

AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM PLAN



Redlands Unified School District

Grant ID #36-23939-6784-EZ

County District Code: 36678430000000

Name of Grantee

Redlands Unified School District

ASES Program Contact

Cherish Bohlman, ASES Liaison

20 W Lugonia Ave, Redlands, CA 92374

Office: 909-748-6908

Fax: 909-307-2489

ASES Financial Signatory

Brian Guggisberg, Business Manager

20 W Lugonia Ave, Redlands, CA 92374

Office: 909-307-5300

Collaborating Agency Administrators

<u>Creative Brain</u>	<u>Mentone SOAR</u>	<u>Think Together</u>
Eckart Seeber, CEO 15790 Prairie Wy Riverside, CA 92508 (888)674-2171	Jo Bohlman, Site Director 1320 Crafton Ave Mentone, CA 92359 (909)794-8639	Johanna Lizarraga, General Manager 202 E Airport Dr San Bernardino, CA 92408 (909)723-1400
<u>Sites</u>	<u>Site</u>	<u>Sites</u>
Clement Middle School	Mentone Elementary	Bryn Mawr Elementary
Cope Middle School		Franklin Elementary
Moore Middle School		Kingsbury Elementary
		Lugonia Elementary
		McKinley Elementary
		Victoria Elementary

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Names of After School Program Sites

Site Name	Projected Daily Attendance
1. Bryn Mawr Elementary	100
2. Clement Middle School	100
3. Cope Middle School	71
4. Franklin Elementary	100
5. Kingsbury Elementary	100
6. Lugonia Elementary	100
7. McKinley Elementary	100
8. Moore Middle School	68
9. Mentone Elementary	100
10. Victoria Elementary	100

Target Populations for ASES Programs

Target Population	Percentage of School Population
<input type="checkbox"/> SEI	59.8%
<input type="checkbox"/> English Learners	8.8%
<input type="checkbox"/> Foster Youth/Homeless	0.6%

1. **Safe and Supportive Environment: The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.**
 - 1.1. Programmatic Level
 - 1.1.1. The afterschool program providers will work with the district liaison to provide written policies regarding behavior, safety practices, and health (injury/sick child) policies. These policies are provided to families at the time of registration. Additionally, this information will be shared at Open House or Back-to-School night, be posted at the Sign Out location, and be available upon request.
 - 1.1.2. Policies and Procedures that support the Safe and Supportive Environment:
 - 1.1.2.1. Parents and guardians are required to notify program providers of medical needs of their students. Those needs will be communicated by the Site Coordinator to the District Lead Nurse who will coordinate support and/or training for program staff.
 - 1.1.2.2. Afterschool staff will always wear a name badge identifying their name and position.
 - 1.1.2.3. Afterschool programs will post a schedule indicating where students are located during the program day, identifying them by their group's or grade level name.

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- 1.1.2.4. Afterschool programs will ensure that each staff member is First Aid and CPR trained. Certificates of training will be kept on file at the program provider's office.
- 1.1.2.5. Afterschool program staff will document all incidents regarding major behavior infractions and injuries, including written reports and records of phone calls with parents and/or guardians.
- 1.1.2.6. The district liaison will provide to the afterschool program providers the details and documents pertaining to the Lockdowns and Emergency Operations. Program staff will regularly conduct practice drills for Fire, Earthquake, and Lockdown on the same interval schedule as the schools where they are located. Program staff will complete the Drill Documentation form after each drill for the district liaison per the schedule provided.
- 1.1.2.7. Afterschool staff will keep a printed copy and a digital copy of emergency contact information for all participants kept on site at all times and will keep the information current.
- 1.1.2.8. The afterschool programs will work with the district liaison to identify agencies that can support our students beyond the afterschool program to provide:
 - 1.1.2.8.1. Food security: Redlands USD Child Nutrition Services, Redlands Family Services, and the Salvation Army
 - 1.1.2.8.2. Health and Mental Health services: Redlands Community Hospital, Christian Counseling Services
 - 1.1.2.8.3. Parent Education: Redlands USD Coordinated Support Services, Redlands USD English Learners and Family Engagement Department, Building a Generation
 - 1.1.2.8.4. And other needs as they arise as we recognize that student success is strongly supported by these factors.
- 1.2. Afterschool Program Staff will:
 - 1.2.1. Welcome and release participants from the program by checking in students each day, accounting for attendance and ensuring that each student has been signed out by an adult.
 - 1.2.2. Build and maintain trusting, nurturing relationships through active listening and socio-emotional learning programs implemented.
 - 1.2.3. Intentionally identify participant strengths, interests and learning styles through observation and feedback forums with students and colleagues. Staff will encourage participants to strengthen skills by using high-interest programs chosen with student input.
 - 1.2.4. Staff will be trained to use the Positive Behavior Intervention System, acknowledging positive behavior and participant accomplishments in meaningful ways, and calmly intervening when you or adults are engaged in physically and/or emotionally unsafe behavior with the principles taught.

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- 1.2.5. Staff will participate in ongoing healthy and safety procedures, trainings and practice drills throughout the program year, delivered in person or via recorded training or webinar, and as recommended by the ASES Liaison or the After School Program Provider.
 - 1.3. Afterschool Participants will:
 - 1.3.1. Share the responsibility in building a sense of community and belonging by:
 - 1.3.2. Learning each other's names and greeting each other regularly,
 - 1.3.3. Sharing responsibilities for keeping program areas clean and tidy,
 - 1.3.4. Sharing traditions, chants, cheers, handshakes or other ways to show solidarity and unity.
 - 1.3.5. Co-author behavior agreements with staff through consensus based models, and hold each other accountable.
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2. Active and Engaged Learning: Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

- 2.1. Programmatic Level
 - 2.1.1. The district liaison and the afterschool program will work in tandem with the school district educational services programs and school site teachers to implement culturally relevant, high-interest activities. Through this coordinated system, activities will enhance the topics taught during the school day to enhance the acquisition of skills and knowledge.
 - 2.1.2. Afterschool programs will conduct feedback, assessments and evaluations to determine curricula and projects that meet the needs and interest of students not less than once every two months. This feedback will be used to assess the need for professional development training for staff. Afterschool programs will work with the district liaison to provide training as needed. Additionally, the district liaison will provide training to meet district initiatives as needed.
- 2.2. Afterschool Staff will:
 - 2.2.1. Give participants the experience of learning through multiple senses by engaging them in hands-on activities.
 - 2.2.2. Give participants the opportunity to work in groups that have a clear purpose.
 - 2.2.3. Provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally through Teaching Tolerance curriculum and by connecting with local service groups for service projects, to include but not be limited to: Girl Scouts, Boy Scouts and the University of Redlands program: Roots & Shoots.

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- 2.2.4. Provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them, by regularly allowing students to share their input.
 - 2.3. After school participants will:
 - 2.3.1. Gather evidence to support their ideas through research and engage in conversations to understand other perspectives.
 - 2.3.2. Use modern technology to support their learning, including but not limited to laptops, tablets and current research methods.
 - 2.3.3. Actively participate in group work, engaged, cooperatively, accountable to each other and working toward a group accomplishment.
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3. Skill Building: The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

- 3.1. Programmatic Level:
 - 3.1.1. The program supports projects and activities in which participants demonstrate mastery by working toward a final product or presentation, including but not limited to, the following items. These events will be chosen based on student interest, and will include at least three (3) of the following:
 - 3.1.1.1. Spelling Bees and/or Trivia Contests
 - 3.1.1.2. Robotics Expos or Competitions
 - 3.1.1.3. Sports Intramural Competitions
 - 3.1.1.4. Art Walks or Shows
 - 3.1.1.5. Talents Shows or Plays
 - 3.1.1.6. Band or Choral Shows
 - 3.1.2. The program supports activities in which participants develop and demonstrate 21st century skills including all of the following:
 - 3.1.2.1. Critical Thinking: Information & Discovery, Interpretation & Analysis, Reasoning, Constructing Arguments, Problem Solving, and Systems Thinking,
 - 3.1.2.2. Collaboration: Leadership & Initiative, Cooperation, Flexibility, Responsibility & Productivity, Collaborate Using Digital Media, and Responsiveness & Constructive Feedback,
 - 3.1.2.3. Communication: Effective Listening, Delivering Oral Presentations, Communicate Using Digital Media, Engaging in Conversations & Discussions, and Communicate in Diverse Environments,
 - 3.1.2.4. Creativity: Idea Generation, Idea Design & Refinement, Openness & Courage to Explore, Work Creatively with Others, and Creative Production & Innovation.

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- 3.1.2.5. Staff will identify skills used in each of these areas in their evaluation of each
 - 3.2. Staff will:
 - 3.2.1. Select and create projects that relate to young people’s lives by using feedback from surveys, and formal and informal discussions with students.
 - 3.2.2. Develop learning goals for each activity that are communicated to students at the beginning of the activity and reviewed at the end of the activity to seek comprehension.
 - 3.2.3. Facilitate activities and conversations that increase participants’ 21st century skills, sense of personal and social responsibility, and understanding of life and career options through the following:
 - 3.2.3.1. Personal Responsibility: implementing Positive Behavior Intervention System principles
 - 3.2.3.2. Social Responsibility: implementing Positive Behavior Intervention System principles; use of lesson plans from any of the following: Random Acts of Kindness, Teaching Tolerance, UNICEF Day of the Child activities, and Youth Activism Project (middle school only.)
 - 3.2.4. Use practices to support mastery including:
 - 3.2.4.1. Revisiting skills learned in order to give students opportunities to practice what they have learned.
 - 3.2.4.2. Sequencing activities to allow students to build on previously learned skills through a cohesive annual plan for areas of focus that connects skill development.
 - 3.2.4.3. Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures through formal and informal discussions that occur at the end of an area of focus or the completion of a program.
 - 3.2.4.4. Helping youth make links between the activity and their lives outside of the program in the goal setting and debriefing for each activity.
 - 3.3. Participants will:
 - 3.3.1. Work in groups where the practice skills such as:
 - 3.3.1.1. Team-Building through activities that are specifically designed to teach these skills.
 - 3.3.1.2. Collaboration: through discussion and consensus-based models.
 - 3.3.1.3. Use of Effective Communication: by developing active listening skills, learning to speak, observing physical elements like: eye contact, facial expressions and body language, and asking questions; being honest and being direct; and developing conflict resolution skills.
 - 3.3.2. Be involved in projects, activities, and events that increase their understanding and use of 21st century skills as described in this section (Section 3.1.2.1)
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4. Youth Voice and Leadership: The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.

4.1. Programmatic Level:

4.1.1. Programs will be designed to provide participants with opportunities and space to share their viewpoints, concerns or interests in order to impact program practices or policies through participating in program surveys, leadership programs and participation in the CQI process.

4.1.2. Programs will provide opportunities to actively exercise their leadership skills and address real world problems they identify in their communities by:

4.1.2.1. Elementary level: students participate in the University of Redlands program, Roots and Shoots, where possible. This program from the University of Redlands allows students to identify a need in their community and develop a plan to solve it. If a program cannot participate in Roots and Shoots, it will use the Random Acts of Kindness program, in order to identify a community action it can take, develop a plan for that action and implement it.

4.1.2.2. Elementary and Middle School: students participate in leadership clubs and community service projects at least 3 times per year.

4.1.2.3. Middle School level: students participate in Debate Clubs, Model UN, or other mock-government programs to develop their leadership skills and practice these skills. Each site will select at least one of these programs to participate in per semester.

4.1.2.4. Middle school students will elect members to leadership teams that will meet with program staff to discuss student interests and assist in the planning for program activities and projects for community service in order to complete service projects at least once per month.

4.1.3. District Liaison and Providers will provide training on youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals and institutions at least once per year.

4.2. Afterschool Staff will:

4.2.1. Encourage and engage participants on a regular basis to share their perspectives regarding program design, what they want to learn and the quality of their experience in the program through formal and informal surveys, polls and discussions at least once every two months throughout the school year.

4.2.2. Recognize the leadership potential in all young people, regardless of their age, and provide opportunities for them to develop their leadership skills by providing authentic leadership roles within their after school program by using the following methods, but not limited to:

4.2.2.1. Leadership clubs

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- 4.2.2.2. Junior Assistant programs
 - 4.2.2.3. Assisting with daily tasks that support the function of the program
 - 4.2.2.4. Goal setting and progress tracking
 - 4.2.2.5. Leader in Me
 - 4.3. Participants will:
 - 4.3.1. Engage in authentic and meaningful leadership roles that are supported by staff and celebrated by the program by:
 - 4.3.1.1. Staff providing students with the opportunity to support the daily work of the program,
 - 4.3.1.2. Recognizing the success of the students in these roles through daily interactions and monthly awards assemblies.
 - 4.3.2. Share ownership in the design of program activities through voicing interest and concerns in formal and informal surveys and discussions with small and large groups.
 - 4.3.3. Take responsibility for completing projects by:
 - 4.3.3.1. Participating in the activities
 - 4.3.3.2. Asking for help when needed
 - 4.3.4. Express their opinions and feedback in surveys or group discussions regarding what they want to learn about, what they want to be able to do, and the development of program offerings that respond to their interests.
 - 4.3.5. Reflect on learning experiences, formally and informally, and give their opinion about future learning opportunities by participating in discussions.
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5. Healthy Choices and Behaviors: The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

- 5.1. Programmatic Level:
 - 5.1.1. Programs will create and maintain a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of the following:
 - 5.1.1.1. Families: through providing opportunities for nutrition education, including bulletin boards that showcase healthy recipes and student designed posters;
 - 5.1.1.2. School: through outreach services provided by Child Nutrition Services, and adherence to the Redlands USD Wellness Policy;
 - 5.1.1.3. Community: by partnering with Redlands Family Services to provide outreach about nutrition and services available.
 - 5.1.2. Programs identify healthy practices and develop priorities that contribute to the school wellness plan and implementation. See Redlands USD BP5030.

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- 5.1.3. Programs help staff promote healthy lifestyles by providing professional development and access to age-appropriate curricula and resources: such as Harvest of the Month, Dairy Council of California: Healthy Eating Made Easier, or other programs aligned to the school district's wellness program.
- 5.1.4. Programs incorporate nutrition and physical activity into all facets of program design and operating procedures:
 - 5.1.4.1. Fundraising: by promoting fundraisers that offer healthy options;
 - 5.1.4.2. Meals/Snacks: by offering Child Nutrition Services snack, super snack and supper options. Other meals/snacks will be selected with nutritional content as a key factor;
 - 5.1.4.3. Policies: any policy will be mindfully designed to continue supporting healthy choices and behaviors;
 - 5.1.4.4. Curricula: selecting only those that support healthy choices and behaviors;
 - 5.1.4.5. Incentives: the use of non-nutritious food items as incentives is strongly discouraged.
- 5.1.5. Programs will provide a variety of nutrition and healthy eating programs through curriculum such as Harvest of the Month, Dairy Council of California: Healthy Eating Made Easier, or other programs aligned to the school district's wellness program.
- 5.1.6. Other snacks available, such as those at student stores, parties, or celebrations, will not only incorporate, but focus on healthy snacks as outlined in the district's wellness plan.
- 5.1.7. Program activities will incorporate physical fitness and healthy eating into all facets of the program, including stretches, yoga, breathing techniques, non-food rewards, healthy food options, and having staff model healthy choices.
- 5.2. Staff will:
 - 5.2.1. Provide daily opportunities for participants to engage in developmentally appropriate, research-based nutrition and physical activities that support program goals including:
 - 5.2.1.1. CATCH program curriculum or other research-based physical education programs and lessons.
 - 5.2.1.2. At least 45 minutes of physical activity each day, which may include intramural sports. Activities and options for participating will take into consideration students' interests and activity and skill levels. Programs will offer varied types of physical fitness programs.
 - 5.2.2. Understand how knowledge, skills, and behaviors around health contribute to academic performance and a positive socio-emotional lifestyles by:
 - 5.2.2.1. Professional development that explores the connections between health and academic performance and positive socio-emotional lifestyles through Wellbeing U from the University of Minnesota.
 - 5.2.3. Model good nutrition and participation in physical activity during the program.

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- 5.2.3.1. Where there are limits to physical activity for staff, for any reason, staff will show support of the physical activity of other staff and participants.
 - 5.2.3.2. All staff will model nutritious options for food and drink while at the program.
 - 5.3. Participants will:
 - 5.3.1. Have a voice and choice in creating and maintaining a healthy culture and environment within their program, through feedback and surveys as well as formal and informal discussions.
 - 5.3.2. Apply their knowledge and experience around nutrition, healthy lifestyles, and physical activity, in order to influence their:
 - 5.3.2.1. Families: through sharing program highlights and achievements;
 - 5.3.2.2. Peers: through sharing achievements in assemblies, participating in healthy cooking experiences, and intramural sports activities;
 - 5.3.2.3. Program: through formal and informal discussions; and
 - 5.3.2.4. Community: through Health Expos and other means of sharing their skills and experience in healthy behaviors.
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6. Diversity, Access, and Equity: The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

- 6.1. Programmatic level, District and Program providers will:
 - 6.1.1. Actively recruit and hire staff that reflect the community it serves.
 - 6.1.2. Explicitly state their commitment to diversity and equity in its outreach materials and its policies, and will have this statement posted at each site it serves.
 - 6.1.3. Be aware of information and strategies to support all participant needs including, but not limited to: assistance with seeking food and housing programs, medical assistance programs, community service programs; and strategies to provide equality through equity through programs that promote understanding, compassion, and tolerance. Programs will implement curriculum from Teaching Tolerance, or similar curriculum.
 - 6.1.4. Represent diversity in their materials, posters and displays.
 - 6.1.5. Provide information regarding the ASES programs and recruitment materials to all students at each site, in English and in Spanish, and in other languages as requested.
 - 6.1.6. Celebrate diversity related to participants':
 - 6.1.6.1. Race, color: through recognizing past and present historical figures and events,
 - 6.1.6.2. Religion: through recognition of different holidays from around the world,

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- 6.1.6.3. Sex: through recognizing past and present historical figures of both genders as well as providing for inclusion and gender equality,
 - 6.1.6.4. Age: through recognizing developmental milestones, and birthday celebrations,
 - 6.1.6.5. Income level: through helping students seek intrinsic values while recognizing the successes that transcend the barriers of lower SEIs,
 - 6.1.6.6. National origin: through programs and projects that allow and provide for students to research their national origin and present about it,
 - 6.1.6.7. Physical ability: through access, adaptive equipment and inclusion, and
 - 6.1.6.8. Sexual orientation, and/or gender identity and expression: through inclusion.
- 6.1.7. District and program providers will work with the district liaison continuously to remove barriers to attending the program, including, but not limited to, giving program fee waivers to families where the benefit to the student and family is evident; providing accommodations as needed for students with special needs, including working with school site staff and Inland Regional Center when needed to collaborate on solutions; cultivating relationships with district programs to reach families.
- 6.2. Staff will:
- 6.2.1. Participate in ongoing diversity and sensitivity training provided by the district and or program provider.
 - 6.2.2. Adapt activities to accommodate the physical and developmental abilities of all participants, and actively encourage their participation in the program.
- 6.3. Participants will:
- 6.3.1. feel comfortable sharing with each other and staff, and are given opportunities to share from their diverse experiences and backgrounds through initiatives and programs, including Digital Storytelling and Kindness in the Classroom.
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7. Quality Staff: The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

- 7.1. Programmatic Level: District and Program Providers will:
- 7.1.1. Engage in a rigorous recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
 - 7.1.1.1. Program Leaders, or frontline staff, are given opportunities to plan and implement programs and lessons plans that draw upon these qualities.
 - 7.1.2. Provide to staff:

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- 7.1.2.1. Clear job titles and job descriptions, available and accessible to staff,
- 7.1.2.2. A minimum of 24 hours of professional development each year, guided by the current needs of the program staff,
- 7.1.2.3. Resources and material to deliver activities,
- 7.1.2.4. On-the-job coaching, provided by Site Leads and Quality Assurance Coaches, and
- 7.1.2.5. Opportunities for promotion and recognition.
- 7.1.3. Support staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program, regularly and with transparency.
- 7.1.4. Offer competitive pay for staff, that is in direct proportion to the demands and expectations of such positions.
- 7.1.5. Create opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality through an annual survey, informal conversations, and the Continuous Quality Improvement process.
- 7.1.6. Program provider administrators will collect and retain proof of staff qualifications that meet or exceed the Redlands Unified School District's minimum requirements of an instructional aide.
- 7.1.7. Organizational Chart for Redlands Unified ASES Program:

**Mauricio Arellano, District
Superintendent**

**Ken Wagner, Assistant
Superintendent**

Cherish Bohlman, ASES Liaison

**Johanna Lizarraga,
Think Together
General Manager**

**Eckart Seeber,
Creative Brain
Learning, Inc., Chief
Executive Officer**

**Mentone SOAR
Program, Principal:
Ingrid Lin, Director:
Jo Bohlman**

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- 7.1.9. Annual surveys will be conducted that include the opportunity for participants and other stakeholders to provide feedback on staff and volunteer quality. The results of these surveys will be shared with program administrators, the district liaison, and school and district administrators as appropriate. Survey results will be posted online on the district website.
 - 7.2. Staff will:
 - 7.2.1. Demonstrate the ability to:
 - 7.2.1.1. Deliver a program that meets grant requirements, as assessed by the ASES Liaison;
 - 7.2.1.2. Facilitate and incorporate district and program curricula, research-based youth development principles and best practices in programming planning and activities, through professional development opportunities that provide such training;
 - 7.2.1.3. Facilitate activities that engage students in active and meaningful experiences that build mastery and expand horizons, through intentional planning;
 - 7.2.1.4. Welcome and engage volunteers in roles that meaningfully and effectively support student learning, through activities such as tutoring, small group instruction, dual instruction of program lessons, and other activities as deemed appropriate.
 - 7.2.2. Exhibit:
 - 7.2.2.1. Integrity, professionalism, caring, and competency as a positive role model, as assessed by the site supervisor(s). District and providers will clearly communicate such expectations;
 - 7.2.2.2. Commitment to building positive relationships with a culturally, linguistically, and socio-economically diverse community of students, staff, and parents, as assessed by the site supervisor(s). District and providers will provide ongoing professional development that supports this initiative.
 - 7.3. Participants will:
 - 7.3.1. Provide feedback to site supervisors regarding concerns about staff, and have the opportunity to provide feedback through surveys in regards to staff;
 - 7.3.2. Have trusting and positive relationships with staff. Concerns voiced by participants will be investigated by the site supervisor, and when necessary, action steps will be taken to address those concerns with staff.
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8. Clear Vision, Mission, and Purpose: The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement

- 8.1. Programs will:

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- 8.1.1. Have a Mission and Vision statement, ensuring that they include goals and outcomes, and includes all stakeholders including: youth, families, program staff, school site partners, and community partners.
 - 8.1.1.1. Mission Statement: Our mission is to provide an emotionally and physically safe and supportive environment, where students feel welcome and included, encouraged to grow academically and expand horizons, and able to express themselves freely.
 - 8.1.1.2. Vision Statement: Our vision is to create unique opportunities for students to grow to their highest potential and that teach resilience, self-expression, collaboration and leadership, so that they become: 1. Encouraged, 2. Empowered, 3. Responsible, and 4. College and career-ready adults.
 - 8.1.2. Vision and Mission statements will be made complementary, and reflect the program goals and outcomes.
 - 8.1.2.1. Program Goals and Outcomes
 - 8.1.2.1.1. 1st Goal: Provide Socio-Emotional Learning. Outcome: Train students to share, inspire, empower, act and reflect in a continuous cycle.
 - 8.1.2.1.2. 2nd Goal: Teach Practical Life Skills. Outcome: Students will feel empowered and resourceful through their abilities to provide for their basic care.
 - 8.1.2.1.3. 3rd Goal: Increase Family Engagement. Outcome: Create an atmosphere that welcomes family members in and invites them to participate.
 - 8.1.2.2. ASES Liaison and Program Providers will monitor progress towards goals and outcomes through the use of Out of School Observation Methods, and the Commitment to Quality Improvement and Quality Standards Assessment.
 - 8.1.3. Intentionally align goals and outcomes with:
 - 8.1.3.1. Policies and procedures, using the mission and vision statements as their guiding principles.
 - 8.1.3.2. Program Plan, using the mission and vision statements as the basis for decision making.
 - 8.1.3.3. Budget, by reflecting the mission and vision statements through the purchases and expenses.
 - 8.1.3.4. Staff Development, using the mission and vision statements as guides to training and development selections.
 - 8.1.3.5. Communication and marketing materials, through sharing the mission and vision statement in literature and digital media.
 - 8.1.4. Inform participants, families, staff and partners about their roles and responsibilities in advancing the mission, vision and goals of the program
- 8.2. The need for the after school programs in Redlands Unified are evidenced by: a

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community largely characterized by working parents; a lack of community programs near schools to provide low-cost or free after school care; and the need for additional learning time for students to practice and strengthen skills learned in the school day. The district is further characterized by 59.8% Socio Economically Disadvantaged Youth, 8.8% English Learners, and 0.6% Foster Youth. District-wide, 11% of students are considered chronically absent. As related to Academic Performance, a wide range of groups are represented in both the mid-performing, and low-mid performing levels, including, African American, English Learners, Foster Youth, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.

- 8.3. Program provider staff meet with a group of stakeholders to collaborate on the Commitment to Quality Improvement for each site. This group will include students, parents, school site staff, community partners, and program staff. Through this forum the program will define its goals and make changes to policies in order to advance the mission, vision, and goals of the program
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9. Collaborative Partnerships: The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

- 9.1. Programs will:
- 9.1.1. Develop collaborative partnerships that are formalized and clearly articulated through written agreements and maintained through on-going meetings and regular outreach.
 - 9.1.1.1. The district liaison will be considered a partner of the ASES grant programs.
 - 9.1.1.2. University of Redlands Community Engagement Project will provide resources to programs through its variety of Community Engagement initiatives, including but not limited to Big Buddies, Roots and Shoots and UHOP.
 - 9.1.1.3. Girl Scouts of San Geronio Council will provide girls with unique learning opportunities to participate in girl scouting programs. Boys Scouts of America will provide boys with unique learning opportunities to participate in scouting programs.
 - 9.1.1.4. The Rochford Foundation Burrage Buddies program will provide students with a variety of exciting and engaging hands-on activities for students at the Burrage Mansion.
 - 9.1.1.5. The district liaison and the program provider staff will continuously seek out additional partners to support the programs, from both the public and private sector.
 - 9.1.2. District Liaison and Program Providers will coordinate a seamless and

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integrated partnership with the expanded learning program by cultivating and maintaining relationships with school day staff and active participation in staff meetings.

- 9.1.2.1. District Liaison will hold a minimum of three (3) Governance Meetings with school administrators to discuss the expanded learning program, its goals and accomplishments.
 - 9.1.3. Use culturally and linguistically appropriate strategies to engage families as advocates for their children’s education and healthy development through family nights that provide strategies to families for healthy lifestyles and enhancing their student’s education.
 - 9.2. The district liaison and the program provider staff will seek to collaborate with appropriate school, community, regional statewide and national stakeholders in order to leverage resources, through networking at Expanded Learning Networking meetings and partnerships with local community-based organizations.
 - 9.3. A group of stakeholders will meet at least annually to review the program plan, including administrators and site leads of the program providers, the district liaison, school district personnel, students and parents.
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10. Continuous Quality Improvement: The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

- 10.1. Programmatic Level
 - 10.1.1. Each afterschool site will participate in the Continuous Quality Improvement process, and:
 - 10.1.1.1. Outline improvement goals and action steps,
 - 10.1.1.2. Include a timeline with dates for action steps and quality improvement discussions,
 - 10.1.1.3. Incorporate feedback from staff, youth, parents, and K-12 partners,
 - 10.1.1.4. Describe the information or data needed to assess quality,
 - 10.1.1.5. Clearly define the improvement team, and define the responsibilities and roles for each person of the improvement team.
 - 10.1.2. The District liaison, provider management team, and site leads will develop a unified set of guiding questions that are related to program design, desired program outcomes, and impact.
 - 10.1.3. The District liaison, provider management team, and site leads will create a plan to gather information from multiple sources that will answer the guiding questions and includes:
 - 10.1.3.1. The type of information for each guiding question,
 - 10.1.3.2. Whom to collect information from,

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- 10.1.3.3. A timeline for collection.
 - 10.1.4. The District liaison, provider management team, and site leads will establish clear procedures for getting consent to collect information that addresses the purpose of the information and how it will be used.
 - 10.1.5. The collection of information will be done so anonymously, identified only by the group from which it is collected: Staff, Parents/Guardians, Students, and Other Stakeholders.
 - 10.1.6. Each Site Lead will share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback.
 - 10.1.7. Programs will also be evaluated formally by the district liaison s to assess program quality, plan programs, and improve program quality each year. The evaluation process will include staff, parent, and student surveys to gather feedback regarding the program.
 - 10.2. Staff will:
 - 10.2.1. Demonstrate their commitment to continuous quality improvement on a daily basis through regular self-assessment of individual performance as well as attending professional development and training opportunities that expand their capacity.
 - 10.2.2. Help collect data through facilitating surveys, and are supported in using this data to understand strengths and weaknesses in programming.
 - 10.2.3. Engage participants in the continuous quality improvement process by regularly soliciting feedback about program activities, that is collected and used in the CQI process.
 - 10.2.4. Share data about the program strengths and challenges with participants, and involve them in program planning and goal setting sessions by including students on the improvement team.
 - 10.2.5. Use outcomes to prioritize future work around program design, professional development, and program practices.
 - 10.3. Participants will:
 - 10.3.1. As age-appropriate, actively engage in assessing strengths and weaknesses, and provide input for improvement based on quality standards through student leadership councils.
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11. Program Management: The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

- 11.1. Programmatic Level:
 - 11.1.1. Program providers will create and update annually, manuals that:
 - 11.1.1.1. Addresses fiscal management, personnel policies, and program operation,
 - 11.1.1.2. Include clearly defined policies, procedures, and staff roles,

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- 11.1.1.3. Adhere to federal, state, and local requirements.
- 11.1.2. Program providers will provide a user-friendly parent handbook that describes policies and procedures, and that are available in languages spoken by parents and guardians.
- 11.1.3. Provide the program organizational structure including:
 - 11.1.3.1. Succinct description of staff roles,
 - 11.1.3.2. Lines of supervision for each site or groups of sites,
 - 11.1.3.3. Percentages of direct service and administrative costs for each position.
- 11.1.4. Programs will have a strong fiscal management system that requires:
 - 11.1.4.1. Program providers provide a well-documented budget with line item expenses and the duration and amount of each revenue source.
 - 11.1.4.2. The budget will be flexible for managers at the programs and site level to make allocation decisions as needed throughout the year.
 - 11.1.4.3. The budget will reflect the percentage of direct service and administrative costs that is allocated for each position.
 - 11.1.4.4. The budget line items will be categorized in consistency with the school district accounting codes.
- 11.1.5. District Liaison and Program Staff will have the appropriate insurance to protect staff, administrators, volunteers, participants, and parents as necessary.
- 11.1.6. Program providers will have a clear organizational structure, which allows staff to focus on the needs of participating students, and includes staff job descriptions, lines of supervision, and information about who to ask for resources.
- 11.1.7. Redlands Unified School District will provide one-third in matching resources, including allocation of time for school site staff and district personnel who directly work with the grant. Program providers will provide a minimum of 15% matching funds to supplement the programs at sites in Redlands Unified.
- 11.1.8. The district liaison will collect information from program providers for fiscal accounting and reporting requirements to be provided to the Fiscal Analyst at Redlands Unified.
- 11.1.9. The program provider will maintain sign-in and sign-out procedures that comply with the requirements of the ASES Grant and allow for the collection of attendance data for reporting. District liaison will provide the attendance accounting information to the Fiscal Analyst at Redlands Unified in a timely manner to allow for compliance with due dates for the CDE.
- 11.1.10. The program providers will maintain appropriate insurance to protect staff, program-recruited volunteers, participants.
- 11.1.11. The district liaison will develop the Early release and late arrival policies and procedures in compliance with *EC* Section 8483[a][1]) with the input of the after school program providers.
- 11.2. Staff will:
 - 11.2.1. Use a variety (more than one) well-defined channel of communication, including regular meetings, with all stakeholders.

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- 11.2.2. Keep up-to-date and accessible records of all participants and employees.
 - 11.2.3. Site Coordinators manage site-level budgets, have the flexibility to make site-level decisions about spending, track their expenses using the program's fiscal management system, and have a process for requesting additional funds when necessary.
 - 11.2.4. Managers at all levels take advantage of opportunities to develop management and leadership skills, and stay informed about new research, best practices, and innovations in expanded learning programs.
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12. Sustainability: The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

12.1. Programmatic Level:

- 12.1.1. Program plans for sustainability in its initial design, including selecting program providers that actively seek additional grants and resources and commit a minimum of 15% of additional funding to the programs, and monitoring purchases and investments to ensure fiscally prudent decisions. Additionally, programs are committed to accessing and utilizing local resources, and engaging partners, evolving the relationships and strategies over time.
- 12.1.2. District Liaison and program providers monitor trends and make changes in order to adapt to emerging threats, opportunities, and conditions.
- 12.1.3. Program communicates its vision and role, and celebrates its impact clearly and regularly across the community and to its key stakeholders.
- 12.1.4. District Liaison and programs providers have strong internal systems, with resource development and financial management clearly defined as the responsibility of specific staff members. District Liaison is responsible for continuous recruitment of community resources and partnerships, as well as financial management of the grant monies overseen by the liaison's office.
- 12.1.5. Program providers secure new resources to maintain a diverse portfolio of sources.
- 12.1.6. Program providers provide District liaison and program staff with an annual overview of the budget and sustainability plan. District liaison provides program providers with an annual overview of the budgeted items for the purpose of planning program activities with site leads.
- 12.1.7. Program meets regularly with a range of public and private partners in order to ensure on-going communication and sharing of resources, as well as a common mission, vision, and goals.
- 12.1.8. The district liaison and the program providers will meet annually to review sustainability plan and to review the annual budgets.

12.2. Staff will:

- 12.2.1. Plan strategically to use current funding efficiently.

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- 12.2.2. Build broad-based community support by providing high-quality programming that is valued by children, family, school and community.
 - 12.2.3. Cultivate active supporters and honor key champions.
 - 12.3. Participants are:
 - 12.3.1. eager and prepared to share their experiences and success with potential supporters and champions.
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Addendum for Distance Learning, due to COVID-19 Closure

Updated 8/24/20

The Redlands Unified School District will begin School this year and distance learning due to the orders of Governor Newsom. To support the students, the schools, the families and the community After School Education and Safety programs will provide virtual programming through distance learning. Our three goals during this time will be to provide homework assistance, tutoring, and enrichment programming that offers disguised learning.

Program Offerings:

- Site Leads and their teams will host daily live online sessions, through the district's Zoom licensed account.
 - Staff will wear a name badge, and introduce themselves and their role at the beginning of each session.
 - Staff must have their video on and remain in the frame throughout the session.
 - Staff will use a virtual background, or, if this feature is not available, ensure that their area is age-appropriate and well-lit.
 - Site leads will visit sessions to provide feedback and coaching on a frequent and regular basis.
 - Zoom sessions will have a facilitator and co-facilitator: two staff members for each session.
 - Facilitators will present the lesson or tutoring material.
 - Co-facilitators will act as session moderators, monitoring the waiting room, chat messages, and student behavior.
 - Student behavior expectations are well-defined and provide for the socio-emotional safety for members in the session. Appropriate steps will be taken as needed to ensure sessions remain positive for all members.
 - All programs will provide:
 - Tutoring, 30-45 minutes sessions. Small group instruction, for 5-7 students is recommended. Tutoring topics will be guided by parent input and staff observations during homework assistance. Elementary programs will provide a minimum of 4 sessions per week to students. Middle school programs may modify to 2 sessions per week, at a minimum.

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- Homework, 45-60 minutes sessions. Students will work independently, and may ask for help as needed. All programs will provide homework help a minimum of 4 days per week.
- Enrichment Programming, 60 minutes sessions. A guided lesson will be presented by staff. All programs will provide enrichment programming every day. Enrichment programming will include Fun Fridays, Club Fridays and Freestyle Fridays, as these support student voice and choice.
 - Enrichment programming will include:
 - SEL: Kindness in the Classroom curriculum from Random Acts of Kindness.
 - VAPA: including hands-on art projects.
 - PE & Healthy Choices: including guided physical activity programming.
 - STEM: including hands-on science projects.
 - Life Skills: for promoting resilience.

Outreach:

- Site Leads will work directly with school day staff to promote the program.
- Site leads will communicate regularly with families to ensure clear communication of program offerings, schedules and Zoom links.
- Programs will offer Activity Packets, containing materials and supplies for the activities planned, a minimum of once per month.
- The district liaison will provide on-going communication to targeted district staff regarding the opportunities online.
- The district liaison and the program providers will provide regular opportunities for the staff to meet in order to review the effectiveness of the plan for the closure, and will adapt and revise the process to suit the needs of the students and families we serve, in addition to providing the best possible resources to develop staff professionally.

Staffing:

- Following the guidance of SB98, and best practices in the industry, programs will continue to employ the same number of staff during the closure. This will help with staff retention and allow us to open immediately upon the announcement of re-open by the school district.
- All sites will work in the environment that best suits the team's needs, either on site or remotely until schools reopen for in-person instruction. Site Leads will keep the District Liaison informed of their working location. District Liaison will work with district personnel as needed to communicate which staff
- A specific ASES Reopening Plan will be implemented when sites reopen for in-person instruction. The plan has been developed by the District Liaison, program management teams and the site leads, and follows the district guidelines and requirements. The Reopening Plan is being revisited as needed to adjust for the changing guidelines and safety protocols from the CDC, CA Department of Public Health and the San Bernardino County Department of Public Health.

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- The District Liaison will continue to be a part of the Expanded Learning Networking meetings to receive updates and hear about best practices from the State and County level administrators in regards to operations during the school closures.

Staff Meetings and Professional Development:

- The District Liaison will meet with program Site Leads to assess needs and share best practices. Site Leads will provide regular updates regarding attendance, enrollment, and staff needs.
- Professional Development opportunities will be provided by the District Liaison and the program providers to the staff that are specific to the needs expressed by Site Leads and related to the distance learning model.