASES Renewal Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

Note: Authorized Agent is also known as the Authorized Signatory in the ASES Application.

Agency Name	Santa Rosa Elementary
CDS/FEIN	49709120000000
County Name	Sonoma
Agency Type	LEA
Name of Authorized Agent	Ms. Socorro Shiels, Superintendent
Professional Title of Authorized Agent	Superintendent
Address	211 Ridgway Avenue
City, State, Zip	Santa Rosa, CA 95401-4320
Phone Number	(707) 528-5352
Fax Number	(707) 528-5440
Email Address	sshiels@srcs.k12.ca.us
Name of Program Contact	Francisco Gonzalez
Professional Title of Program Contact	Coordinator
Agency Name of Program Contact	Santa Rosa Elementary
Address	211 Ridgway Ave
City, State, Zip	Santa Rosa, CA 95401-4386
Phone Number	707-528-5621
Fax Number	707-528-5666
Email Address	fgonzalez@srcs.k12.ca.us
Total Amount Requested	\$937,500.00

Certification of Assurance: I certify that all applicable state and federal rules and regulations and the provisions of the After School Education and Safety Program will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.

Signature of Authorized Agent	
Date	

**After School Education and Safety Program
Renewal Application**

GRANTID: 49-23939-7092-EZ

Cover Page

Mail signed original:

After School Division
ASES Renewal Application
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

E-mail for questions:
afterschool@cde.ca.gov

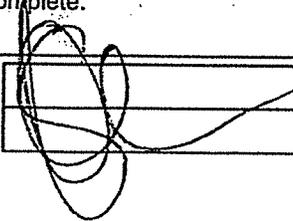
Note: Authorized Agent is also known as the Authorized Signatory in the ASES Application.

Agency Name	Santa Rosa High
CDS/FEIN	4970920000000
County Name	Sonoma
Agency Type	LEA
Name of Authorized Agent	Ms. Socorro Shiels, Superintendent
Professional Title of Authorized Agent	Superintendent
Address	211 Ridgway Avenue
City, State, Zip	Santa Rosa, CA 95401-4320
Phone Number	(707) 528-5181
Fax Number	(707) 528-5444
Email Address	sshiels@srcs.k12.ca.us
Name of Program Contact	Mr. Arlen Agapinan
Professional Title of Program Contact	Director
Agency Name of Program Contact	Santa Rosa High
Address	211 Ridgeway Avenue
City, State, Zip	Santa Rosa, CA 95401-4386
Phone Number	707-528-5284
Fax Number	707-528-5121
Email Address	aagapinan@srcs.k12.ca.us
Total Amount Requested	\$98,249.25

Certification of Assurance: I certify that all applicable state and federal rules and regulations and the provisions of the After School Education and Safety Program will be observed and that, to the best of my knowledge, the information contained in this application is correct and complete.

Signature of Authorized Agent

Date



After School Education and Safety Program
Renewal Application

List of Schools Operating Programs

Santa Rosa Elementary

Site Status

R=Renew

C=Cancel

Site Status	Grant Number	GDS Code	School Name	Components	Funding Amount
R	49-23939-7091-EZ	49709126052153	Abraham Lincoln Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709126108500	Albert F. Biella Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709126052104	Brook Hill Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709126066385	Helen M. Lehman Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709206068977	Hilliard Comstock Middle	After School Base	\$150,000.00
R	49-23939-7091-EZ	49709126052161	James Monroe Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709126052112	Luther Burbank Elementary	After School Base	\$112,500.00
R	49-23939-7091-EZ	49709126052195	Steele Lane Elementary	After School Base	\$112,500.00

After School Education and Safety Program
Renewal Application

List of Schools Operating Programs

Santa Rosa High

Site Status

R = Renew

C = Cancel

R

Grant Number	CDS Code	School Name	Components	Funding Amount
49-23939-7092-EZ	49709206060255	Lawrence Cook Middle	After School Base	\$98,249.25

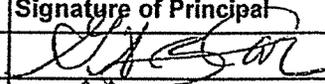
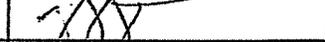
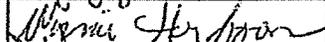
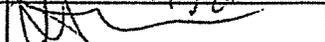
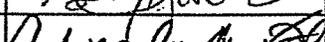
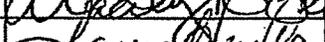
**After School Education and Safety Program
Renewal Application**

GRANTID: 49-23939-7091-EZ

Signature and Approvals

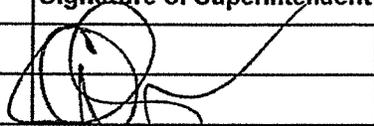
PART A - SCHOOL PRINCIPAL APPROVAL

The principal of each school to be served by the program must approve this application (EC Section 8482.3 [f][2]) and commits to supporting the program (EC Section 8483.3 [c][6]). As a partner in the application, the principal agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site (EC Section 8482.3 [f][1]) or at a site not located on the school campus that meets EC requirements (EC Section 8486).

CDS Code	School Name	Name of Principal	Signature of Principal
49709126052104	Brook Hill Elementary	Guadalupe Perez-Cook, Principal	
49709126052112	Luther Burbank Elementary	Mr. Julian Szof, Principal	
49709126052153	Abraham Lincoln Elementary	Winnie Hogoboom, Principal	
49709126052161	James Monroe Elementary	Theresa Steele, Principal	
49709126052195	Steele Lane Elementary	Kelley Dillon, Principal	
49709126066385	Helen M. Lehman Elementary	Beverly Jones, Principal	
49709126108500	Albert F. Biella Elementary	Aracely Romo-Flores, Principal	
49709206068977	Hilliard Comstock Middle	Laura Hendrickson, Principal	

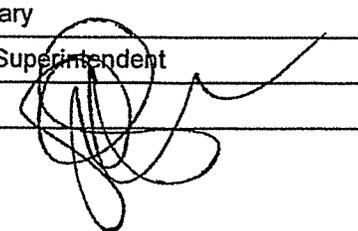
PART B - SCHOOL DISTRICT APPROVAL

The local education agency (LEA) superintendent or charter school governing board must approve this application (EC Section 8482.3 [f][2]). As a partner in the application, the superintendent or governing board agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site(s) (EC Section 8482.3 [f][1]) or at a site(s) not located on the school campus that meets EC requirements (EC Section 8486). NOTE: Directly funded charter schools applying for this grant funding are not required to obtain the superintendent's signature for approval.

CDS Code	School District Name	Name of Superintendent	Signature of Superintendent
4970912	Santa Rosa Elementary	Ms. Socorro Shiels, Superintendent	
4970920	Santa Rosa High		

PART C - CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Each application must designate an applicant agency as the fiscal agent of the grant. The applicant agency must be a LEA or public agency. A "public agency" means a county board of supervisors or, if the city is incorporated, a city council (EC Section 8482.3 [f][4]). The applicant agency agrees to clearly demonstrate fiscal accountability and to follow all programmatic, fiscal reporting, accountability, and auditing standards, as well as all legal and legislative requirements of state and federal funding (EC Section 8482.3 [f][5]) (EC Section 8483.3 [c][9]).

Agency Name	Santa Rosa Elementary
Name of Authorized Agent	Ms. Socorro Shiels, Superintendent
Signature of Authorized Agent	

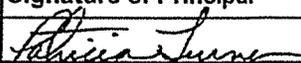
**After School Education and Safety Program
Renewal Application**

GRANTID: 49-23939-7092-EZ

Signature and Approvals

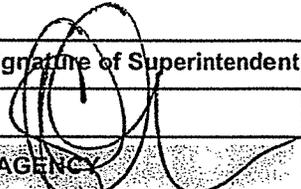
PART A -- SCHOOL PRINCIPAL APPROVAL

The principal of each school to be served by the program must approve this application (EC Section 8482.3 [f][2]) and commits to supporting the program (EC Section 8483.3 [c][6]). As a partner in the application, the principal agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site (EC Section 8482.3 [f][1]) or at a site not located on the school campus that meets EC requirements (EC Section 8486).

CDS Code	School Name	Name of Principal	Signature of Principal
49709206060255	Lawrence Cook Middle	Patricia Turner, Principal	

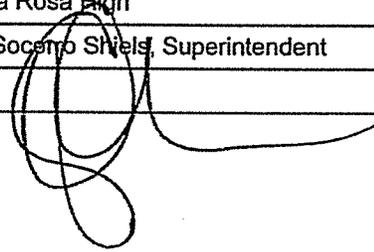
PART B -- SCHOOL DISTRICT APPROVAL

The local education agency (LEA) superintendent or charter school governing board must approve this application (EC Section 8482.3 [f][2]). As a partner in the application, the superintendent or governing board agrees to share responsibility for the planning and quality of the program (EC Section 8482.3 [f][3]) and to operate a program on their site(s) (EC Section 8482.3 [f][1]) or at a site(s) not located on the school campus that meets EC requirements (EC Section 8486). NOTE: Directly funded charter schools applying for this grant funding are not required to obtain the superintendent's signature for approval.

CDS Code	School District Name	Name of Superintendent	Signature of Superintendent
4970920	Santa Rosa High	Ms. Socorro Shiels, Superintendent	

PART C -- CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Each application must designate an applicant agency as the fiscal agent of the grant. The applicant agency must be a LEA or public agency. A "public agency" means a county board of supervisors or, if the city is incorporated, a city council (EC Section 8482.3 [f][4]). The applicant agency agrees to clearly demonstrate fiscal accountability and to follow all programmatic, fiscal reporting, accountability, and auditing standards, as well as all legal and legislative requirements of state and federal funding (EC Section 8482.3 [f][5]) (EC Section 8483.3 [c][9]).

Agency Name	Santa Rosa High
Name of Authorized Agent	Ms. Socorro Shiels, Superintendent
Signature of Authorized Agent	

**After School Education and Safety Program
Renewal Application**

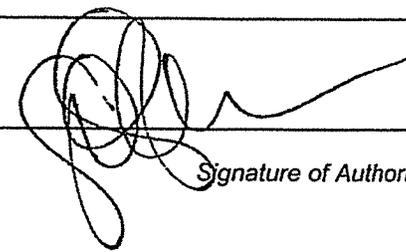
Certified Assurances

GRANTID: 49-23939-7091-EZ

Note: All grantees are required to retain on file a copy of the General Assurances for their records and for audit purposes. Please download the General Assurances on the California Department of Education Funding Forms Web page at <http://www.cde.ca.gov/fg/fo/fm/ff.asp>. Grantees should not submit General Assurances to the CDE.

CERTIFIED ASSURANCES	
On behalf of the applicant agency, the Authorized Executive is to sign at the bottom of each page acknowledging understanding of and agreement with each Certified Assurance.	
Program Elements	
1	The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
2	The program will have an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
3	The program will provide a safe physical and emotional environment and opportunities for relationship-building and will promote active student engagement.
4	The program will collaborate and integrate with the regular school day program and other extended learning opportunities.
5	The program will provide a snack that conforms to the nutrition standards in the California Education Code, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
6	The program will provide opportunities for physical activity.
Program Plan	
7	Partners to this application, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
8	The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
9	The program will review Program Plans every three years. This review is to include, but not be limited to, program goals, program content, and outcome measures that the grantee will use for the next three years and, any other information requested by the CDE. New program goals may be selected for the following three years during the grant renewal process.
10	The program acknowledges that the CDE will monitor the Program Plan review as part of its onsite monitoring process.
11	The program will notify the CDE if the program goals or outcome measures are changed.

I acknowledge understanding of and agreement with Certified Assurances 1-11



 Signature of Authorized Agent

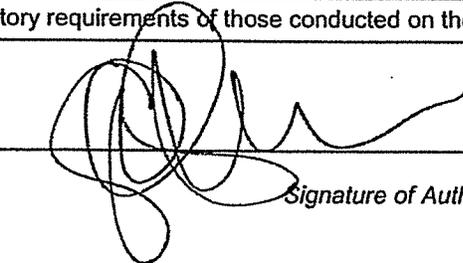
**After School Education and Safety Program
Renewal Application**

Certified Assurances

GRANTID: 49-23939-7091-EZ

Program Operations	
12	The program will maintain a student-to-staff member ratio of no more than 20:1.
13	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
14	The program will operate for a minimum of 15 hours per week.
15	The program will operate until at least 6:00 p.m., on every regular school day.
16	The program will establish a reasonable early release policy for students attending the after school component.
17	Elementary students should participate every day that the after school program operates.
18	Middle/junior high school students should attend a minimum of nine hours and three days per week. (Note: The program must operate all regular school days.)
19	A flexible attendance schedule for middle/junior high school students may be implemented in order to develop an age-appropriate program. Priority for enrollment will be given to students who attend daily.
20	Every student attending a school operating a program is eligible to participate in the program, subject to program capacity.
21	The program is not required to charge family fees or conduct individual eligibility determination based on need or income.
22	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.
Site Staff and Volunteers	
23	The program will establish qualifications for each position so that all staff members directly supervising students meet the minimum qualifications of an instructional aide, pursuant to the policies of the district.
24	Selection of the program site supervisors are subject to the approval of the school site principal.
25	Staff and volunteers will fulfill health screening and fingerprint clearance requirements in current law and in compliance with school district, private school, or agency policy.
Staff Training and Development	
26	The program will provide staff training and development.
27	A program may provide a maximum of three staff development days a year during regular program hours using grant funds.
Other Sites	
28	If the site is not located on a school campus, safe, supervised transportation must be provided to enrolled students.
29	Programs may be conducted on the grounds of a community park, recreational facility, or other site as approved by the CDE in the grant application process.
30	Offsite programs will be aligned with the educational and literacy components of the program with participating students' regular school programs.
31	Offsite programs will ensure communication among teachers in the regular school program, after school staff and parents of students.
32	Offsite programs will comply with all statutory and regulatory requirements of those conducted on the school site.

I acknowledge understanding of and agreement with Certified Assurances



 Signature of Authorized Agent

**After School Education and Safety Program
Renewal Application**

Certified Assurances

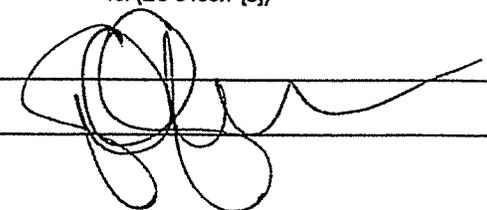
GRANTID: 49-23939-7091-EZ

Attendance and Evaluation Measures	
33	The program will keep accurate program attendance records and report actual attendance to the CDE twice per fiscal year.
34	The program will report school day attendance rates for participating students.
35	The program will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE and provide all required information on a timely basis.
36	The program will provide information for the statewide independent evaluation.
37	The program will respond to any additional surveys or other methods of data collection that may be required throughout the life of the program.
38	The program will annually provide participating students' regular school day annually and program attendance semi-annually. In lieu of the Standardized Testing and Reporting test results the program will submit any assessment or reporting requirement as subsequently established by the CDE.
39	The program will use standardized procedures and collection tools developed by the CDE for evaluation purposes. Locally developed tools or protocols will not be accepted.
Fiscal Issues	
40	The program will expend no more than 15 percent of funding on administrative costs, which include indirect costs.
41	The program's indirect costs will be the lesser of: <ul style="list-style-type: none"> • The school district's indirect cost rate, as approved by the CDE for the appropriate fiscal year, or • Five percent of the state program funding received pursuant to this article.
42	The program will expend at least 85 percent on direct services to students.
43	The program will use these funds to supplement, but not supplant, existing funding for after school programs.
44	The program will provide at least 33 percent cash or in-kind local matching funds from the school district, government agencies, community organizations, or the private sector for each dollar expended in grant funds. Not more than 25 percent of the match requirement will be fulfilled by facilities or space usage.
45	The program acknowledges that State categorical funds for remedial education activities are not eligible as matching funds for after school programs.

California Education Code (EC) citation for each assurance:

1. (EC 8482.3 [c][1]) (EC 8482.3 [f][6]) (EC 8483.3 [c][1])	17. (EC 8483 [a][2])	33. (EC 8482.3 [f][10][C]) (EC 8484 [a][1][B])
2. (EC 8482.3 [c][2]) (EC 8482.3 [f][6]) (EC 8483.3 [c][2])	18. (EC 8483 [a][2])	34. (EC 8482.3 [f][10][A]) (EC 8484 [a][1][A])
3. (EC 8483.3 [c][3])	19. (EC 8483 [a][3])	35. (EC 8482.3 [f][7-8]) (EC 8483.3 [c][11]) (EC 8484 [a])
4. (EC 8483.3 [c][5])	20. (EC 8482.6)	36. (EC 8482.3 [f][7-8]) (EC 8484 [a])
5. (EC 8482.3 [d]) (EC 8483.3 [c][8])	21. (EC 8482.6)	37. (EC 8482.3 [f][7-8]) (EC 8484 [a][2][E])
6. (EC 8483.3 [c][7])	22. (EC 48985)	38. (EC 8482.3 [f][7-8]) (EC 8482.3 [f][10][B]) (EC 8484 [a])
7. (EC 8483.3 [f][1-3]) (EC 8483.3 [c][6]) (EC 8486)	23. (EC 8483.4)	39. (EC 8482.3 [f][7-8]) (EC 8484 [c])
8. (EC 8482.5 [b])	24. (EC 8483.4)	40. (EC 8483.9 [b])
9. (EC 8482.3 [g][1])	25. (EC 8483.4)	41. (EC 8483.9 [a])
10. (EC 8482.3 [g][2])	26. (EC 8483.3 [c][4])	42. (EC 8483.9 [c])
11. (EC 8482.3 [g][1])	27. (EC 8483.7[a][1][C])	43. (EC 8483.5 [e]) (EC 8483.7 [b])
12. (EC 8483.4)	28. (EC 8482.8 [a]) (EC 8484.6 [a])	44. (EC 8483.7 [a][5])
13. (EC 8483 [a][1])	29. (EC 8484.6 [a])	45. (EC 8483.7 [b])
14. (EC 8483 [a][1])	30. (EC 8482.8[a]) (EC 8484.6 [a])	
15. (EC 8483 [a][1])	31. (EC 8482.8 [a])	
16. (EC 8483 [a][1])	32. (EC 8484.6 [b])	

I acknowledge understanding of and agreement with Certified Assurances



**After School Education and Safety Program
Renewal Application**

Outcome Measures Based upon Individual Program Focus

GRANTID: 49-23939-7091-EZ

After School Education and Safety (ASES) programs are required to select one or more outcome measures to demonstrate program effectiveness based upon program focus. Data for chosen measures must be submitted annually as required by EC Section 8484.

Participants of the University of California at Irvine Online Toolbox may elect to use data from the project to measure program outcomes.

Please check one or more of the following evaluation measures of program effectiveness that will be submitted annually to the CDE:

- Any assessment or reporting requirement established by the CDE after the cessation of STAR testing.
- Skill development as reported by school day teachers or after school staff.
- Positive behavioral changes as reported by school day teachers or after school staff.
- University of California at Irvine Online Toolbox program outcome(s).

AFTER SCHOOL EDUCATION AND SAFETY (ASES)

PROGRAM PLAN REPORT

**For
Grantees**

Prepared by:

After School Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



November 2013

This Program Plan Report is required by EC 8482.3(g)(1). It must be completed in its entirety and submitted with the ASES Grant Renewal application.

AFTER SCHOOL PROGRAM PLAN

Grant ID # 49-23939-7091-EZ

District CDS Code 4970912

Grantee Name: Santa Rosa Elementary School District

X LEA (Including COE and Direct Funded Charters) Deity
 DCounty Board of Supervisors

Authorized Signatory (Fiscally responsible for the program)

Name and Title Socorro Shiels, Superintendent

Phone (707) 528-5181 E-mail sshiels@srcs.k12.ca.us

Program Administrator (Responsible for administering the grant)

Name and Title Diann Kitamura, Assistant Superintendent, 7-12

Phone (707) 528-5650 E-mail dkitamura@srcs.k12. ca.us

Co-Applicant Program Administrator (If more than one applicant on the grant)

Name and Title Not Applicable

Phone _____ E-mail _____

Community Based Organization (CBO) if subcontracting for services
CBO Program Administrator

Name(s) of After School Program Site(s)
 (These may be listed on an additional page.)

Site Name	Projected Daily Attendance
Albert Biella Elementary School	85
Brook Hill Elementary School	85
Luther Burbank Elementary School	85
Helen Lehman Elementary School	85
Abraham Lincoln Elementary School	85
James Monroe Elementary School	85
Steele Lane Elementary School	85
Hilliard Comstock Middle School	112

What target population(s) is (are) served by this program?

Target Population	Percentage of School Population	Percentage of ASES grant
English Language Learners	57%	57%
Students scoring basic, below basic & far below basic on standardized tests	41% ELA; 57% Math	41% ELA; 57% Math
Students eligible for Free/Reduced Meals Program	91%	91%

List 3- 5 steps that are taken to recruit and select students from the target population(s).

1. Teacher referrals for academic support, including homework completion, are the primary source of student recruitment.
2. School site intervention team referrals.
3. Articles in monthly school newsletter, as well as the afterschool program newsletter.
4. Back-to-school program orientations and information meetings for parents. Bilingual presentation of all materials and presentations (as needed).
5. Reaching out directly to youth. Youth participants are the program's most effective recruiters offering an honest account of program activities and of what potential participants can expect.

AFTER SCHOOL PROGRAM PLAN

Grant ID # 49-23939-7092-EZ District CDS Code 4970920

Grantee Name: Santa Rosa High School District

LEA (Including COE and Direct Funded Charters) City
 County Board of Supervisors

Authorized Signatory (Fiscally responsible for the program)

Name and Title Socorro Shiels, Superintendent

Phone (707) 528-5181 E-mail sshields@srcs.k12.ca.us

Program Administrator (Responsible for administering the grant)

Name and Title Diann Kitamura, Assistant Superintendent, 7-12

Phone (707) 528-5650 E-mail dkitamura@srcs.k12.ca.us

Co-Applicant Program Administrator (If more than one applicant on the grant)

Name and Title Not Applicable

Phone _____ E-mail _____

Community Based Organization (CBO) if subcontracting for services

CBO Program Administrator

Name(s) of After School Program Site(s)
 (These may be listed on an additional page.)

Site Name	Projected Daily Attendance
Lawrence Cook Middle School	112

Please list the target population(s) is (are) served by this program?

Examples: Homeless, Foster Care, ELL, etc...

Target Population	Percentage of School Population
English Language Learners	47%
Students scoring basic, below basic & far below basic on standardized tests	64% ELA; 66% Math
Students eligible for Free/Reduced Meals Program	86%

After School Education and Safety Program Plan for Grantees

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *California Education Code* (EC) sections 8482 et seq. The program plan is considered a "living" document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

Instructions

To create the program plan, provide a narrative description in response to the prompts listed under each program plan section. Add additional prompts as necessary to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after school program.

I. Program Goals and Requirements

- **Describe how you assessed the needs of the community, students, parents, and school. (Use data from multiple sources to address the needs such as: California Academic Performance Index (API) score, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.)**

In collaboration with school district administration and stakeholders (students, parents, school staff and community members) and Contractor, a community needs assessment was undertaken to identify the needs for after school and summer programming and to identify any gaps in services. The needs assessment included data from the evaluation of the existing after school program. We analyzed demographic and student achievement data, California Healthy Kids Survey, California Physical Fitness Test results and Sonoma County Child Care Needs Assessment data.

Significant percentages of low income, Hispanic and English Learner students are falling below grade level expectations and still scoring below proficient on their STAR tests (see Table 2). Continuing to provide after school programming will help these students bridge the achievement gap, support the foundational skills in math and language arts, particularly for the English Language Learners.

Attendance and truancy

As shown in Table 1, these schools have very high truancy rates. Attorney General Kamala Harris recently reported, "One out of every four California elementary school students are truant each year, an "attendance crisis" that is jeopardizing their academic futures." For the students attending these Santa Rosa schools, the average truancy rate (35%) exceeds both the county (16.8) and state (28.5) averages but is an alarming 50% at the Steele Lane school site. Reducing chronic absences and thereby increasing academic achievement and student engagement is a high priority for the district and is compelling reason to expand the number of students being served after school. "Well-designed and effectively implemented after-school programs add to the chances that at-risk students will stay out of trouble, stay in school, and stay engaged with their education" (Peterson & Fox, 2004, p.183).

Juvenile crime rate: Juvenile crime statistics indicate a disproportional impact to the families described in this needs assessment. Specifically, 681 young people from these neighborhoods of Santa Rosa were booked in Juvenile Hall.

- 85% of these youth have been expelled or suspended from school;
- 46% of these youth had a parent or sibling who had been incarcerated;
- 78% of the custody population is male, 22% is female;
- 64% of the custody population is Hispanic; and
- 58.4% of these youth self-report as gang members.

Table 3	Seen a weapon at school	Brought a weapon to school	7 th Grade Gang Affiliation	9 th Grade Gang Affiliation
Sonoma County	22%	3%	12%	19%
Santa Rosa Elementary	15%	2%	n/a	n/a
Santa Rosa Middle	22%	4%	4%	8%

California Health Kids Survey Elementary; Kidsdata.org

With strong gang activity in the neighborhoods, providing a safe place where youth are able to develop positive relationships with caring adults is of utmost importance.

School community safety

It is well known that the hours between 3:00-6:00 PM represent the greatest risk for school-age children. Many students lack a positive adult role model and have poor nutritional practices that make them physically unfit, overweight and vulnerable to serious health risks. The Sonoma County Public Health Estimates of Childhood Obesity Report shows rates of obesity among low-income Hispanic children in Sonoma are significantly higher than rates for White, non-Hispanic children in all age categories and that the obesity rate among female Hispanic 5th graders is almost three times that of White, non-Hispanic females. Additionally, results of the California Physical Fitness Test shows an average of 36% of 5th grade students are "In Need of Improvement High Risk", below the county average of 31%. The California Healthy Kids Survey of 5th

Table 1	Enrollment	P.I. yr	Parent Education Not a high school grad %	Hispanic (Hisp)	English Learner (EL)	Free/ Reduced (F/R)	Language Arts % BELOW Proficient	Math % BELOW Proficient	Suspension / Truancy Rates
National				20.5%	10%	47.5%			
State				52%	22.3%	57.5%	43%	49%	
Sonoma County				40.4%	22.4%	44.8%	40%	48%	
Biella (Albert)	485	3	29%	67%	46%	93%	56%	48%	6.7 / 39.5
Brook Hill	437	5	44%	75%	55%	91%	64%	53%	4.7 / 47.4
Burbank (Luther)	364	2	54%	90%	59%	94%	53%	33%	3.1 / 31.7
Lehman (Helen)	515	4	43%	76%	59%	93%	51%	39%	9.0 / 25.0
Lincoln (Abraham)	381	5	59%	95%	79%	97%	68%	47%	12 / 31.8
Monroe (James)	455	5	69%	91%	73%	97%	66%	46%	10.6 / 33.6
Steele Lane	434	5	44%	74%	59%	87%	60%	49%	6.0 / 50.5
Comstock (Hilliard)	301	5	54%	75%	32% EL / 40% RFEP	80%	70%	62%	23.0 / 15.8
Cook (Lawrence)	355	5	60%	78%	47% EL / 31% RFEP	86%	64%	66%	33.7 / 32.7

Source: DataQuest 2012

The student population at the targeted schools is predominately **Hispanic (80%)**, **English Language (EL) learners (57%)**, and eligible for **Free and Reduced Priced Meals (FRPM) (91%)**. These numbers far exceed the County, State and National averages (see Table 1). In addition to ethnic, socioeconomic and linguistic challenges, families also struggle with the low parental educational attainment levels (**48% not a high school graduate**) and lack of understanding of the American school system (see Family Literacy Narrative).

Table 2	API 2008-2009	API 2012-2013	API Improvement	Language Arts % BELOW Proficient 2008-2009	Language Arts % BELOW Proficient 2012-2013	Language Arts Improvement	Math % BELOW Proficient 2008-2009	Math % BELOW Proficient 2012-2013	Math Improvement
Biella (Albert)	767	775	8	52%	56%	-4	49%	48%	1
Brook Hill	738	739	1	61%	64%	-3	52%	53%	-1
Burbank (Luther)	776	790	3	54%	53%	1	46%	33%	16
Lehman (Helen)	777	795	17	59%	51%	8	47%	39%	8
Lincoln (Abraham)	730	727	-3	63%	68%	-5	48%	47%	1
Monroe (James)	738	735	-3	62%	66%	-4	51%	46%	5
Steele Lane	723	758	28	60%	60%	0	54%	49%	6
Comstock (Hilliard)	699	724	25	61%	70%	-9	66%	62%	4

grade students (see Table 3) reported additional risk factors including, alone at home without supervision, bullying, and early use of drugs/alcohol.

Table 3 California Healthy Kids Survey – Santa Rosa Schools	5 th grade	7 th grade
Moved 1 or more times in past year	47%	52%
Tried alcohol	16%	13%
Tried inhalants	2%	5%
Feel safe at school, most or all of the time	88%	79%
Feel safe outside of school, most or all of the time	73%	n/a
Been hit or pushed, most or all of the time	6%	28%
Hit or pushed someone, 1 or more times	21%	27%
Home alone without adult supervision	30%	41%
Stay for after school program	16%	n/a

The after school program addresses the cognitive, social/emotional and physical development needs by allowing students to develop relationships with caring adults, have opportunities for meaningful participation and high expectations from others.

- **Which collaborative partners were included in the assessment (community partners, parents, K-12 staff, etc.)?**

The comprehensive assessment/review process revealed the need for continuing after school youth services and academic support at the targeted school sites. Site-specific parent surveys (90) identified strong interest in after school academic support programming (homework assistance) as well as supplemental programs being offered during school vacations and over summer to help prevent summer learning loss. Annual student survey (250) results indicated a desire for increased enrichment programming with sports/recreation, science, arts and music activities topping the list. Formal and informal polling of teachers (100) identified that teachers would like students to have more time to practice and reinforce standards taught in the classroom, reinforcement of English Language Development skills, more time for enrichment activities that complement the school day program and continued assistance with insuring homework completion, daily designated supervised reading time and regular supervised foundational math fact practice.

- **Identify and describe 3-5 program goals developed from the results of the needs assessment.**

The ultimate goal of the after school program is to provide a high quality academic support programs and enrichment programs that help close the achievement gap of at risk students by developing local partnerships between the school and local community resources. Program goals identified by the needs assessment include, but are not limited to, the following:

1) **Academic success** for all students measured by increasing homework completion rates and by student performance as measured on their report cards and any assessment or reporting requirement established by the CDE after the cessation of STAR testing. By offering daily homework assistance, extended homework assistance and academic and enrichment activities that help bridge the achievement gap between at risk students and their classmates.

2) Increase the number of English Learners performing at grade level in Math and English by providing academic assistance and enrichment activities which support the new Common Core Standards and reinforce grade level foundational skills.

3) Cultivate a culture of physical fitness, good nutrition and healthy lifestyle behaviors. Enrichment programs are designed and implemented to provide regular opportunities for all participants to acquire the knowledge and skills and then put their knowledge into action both afterschool and at home.

- **List 3-5 ways you recruit and retain students to achieve and maintain attendance requirements of the program?**

Students are recruited through a variety of means that ensure that a wide audience is aware of the availability of the after school programs. Strategies for student recruitment/retention:

1) Awareness of the Program: Students cannot benefit from afterschool program if they do not know about it and the benefits of participation. Recruitment and retention of students in the after school program is accomplished through written and oral communication that reaches all families in Santa Rosa City Schools. Parents who enroll their students must attend an annual Parent Orientation and in turn, receive a parent handbook. When expectations and policies are clearly communicated to all parties involved, parents and students will make a commitment to program participation. All information is published in the home language of the student, if possible. After school program staff is trained to work on building relationships with parents and students and parents are encouraged to talk to staff about any concerns they may have throughout the year regarding their child's participation in the program.

2) Reaching out to Youth: Youth participants are often a program's most effective recruiters (McLaughlin, 2000) offering an honest account of program activities and of what potential participants can expect. Research also indicates that youth with friends who participate in afterschool programs are more likely than others to participate themselves (Anderson-Butcher, Newsome, & Ferrari, 2003). Providing opportunities for students to participate in high quality academic support programs, engaging enrichment activities such as art, music, and drama, as well as regular sports and fitness programs, leadership programs and healthy lifestyles programs ensure a well-rounded and interesting program that the students want to attend.

3) Allocating Space for At Risk Youth: After school administrators and staff recognize that a high quality after school program that attracts and engages the interest of young people is the best way to maintain attendance levels. The afterschool program works with school administrators and teachers to identify at risk students who need academic support, need better engagement in learning, have risk factors such as chronic absenteeism, behavioral problems or need social-emotional support. A list of students who should be given priority for enrollment is provided to the Program Director, who works with school staff to reach out to identified students' families and register the students for program. The Program Director and school staff will work to inform families of supports available through the afterschool program at back-to-school-night, open house, via newsletters and at parent-teacher conferences.

4) Maintain Attendance Requirements: The above-mentioned strategies help recruit and maintain student participants. In addition, weekly afterschool staff meetings, monthly district staff meetings and regularly scheduled trainings help ensure a high quality program is in place that ensures attendance requirements are met. The average daily program attendance is reviewed weekly to ensure the program is meeting its target attendance goal. Any identified deficiencies are immediately addressed with actions plans immediately implemented to increase student daily attendance and participation.

- **How will data be collected on student subgroups to evaluate whether you're meeting the program goals?**

Data is collected for continuous quality improvement and to meet COE evaluation requirements (ASSIST and Statewide Evaluation Reports). Data collection begins with a membership application, including all demographic data, family situation data and all key contact information, which is entered into a Contractor's SIS. Other student data is obtained directly from the school, including State Student ID number, English Language proficiency, school attendance/absence data and student performance on the California Standards Test (STAR) or any subsequent assessment and reporting requirements established by the legislature.

An annual meeting with school administrators in August provides the opportunity to review the Action Plan and has previously used STAR cluster scores to discuss supplementing and supporting core content areas to ensure academic success and help with planning. Monthly meetings and staff trainings offer a vehicle for implementation of continuous program improvement at the program site and throughout the organization. Actively reviewing the extent to which the program is meeting its goals and objectives helps identify factors that impact efficiency and efficacy and allow us to be reflective and make necessary adjustments for program improvement. The Annual Afterschool Program Report is available to local stakeholders, community partners, Contractor Board of Directors and other interested parties as requested.

An Annual Impact Assessment, pre/post-tests, student surveys and staff input allow ongoing measurement of program effectiveness and comparison with the projected results. At the end of every eight week period, outcome measurements are utilized by the Program Director and the organizational leadership team to a) assess the effectiveness of the programs/activities that are offered, b) to provide input for the action plans to provide quality improvements to program content and delivery and c) to address any actionable items. The Annual Afterschool Program Report will present program results compared to performance measures/objectives, present qualitative and quantitative data from surveys and describe program strengths and weaknesses. A quality review team analyzes the evaluation findings and uses these to develop the Action Plan for the following year.

II. Program Content/Quality

- Describe the educational and literacy element and educational enrichment element of the after school program.

The educational element is designed to help students meet state and local academic achievement standards in core subject areas and meet the needs identified during the needs assessment, specifically homework completion and English Language Development. Every day, the after school program provides homework assistance, tutoring, and mentoring aligned with the students' regular course work. All academic assistance programs are coordinated by after school program staff and school day personnel through weekly meetings and daily status reports.

Educational and literacy programs include:

Power Hour (homework assistance) provides a structured time (60 minutes daily) and place for students to receive the support, resources and guidance necessary to complete their homework. A key component of Power Hour is a 20 minute read-aloud or silent reading time. Accelerated Reader Lexiled books provide all students access to appropriately leveled books for homework or leisure reading times. Power Hour homework rooms are separated by grade level, allowing staff & volunteer mentors to focus on specific grade level content. A copy of grade level homework packets and textbooks are provided by teachers for use after school. Additional high yield learning activities (HYLA) are available for those students who finish early or who do not have homework. HYLA's support grade level content standards with academic activities that help reinforce foundational skills through the use of crossword puzzles, flashcards, problem solving and more. Power Hour staff track student's daily academic successes and are celebrated at monthly Power Hour parties. In addition, **Power Hour Plus** provides an additional hour of homework assistance every day for students who need extra time to continue working on their homework or who would like additional help and support as they work toward achieving their academic goals.

Tutoring – Academic specialists provide small group and 1:1 tutoring and reading intervention to students who may be struggling in core academic subjects. District adopted textbooks and supplemental curriculum is utilized to ensure alignment with the regular school day. Contractor is an approved Supplemental Educational Services (SES) provider and may provide small group tutoring in literacy and math to recommended students.

English Language Learners (EL 's) - Research shows that English Learners speak only an average of 90 seconds per day in class and that they significantly benefit from participation in after school programs where they are provided increased opportunities to practice language skills (Weisburd, 2008). After school program staff use their knowledge of students' languages and cultures to create high-quality literacy lessons to provide students an opportunity to share their own experiences, family backgrounds, languages and cultures, and to deepen their understanding of, and connection to, a variety of cultures. Contractor is participating in the CalSAC's EL Training &

- Describe the educational enrichment element of the after school program.

Enrichment programs are varied, holistic, and actively coordinated with the students' regular day program. These programs are designed to reinforce 21st Century learning skills and support California Core Curriculum and curriculum frameworks. All enrichment programs are categorized in 5 Core Areas: Education & Career Development, Character & Leadership, Health & Life Skills, The Arts, and Sports Fitness & Recreation. Enrichment activities offered are always evolving with the input and interests of the students, their parents and collaborative partners like teachers.

Programs are offered in multiple sessions during the year, ensuring all students have the opportunity to participate in a variety of activities from each Core Area. Consulting with their parents, students are able to design a schedule that encourages full participation in after school programming. Field trips, guest speakers, and specialists are often included to augment the programs and spark new interests in students. All programs are designed using the following Youth Development Goal: to build a sense of competence, usefulness, belonging, and influence.

Educational enrichment programs include:

Arts & Music Education – *Fine Arts* programs encourage artistic expression in drawing, painting, sculpture, printmaking, and more; *Music Makers* provides instrumental and vocal programs; *Drama Matters* is a theater arts and stagecraft program; *Image Makers* provides beginning and intermediate photography lessons. *Performing Arts* provides activities such as Ballet Folklorico & other cultural dance programs.

Violence & Drug Prevention – *Skills Mastery & Resistance Training (SMART) Moves* is a nationally acclaimed health, fitness, prevention/education and drug & alcohol prevention program; *Let's Get Real* focuses on teen name-calling & bullying prevention; *Teaching Tolerance* is the Southern Poverty Law Center's anti-bias, social justice and diversity programs. Physical Fitness - *Triple Play* is an evidence-based daily sports & fitness program. *Team Sports* are skill building programs focusing on the following sports: soccer, basketball, football; *Daily Challenge* is a fun group activity to engage all students in physical fitness. *SPARK* (Sports, Play and Active Recreation for Kids) is a researched-based program also utilized in the after school program.

Counseling and Character Education Programs- *Torch Club* is a teen service learning program. *Helping Hands* is the elementary service learning program *Youth of Month/Year* is our premier youth recognition program. *Youth for Unity* encourages diversity awareness and acceptance of others.

- Describe how the after school program is aligned with the regular school day.
List 3-5 strategies or steps you have taken to achieve this goal.

After school educational enrichment curricula are closely aligned with high priority initiatives focused on equipping students with the skills needed to master the new Common Core skills and providing students opportunities to work cooperatively, make

Professional Development Project, which will not only support the students, but also assist with addressing family literacy needs.

Reading & Language Arts – We have implemented the *KidzLit* reading enrichment program which was designed specifically for after school programs to help increase motivation to read and build literacy skills. We have incorporated more expository literature (books and magazines) into the program to help prepare students for the cognitive demand of understanding complex text. Staff regularly utilizes *Kid Scoop News*, a local monthly tabloid newspaper for students in grades 2 through 8 which supports the common core standards by presenting high interest informational text in fun ways. Our members are also contributing reporters. In addition, academic enrichment programs such as poetry, creative writing, and spelling bees provide creative ELA activities that enhance the learning experience.

Math & Science Education -. Working closely with Lawrence Hall of Science (LHS), we are providing highly effective STEM programs that provide hands-on math and science exploration. Contractor is the only afterschool provider in Region 1 and the only Contactor in California to participate in the California Afterschool Network (CAN) JumpStart STEM Initiative and is a participant in the Ca/SAC *Gender Equity in Afterschool/ Computer Science research project (GEACS)* offering the ITC4me curriculum. We are currently utilizing the *KidzMath*, *KidzScience*, *NASA Saturn Jewel of the Solar System* and *Immersion Presents* curricula, providing engaging hands-on, project-based activities that allow students to develop science process and inquiry skills and to explore career opportunities in the sciences

Career-technical Education – Career exploration is built into dozens of our programs and also within specially designed career programs. These programs help develop the skills students need to compete in a global community and expand their horizons through interactions with a wide variety of professionals. *Career Launch* is a career exploration and job readiness program; *Goals for Growth/Graduation* provides personal and academic goal setting programs.

Nutrition Education – There are numerous opportunities for students to put their nutrition education to work while serving snacks/meals and in culinary arts programs by using fresh fruits & vegetables from Farm to Pantry and from the program gardens. In addition, students participate in *Healthy Habits*, a healthy eating and fitness program where students grow their own vegetables, learn to try new healthy foods and also learn to cook while gaining math skills such as measurement and vocabulary and spelling of newly tried foods. Programming includes a focus on healthy lifestyles choices. As part of the national programming, we offer *Healthy Habits*,; *Positive Sprouts*, a community gardening program; and *Kids Cooking*, a culinary arts program, just to name a few.

Financial Literacy & Entrepreneurial Education – Contractor partners with *Junior Achievement (JA)* of Northern California to provide grade appropriate work-readiness, entrepreneurship and financial literacy programming. Banking industry professionals are regular program volunteers.

Telecommunications & Technology Education – All students who access computers are required to participate in the National Center for Missing & Exploited Children's *NetSmartz* internet safety lessons; *Skill Tech*–teaches basic word processing, spreadsheet and slideshow programs; and *Digital Arts* - computer generated art programs.

presentations and engage in problem solving and creative thinking through hands-on experiential learning research-tested curricula. These programs not only improve student performance through their content, but by fostering a love of learning and motivating students to actively engage with staff and peers. Input from site observations by Program Directors, and after school program administrators are documented for adherence to curriculum fidelity, youth development program design and alignment with school day.

Strategies used to ensure alignment include, but are not limited to:

Grade-specific homework rooms - Students are grouped with grade level peers during homework time so that they can focus on grade level assignments and use peer collaboration to deepen their understanding of the curriculum.

Identify and perpetuate the schools' goals, objectives and culture after school – While after school programs are recognized as distinct enrichment environments, it is important for programs to keep state and local school curriculum standards in mind during program planning. This strengthens the ties between program goals and school teaching objectives and lead to a more seamless transition in learning for students.

Support shared data -Sharing tests scores, grades, behavior reports and other important student information between learning environments facilitates instruction and enhances student outcomes.

- **Describe how the program identifies and selects nutritious snacks. Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**

Every day, we serve a **nutritional snack** (two items from two separate food groups) **and/or meal** to every student who attends the program. The Santa Rosa after school programs are now participating in the At-Risk After School Meals component of the Child and Adult Care Food Program (CACFP), serving a healthy supper every day. All snacks and meals meet specific state and federal nutrition requirements as stated in California Education Code (EC) Section 49431 and AB626. Snacks and meals are provided by Redwood Empire Food Bank (REFB) and any additional snacks/meals are checked using the California School Food Standards Calculator on the Region 1 website. REFB also provides annual food handling safety instruction for program staff and also monitors the sites for compliance to both food safety and distribution regulations.

Examples of snacks offered include, but are not limited to: apple and string cheese; sunflower seeds and yogurt; healthy baked cookie and milk. Examples of meals offered include, but are not limited to: turkey sandwich, fruit & veggies, milk; chicken Caesar salad, bread roll & fruit, milk; ham wrap, fruit & veggies, milk.

III. Collaboration and Partnerships

- Describe the collaborative process used to plan, implement and update the after school program.

Santa Rosa City Schools District joined forces with Contractor in 2012 to work towards the goal of closing the achievement gap of students that meet the program criteria. This partnership has developed and grown over the past year of collaboration, through regular meetings with the site principals, ongoing financial and administrative support, and opportunities to collaborate with specialists to incorporate new programs that meet new needs of the students. The key partners meet yearly to plan the school year and review COE requirements for after school programming. Strong partnerships with the school district and other nonprofits who have extensive experience in youth leadership/development, partnership development, alignment with the school day and sustaining effective programs ensure the after school program is providing excellence in supporting all of our youth allowing them to reach their full potential.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g. MOUs, service providers, in-kind, etc.)

Contractor offers a daily, diversified after school program that includes both academic and enrichment program. Contractor is responsible for all aspects of after school program administration including staffing, data collection for grant reporting, and supply purchasing.

Circle of Sisters, a program that enhances the social skills and self-esteem of young girls ages 9-14;

Junior Achievement of Northern California, a nationally recognized work-readiness, entrepreneurship and financial literacy program that empowers young people to their own economic success;

Free Bookmobile of Sonoma County, a community service organization that promotes literacy and the love of reading by giving away high quality books to students;

Redwood Empire Food Bank, the local food county bank who provides daily meals, additional healthy snacks, and coordinates the Summer Food Service Program (SFSP).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

We would like to expand our connection with Sonoma State University (SSU), Santa Rosa Junior College (SRJC) and the Children's Museum of Sonoma County. In addition, we are looking to continue expanding programs in Science, Technology, Engineering and Math (STEM) to reinforce 21st century learning skills.

- **List the projected meeting schedule with your collaborative partners.**

At the site level, the Program Director attends a monthly school staff meeting and additionally meets weekly with school principal, or other leadership school staff such as counselors or intervention teachers. The Area Director also meets monthly with the school principal and has ongoing communication as issues or opportunities arise. Program staff is each assigned to specific grades. They may attend grade level teacher staff meetings and/or sit in on classes periodically to support homework follow-up. After school staff will review students' daily reading logs and homework agendas and sign off on them after completion, exchanging notes with teachers through the packets.

IV. Staffing

- **What are the school districts' minimum requirements for an instructional aide? How will the administrators ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide?**

A maximum ratio of 20 students to one adult is maintained at all times, and all staff members are required to meet the California Department of Education Requirements for Paraprofessionals:

- High school diploma or the equivalent **AND**
- Two years of college (48 units), or A. A. degree (or higher), **OR**
- Pass a local assessment of knowledge and skills.

Bi-weekly Sonoma County Office of Education instructional aide tests are administered and scored by Contractor. A passing score of 70% or better is required for both English Language Arts and Math sections. In addition, all after school program staff are Adult/Child CPR & Standard First Aid certified and have a negative TB test.

- **How will staff be recruited and retained?**

The after school program staff is comprised of one full-time Program Director who possesses a Bachelors Degree. Preference in staffing is for community members who represent the population ethnically, linguistically and culturally. Potential staff members are also recruited from local colleges and universities. Staff is involved in program planning and direction, which increases their engagement in the program and promotes retention.

All site staff including Program Directors, Senior Program Coordinators and Program Coordinators undergoes a rigorous behavior-based interview before being placed in any role working with youth. Senior Leadership ensures that all potential staff members are interviewed by at least two managers, references are checked and a criminal background check is administered. Before working with students, new staff receive extensive orientation and training. Once hired, all new staff must participate in *Contractors*, a training designed for new staff that highlights all aspects of daily Club operations.

- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Santa Rosa City Schools District has partnered with Contractor to provide after school services served by the ASES. The organizational chart reflects the staffing provided by Contractor to support the after school program.

Title	PT/FT	Education Requirements	Responsibility
Area Director	FT	Bachelors Degree	Supervises 4-6 Program Directors, responsible for senior level program planning and administration.
Program Director	FT	Bachelors Degree	Supervises appropriate Program Coordinators and responsible for day-to-day management of one Club location. Also responsible for organizational program development. Responsible for direct service.
Sr. Program Coordinator	FT	Bachelors Degree or Currently Enrolled in 4 year University	Supports Program Director at double funded sites and responsible for program implementation.
Program Coordinators	PT	Bachelors Degree or AA Degree or currently enrolled in college who successfully passes the Instructional Aide Proficiency Examination	Responsible for delivering programs and supervising students.
Director of Program Services	FT	Bachelors Degree	Area Director Peer, responsible for organizational Program Development and coordinating outside resources. Responsible for Grant Administration
Volunteer Coordinator	PT	Bachelors Degree	Responsible for recruiting, training and supervising program volunteers.
Human Resources Manager	FT	Bachelors Degree	Responsible for managing recruitment and hiring process.

- What professional development activities will be provided to staff and how will those activities be determined?

Contractor organizational core values include a strong Commitment to Excellence. That commitment is especially applied to the hiring, training and evaluating of qualified

youth development professionals. We understand that quality, passionate staff is the key to providing top quality after school programming. All site staff including the Program Director, and Program Coordinators undergo a rigorous behavior-based interview before being placed in any role working with youth. Senior Leadership ensures that all potential staff members are interviewed by at least two managers, references are checked and a criminal background check is administered. Before working with students, new staff receives extensive orientation and training. Once hired, all new staff must participate in *Contractor*, a training designed for new staff that highlights all aspects of daily Club operations and youth development strategies. In addition, every staff must meet the requirements for an Instructional Aid, be certified in CPR and First Aid, and have a negative TB test.

Contractor values training and recognizes staff for meeting training expectations. Program staff will be trained within the *Contractor* model which outlines a minimum of 36 hours of training per year. Quarterly, we coordinate a Youth Development Conference for all of our direct service staff to provide these trainings. All staff participate in an *Orientation to Youth Development Principles (2 hours)*, *101 (2 hours)*, *Safety & Supervision (2 hours)*, *Positive Discipline (2 hours)*, *Curriculum-specific training (varies)*, *Outcome Measurement Toolkit (4 hours)*, *IMPACT Assessment (4 hours)* as well as *monthly On-the-Spot Team Training (2 hours)*. Many additional trainings are developed and implemented by Contractor through regional conferences as well as visiting trainers, and the balance are led by internal resources or local partners, like Sonoma County Afterschool Network (SCAN) and CalSac. We are frequently asked to be presenters at the State Regional Conferences. Board Members may attend a National & Regional Board Leadership Conference.

Finally, we conduct ongoing evaluation and coaching of our staff. As far as conducting annual performance appraisals, all site staff have weekly staff meetings and every staff member receives one-on-one weekly coaching sessions to celebrate success and offer improvement strategies. Annual performance appraisals conducted in November are based on our organizational Core Values and IMPACT Areas. IMPACT Areas include: Transitions, Safe & Positive Environment, Fun, Supportive Relationships, Opportunities & Expectations, Recognition and Overall Club Operations.

V. Program Administration

- **Describe the system in place to address the fiscal accounting and reporting requirements of the grant.**

Fiscal accounting and reporting for the after school program grant is managed through a primary and secondary method. The primary method occurs through the Contractor Contractor Business Office tracking and maintaining all fiscal records that meet local, state and federal guidelines, as well as those

guidelines that govern the administration of grant funds. This includes the processing of Purchase Orders, approval of contracted services agreements, the maintenance of the General Ledger and all payroll related information by the Business Services accounting staff, etc. Budget report responses related to actual expenditure calculations and figures are generated by the Business Office Manager.

The secondary method occurs through the Contractor Program Services Grants Manager who is responsible for submitting all attendance reports accurately and timely manner and entering the data on the ASSIST web based reporting system. The Business Manager and Grants Manager work together to ensure all reports are completed and submitted to GUSD with the due dates.

- **Describe the process of obtaining in-kind local matching funds (at least one-third of the total grant amount) for After School Education and Safety (ASES) grants, and list those entities and the value of the contributions.**

The costs of the program is extremely efficient. This is in part because we utilize the school facilities and thus do not incur additional brick and mortar expenses. We also receive in-kind donation of the snack/meals through the local food bank providing a significant saving to the program. We have over a dozen program partners who provide great enrichment programs. Some of these partners include Junior Achievement of Northern California, Lawrence Hall of Science, Landpaths, the Sonoma County Volunteer Center & the Sonoma County Free Bookmobile.

ASES In-kind maximum 33%

In-kind facility usage (maximum allowable)	\$12,362.63	8%
In-kind daily snack	\$13,267.10	9%
Executive & administrative (beyond 15% of allowable grant)	\$23,820.78	16%

- **Describe how attendance is recorded, including the sign-in and sign-out procedures. Attach the early release and late arrival policies.**

Once a student is a member of the after school program, we acquire their school-level data. Ongoing data collection for individual student participants involves coordinating with the school administration to access the required information necessary for the annual Statewide Evaluation Report. This data includes, but is not limited to, State Student Identifier (SSID) numbers, STAR scores, English Language Learner identification, school enrollment and absence numbers, free/reduced lunch numbers, and special education data. The Statewide Evaluation Report is compiled upon receipt of STAR scores and submitted annually in October.

Daily Attendance Rosters- Sign-in/out sheets capture the daily attendance and individual program/activity sign-in sheets allow tracking of program participation. Program Coordinators check-in the students and parents are required to sign-out the student, indicating the time picked-up and an Early Release Code if

applicable. The sign-in sheets are collected by the Program Director who enters the attendance data into the eSchools Plus (District) and VISION (Club) databases. Attendance sign-in/out sheets are turned in to the Program Services Office monthly. These records are stored for the annual ASES audit and kept for 5 years.

Weekly Attendance Reports- A weekly summary of attendance is submitted every Monday morning to our Administrative Coordinator who consolidates and disseminates the organizational report to all stakeholders. The Program Director is entering their attendance data into the membership management system (VISION) and their weekly report is pulled from this tool.

- Describe the process and time frames for periodic review of the program plan.

The Program Plan is reviewed on an annual basis to ensure that the plan continues to meet the needs of the program participants, academically, socially and physically. While this process formally occurs on an annual basis, there continues to be on-going formative assessment of the program in order to make mid-year adjustments as needed, rather than waiting until the next year to implement needed changes and updates.

- If the program has implemented SB 429 of 2011, which allows 6 hours supplemental grant programs (prior approval required by COE), include the following:

Not Applicable

VI. Outcome Measures and Evaluation

- How will you evaluate the program's effectiveness? What criteria will you use?

We measure program effectiveness by collecting data on the following indicators: change in academic performance, program attendance and student commitment to specific programs, successful accomplishment of daily attendance goals, increase in positive behavior as reported by school staff & parents, and qualitative student preference data. We also assess our programs annual in the areas of Positive Youth Development, High Yield Activities, Targeted Programs, and Regular Attendance. The following table summarizes the measurement of results and the collection and reporting of the data:

Level of Data Collection	Indicators	How Collected
Individual Level Data (including student, parents, staff, and administration)	<ul style="list-style-type: none"> - Student program attendance - Student intake data - Behavior problems/ improvements - Program satisfaction 	<ul style="list-style-type: none"> - Program attendance records - Membership application - Discipline records - Student, parent, staff, principal surveys

CELDT	75% will make progress in their CELDT scores
CA Physical Fitness Test (5 th & 7 th grade only)	80% of 5 th grade students will improve their scores by 7 th grade.

- **List 3-5 methods you will use to correct or improve the program based on the results of the outcome measures?**
 1. Monitoring of student academic progress on progress reports and report cards to facilitate intervention for students who are at risk of failing.
 2. Review cluster scores of all program participants to ensure they are making progress towards proficiency.
 3. Increased opportunities for vocabulary and language development for English Language learners by maximizing opportunities for language use,
 4. Include daily fitness challenges for all program participants to reduce the number of 5th grade students identified as at risk on the California Physical Fitness Test.

Program Level Data	<ul style="list-style-type: none"> - Program enrollment and attendance information - Staffing - Program content/curriculum - Staff training and retention 	<ul style="list-style-type: none"> - Attendance records - Employment records - Staff development logs
School/District Level Data	<ul style="list-style-type: none"> - School attendance data - STAR scores - CELDT scores - School discipline data 	<ul style="list-style-type: none"> - School attendance records - District assessment database - COE DataQuest

Membership Applications capture all demographic data, family situation data and all key contact information used to evaluate program attendance are at-risk and in need of academic intervention.

Daily Attendance Rosters report the daily attendance and program participation. We evaluate student interest in enrichment programs by measuring increases and decreases in attendance across each session of a program. Sudden drops in certain activities indicate a continuous improvement process may be necessary to improve impact.

Monthly Program Reports are the primary mechanism for measuring overall program effectiveness. These thorough reports capture cumulative attendance, membership demographics, snack served, volunteer hours donated, and specific academic and enrichment program participation information.

Student & Parent Surveys are administered (in English & Spanish) at the conclusion of each 8 week program cycle to evaluate student interest and overall impact of all program offerings. Parents report on behavior & attitude changes as a result of participation and student enrichment activity preferences.

School Staff Surveys indicate any changes in behavior or academic accomplishment in enrolled students.

Contractors Annual Impact Assessment is a process for evaluating program impact in the areas of Positive Youth Development, High Yield Activities, Targeted Programs, Regular Attendance and Planning and Outcome Measurements.

- **What required outcome measure(s) pursuant to EC 8484(a) (2) have been selected to demonstrate program success?**

Pupil Standardized Testing and Reporting (STAR) Program test scores or any subsequent assessment and reporting requirements established by the legislature were selected to demonstrate program success pursuant to EC8484(a) (2).

- **Describe the results of the selected outcome measures.**

Selected Outcome Measures	Results
STAR test Scores or any subsequent assessment and reporting requirements established by the legislature	80% of students will show progress towards proficiency

CELDT	75% will make progress in their CELDT scores
CA Physical Fitness Test (5 th & 7 th grade only)	80% of 5 th grade students will improve their scores by 7 th grade.

- List 3-5 methods you will use to correct or improve the program based on the results of the outcome measures?
 1. Monitoring of student academic progress on progress reports and report cards to facilitate intervention for students who are at risk of failing.
 2. Review cluster scores of all program participants to ensure they are making progress towards proficiency.
 3. Increased opportunities for vocabulary and language development for English Language learners by maximizing opportunities for language use,
 4. Include daily fitness challenges for all program participants to reduce the number of 5th grade students identified as at risk on the California Physical Fitness Test.