# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:

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 **This Program Plan Report is required by California *Education Code* (*EC*) 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

Revised June 2018

## After School Program Plan Template

**Instructions:** Use this template to customize your After School Program Plan Form.

Grant ID Number:

*[Enter Grant ID number]*

County District School (CDS) Code:

*[Enter CDE Code]*

**Indicate the appropriate scope of the plan from the following:**

1. Local Educational Agency (LEA) (Including COE and Direct Funded Charters)
2. City
3. County Board of Supervisors

**Authorized Signatory** (Fiscally responsible for the program.)

Name and Title:

*[Enter Name and Title]*

Phone:

*[Enter Phone Number]*

E-mail

*[Enter E-mail Address*

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance.

| **Site Name** | **Project Daily Attendance** |
| --- | --- |
|  | # |
|  | # |
|  | # |
|  | # |
|  | # |
|  | # |
|  | # |
|  | # |

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

| **Target Population** | **Percentage of School Population** |
| --- | --- |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |
|  | % |

(These may be listed on an additional page.)

## After School Education and Safety Program Plan Guide

## 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., and to describe program activities which support students’ development of Social and Emotional Learning (SEL) skills. Social and Emotional Learning is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

* Set and achieve positive goals
* Feel and show empathy for others
* Establish and maintain positive relationships
* Make responsible decisions
* Understand and manage emotions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

## Instructions

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.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts

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or other visual representations that contribute to the understanding of the before and after school program.

### 1–Safe and Supportive Environment:

* If the program will be located off campus, describe how students will travel safely to and from the program site.
* Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.
* Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

### 2–Active and Engaged Learning:

* Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
* Describe the planned program activities and how they will:
  1. Provide positive youth development.
  2. Provide hands-on, project-based learning that will result in culminating products or events.
* If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

### 3–Skill Building:

* Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
* Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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### 4–Youth Voice and Leadership:

* Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students’ needs and interests.
* Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.
* Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

### 5–Healthy Choices and Behaviors:

* Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.
* Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.
* Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

### 6–Diversity, Access, and Equity:

* Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students’ cultural and unique backgrounds.
* Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

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### 7–Quality Staff:

* Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
* Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
* Describe the type and schedule for the continuous professional development that will be provided to staff.
* Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

### 8–Clear Vision, Mission, and Purpose:

* Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
* Describe 3-5 program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.
* Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program’s mission, vision, goals, and expected outcomes based on the needs of the specific community.

### 9–Collaborative Partnerships:

* Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
* List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
* Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

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### 10–Continuous Quality Improvement:

* Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.
* Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE’s Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

### 11–Program Management:

* Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
* Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
* Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.
* Describe the system in place to address the following program administration requirements:
* Fiscal accounting and reporting requirements.
* Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
* Attendance tracking, including sign-in and sign-out procedures.

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* Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

### 12–Sustainability:

* Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.