AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:
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This Program Plan Guide 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 September 2019

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: ASES 33-23939-6719-EZ
2. County District School (CDS) Code: 33 67199
3. Authorized Signatory (Fiscally responsible for the program)
    a. Name: Bruce Bivins
    b. Title: District Superintendent
    c. Contact Info: bruce.bivins@perrisesd.org - 951-657-3118

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

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Clearwater Elementary	83.3
2. Enchanted Hills Elementary	83.3
3. Good Hope Elementary	83.3
4. Innovative Horizons Charter	111
5. Palms Elementary	83.3
6. Perris Elementary	83.3
7. Railway School of Math Science and Technology	83.3
8. Sky View Elementary	83.3
9. Young Explorers Academy	83.3

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

Site Name	Target Population/Percentage of School Population
☐ Clearwater Elementary	Homeless Youth: 4.6% Foster Youth: 1.2% English Learners: 36.5% Low Income (FRPM): 63.4%
☐ Enchanted Hills Elementary	Homeless Youth: 2.7% Foster Youth: 0.0% English Learners: 53% Low Income (FRPM): 80.1%

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Site Name	Target Population/Percentage of School Population
☐ Good Hope Elementary	Homeless Youth: 4.2% Foster Youth: 0.0% English Learners: 56.7% Low Income (FRPM): 82.6%
☐ Innovative Horizons Charter	Homeless Youth: 2.5% Foster Youth: 0.0% English Learners: 40.9% Low Income (FRPM): 71.3%
☐ Palms Elementary	Homeless Youth: 2.2% Foster Youth: 0.0% English Learners: 40.8% Low Income (FRPM): 79.3%
☐ Perris Elementary	Homeless Youth: 3.6% Foster Youth: 0.0% English Learners: 50.2% Low Income (FRPM): 77.6%
☐ Railway School of Math Science and Technology	Homeless Youth: 3.0% Foster Youth: 0.4% English Learners: 46.5%

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Site Name	Target Population/Percentage of School Population
	Low Income (FRPM): 74.4%
☐ Sky View Elementary	Homeless Youth: 2.4% Foster Youth: 2.5% English Learners: 39.5% Low Income (FRPM): 80.0%
☐ Young Explorers Academy	Homeless Youth: Foster Youth: English Learners: Low Income (FRPM):

(These may be listed on an additional page.)

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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 *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL 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; and
- 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

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

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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.**

The Perris Elementary School District (PESD) partners with Elevo Learning to implement high-quality, student-centered after school programs that comply with all state and/or federal grant funding requirements. After school programs operate from the end of the school day until 6:00 pm daily, on the campus of each funded school site.

Each student's physical and emotional safety is the number one priority of all program operations. PESD, in partnership with Elevo Learning, continuously monitors site compliance to comprehensive program policies and procedures designed to ensure safe and supportive environments for all staff and students. Fundamental elements to our after-school program safety protocols include: **1:20 staff-to-student ratios; comprehensive & ongoing staff safety trainings; daily attendance tracking; mandatory line-of-sight policies; periodic program-wide safety drills; clear reporting guidelines & procedures;** and **regular stakeholder meetings** to ensure that district & school site personnel, all after school staff, parents as well as students share a common understanding pertaining to safety expectations.

Likewise, the **Elevo Learning**, personalized in collaboration with students enrolled in program at each site, is yet another key feature to ensure program safety.

BE SAFE	**BE RESPONSIBLE**	**BE RESPECTFUL**	**HAVE FUN!**

Off Campus Special Events/Field Trips

Specific policies and procedures are in place to ensure the safety of staff and students participating in off campus special events and field trips. In addition to the fundamental program safety elements identified above, Field Trip Approval Forms outlining pertinent event details (e.g., date, time, logistics, site maps, experiential learning outcomes, etc.) must be approved by the school site principal. Parent permission slips are signed and collected for each participating student, which includes a request for student agreement and adherence to the Elevo Learning 4 Agreements modified for field trips/excursions.

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The Site Manager and/or event coordinator is required to conduct a preliminary walkthrough of the field trip location, looking for:

• Bus parking

• Student drop off and pick up

• Any potential safety hazards

• Drinking water access

• Attain copies of the site map

During the off campus special event/field trip, students are required to wear wrist bands with and emergency contact number, in case a student gets lost or separated from the group. Staff-to-student ratios are reduced to 10:1 for all excursions. All staff are required to maintain communication via walkie-talkies and/or designated cell phones. Staff is required to consistently conduct student head counts throughout the field trip every 15-20 minutes. Students must be in Line of Sight.

- **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.**

  As part of our collaborative partnership between PESD and Elevo Learning, instructional day staff work with after school program Site Managers to review School Site Safety Plans, and to align protocols & procedures. The Site Manager must obtain a copy of the Safety Plan from the school administrator/liaison at the start of the school year. Each Site Manager follows the recommended procedures outlined for their assigned site and implements a monthly program-wide safety drill. Monthly safety drills alternate between fire, earthquake, active shooter and lockdown procedures.

  Likewise, Site Managers take responsibility for conducting monthly supply inventories for First Aid Kits supplied to each site. Additional supply orders are made as needed to ensure maintenance of fully stocked kits. Student accident and injury reporting procedures, as well as employee work-related injury protocols, are detailed in the Elevo Learning Program Manual which is easily accessible to all team members online. Employee safety and injury prevention is also a priority at Think Together. We believe that out clear commitment to staff safety in the workplace contributes to overall safe and supportive environment for

students. To this end, we require participation in monthly safety and health trainings for all staff, as well as work to ensure compliance with Occupational Safety and Health Administration (OSHA) requirements for work environments.

Moreover, all after school program employees of Elevo Learning are considered Mandated Reporters and are legally required to report any suspicion of child abuse or neglect to identified law enforcement or child protective services agencies. The Elevo Learning Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

- **Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.**

PESD in partnership with Elevo Learning maintains clear expectations that all staff respect student rights. After school student participants in the Elevo Learning have prescribed rights that include, but are not limited to, the following:

▪ Students have a right to be treated with respect and dignity

▪ Students have a right to be treated in a non-discriminatory manner ▪ Students have a right to express & practice their religious or spiritual beliefs ▪ Students have a right to review and participate in the design & facilitation of program components

▪ Students have a right to file a complaint or grievance regarding program services they receive.

To ensure physical and emotional safety for all students, Elevo Learning is adamant about 100% adherence to comprehensive student Line of Sight policies & protocols, which require that all students are in a paid staff member's "line of sight" at all times. This means that staff are to consistently and effectively position themselves where they are aware of and can visually see all students 100% of the time, through every component of the program. To ensure line of sight, staff members manage their learning/engagement environment by walking around; and should maintain close proximity to ensure all students are following program expectations.

During restroom breaks, it is the responsibility of each staff member to implement

outlined systems to ensure student safety with respect to their rights to privacy in the restroom.

Moreover, PESD and Elevo Learning actively collaborate on a case-by-case basis to ensure adequate access to the after-school program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

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:**
    a. **Provide positive youth development.**
    b. **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.**

PESD collaborates with Elevo Learning in the operation of its grant funded after school programs. Elevo Learnings mission is to partner with schools to change the odds for kids. To this end, Elevo Learning delivers an active and engaging program designed to support academic and social milestones from cradle to college. Elevo Learning intentionally supports student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Elevo Learnings Logic Model asserts that educational literacy and enrichment activities produce outcomes in social emotional competency, habits of mind, and career and college readiness. Research shows that “increased social emotional learning” (SEL) competencies are linked to greater academic achievement (e.g., improve grades, test scores, graduation rates, and success in college/career). By targeting specific SEL competencies through meaningful SEL interventions, students can expand their SEL capabilities; these capabilities subsequently improve their educational

outcomes. Focusing on specific SEL skill development can produce higher academic achievement, especially for higher need students.

School Day Alignment

Elevo Learning is based on the belief that education is the single most important factor in helping a young person achieve their full potential. The program focuses on reinforcing learning in academic content areas, by intentionally aligning with instructional strategies from the school day; as well as aligning with the overall school culture. This allows for a continuity of learning and development into the expanded learning/after school program environment. Elevo Learning also implements a host of enrichment activities to provide opportunities for students to explore their interests and discover new capacities. Alignment of the expanded learning/after school program includes, but is not limited to:

• Overall school culture

• State and national student standards (e.g., CCSS, NGSS)

• Curriculum & professional development

• Instructional techniques and/or strategies

• Technology-based interventions & assessments (where applicable) • Positive behavior support system/approach: focus on building character, conflict resolution, how behavioral decisions impact future and making positive behavior choices

Program Design

The Elevo Learning program design for school sites is built around 3 Spotlights that support positive youth development, Agency, Academic Achievement, and Adventure. Threaded through the program are also program Focuses on Equity, Connection, and Well Being, important assets for students to engage positively with their community and their learning. The program is informed by CA Quality

Standards, Learning in Afterschool & Summer Principles, and Youth Development Principles.

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.**

PESD partners with Elevo Learning to support District LCAP goals and individual school site goals where appropriate. Some district LCAP goals supported by educational enrichment activities are the music program which provides students with hands on piano or acoustic guitar lessons once a week. In Winter and Spring, students put on a music recital to showcase their learning. The LEGO Robotics program that motivates students to collaborate, build, problem-solve, and explore, all while deepening their STEAM learning. Also, the Intramural sports program that allows students to develop skills in Soccer and Basketball. Likewise, Site Leaders are encouraged to strategically select thematic Units of Study from program curriculum that best align with instructional pacing calendars and/or relevant instructional content in collaboration with teachers and principals. This particular intention toward comprehensive alignment with school day instruction exemplifies Elevo Learnings organizational commitment to supporting academic achievement an overall student success.

By creating and maintaining productive relationships with school site administrators, teachers & staff, the program is well positioned to support the needs of students and the school community as a whole.

Homework Support Component

In addition to the literacy and mathematics components described above (see Section 2- Active and Engaged Learning), Elevo Learning provides dedicated time and a clear structure for guided homework support as a core component of the daily program schedule. The homework component focuses on supporting individual student understanding of assigned content, while reducing the likelihood that students practice targeted skills incorrectly. The overall goal is to

support student skill building as well as greater confidence and success in the classroom with his/her teacher.

While Elevo Learning is not a homework completion program, staff recognize the importance of creating ample opportunity for completion with guided support during program hours and strives to make that accommodation whenever possible.

The typical program schedule includes 60-minutes of guided homework support for elementary students, and 90-minutes for middle school students. Homework support is facilitated through a matrix of independent practice, and student/peer & Program Coach supports.

Guided Homework Support Structure

Supports Offered	Description
Program Manager/Peer Supports by Asking Questions & **Checking for Understanding**	Rather than telling students what to do, the Program Manager promotes student learning by asking students to read directions, and explain their understanding of the process, Students are guided to identify what challenge(s) they are having with the homework rather than simply telling students what to do.
Managing by Walking Around	Program Managers/Coaches maintain supervision of students by making sure they keep all students in line of sight at all times during homework, and by circulating to ensure students are on-task, focusing, and following directions.

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Collaborative Grouping **Strategies**	A variety of grouping strategies are in place to strengthen student skills in completing homework correctly. Utilized with peer supports, groupings by teacher or subject is one such strategy.
Collaborative "Hands On, Minds On" After Homework Activities	Activities are available for students to do when homework is complete that are academic and relevant to the scope and sequence of the school day and/or extensions of enrichment lessons.
Homework Debrief	5 minutes (minimum) will be allotted for debriefing homework. During that time, peer supports engage their groups follow-up questions, after which the Program Coaches facilitates a whole group conversation assessing the day's homework experience and identify improvement goals/strategies for the next day.
System for Communicating w/Parents & Teachers	Strategies are in place to communicate with parents and teachers about the children/youth's struggle or ease of homework. Communication is often facilitated face-to-face or in writing utilizing the homework communication form.

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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.**

Student input and feedback on all aspects of program design and delivery is a critical component to Continuous Quality Improvement (CQI). Students are regularly surveyed for input about program offerings in relationship to their unique interests. With the regular collection of student stakeholder feedback, site & regional level staff adapt program planning inclusive of identified clubs, selected curriculum, activities, and projects as well as the development of associated staff training to meet expressed needs and interests.

Student Feedback Collection Strategies

Collection Strategy	Brief Description
Engagement Survey	Youth Development and Arts & Enrichment activities are measured through an annual engagement survey that assess participant behavioral mindset, skill-building, social emotional learning, and overall interest
Program Huddles	Students and staff regularly discuss programmatic offerings and choices, twice per engagement cycle. Student feedback is provided with frontline staff experience to choose future units of study to ensure agency is occurring before, during, and after 8 - 10 week period.
Student Stakeholder Feedback	Routine feedback is collected from student stakeholders to ensure that all parties are engaged and satisfied.
Assessments	A formative assessment is completed twice per year in which we implement the Quality Assessment Tool (QSAT) alongside the Core Program Assessment (CPA) tool to evaluate the effectiveness as well as the engagement of students to the content delivered. The feedback from this assessment informs training opportunities, curricula as well as projects and program plan that will meet the needs and interests of the students.
Data Reflection	Program staff also participate in regular data reflection sessions to assess needs of students in order to adjust program planning.

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Integration w/ Instructional Day	Alignment with the school day is one of the most important and effective best practices that all Site Leaders must implement. The alignment with the school day ensures that the expanded learning/after school program is integrating and reinforcing the academic skills and strategies to support student achievement. The stronger the alignment is, the more effective the expanded learning program is in supporting impact on student achievement which ultimately leads to college and career readiness.

- **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.**

It is the intent of the PESD after school program operated by Elevo Learning that participating students feel they play a meaningful role in program design and implementation through access to leadership roles and responsibilities. To this end, students receive training/coaching to develop leadership skills, as they execute leadership roles within program and gain meaningful learning experiences that can be applied to other areas. Examples of existing opportunities for youth voice and leadership embedded in the expanded learning/after school program include:

• Youth led activities (e.g. agreements, announcements)
• Youth leadership team (meets to plan program activities and events) • Intentionally build relationships with and among youth and staff through activities, conversations, and positive interactions
• Activities during opening promote relationship building skills (youth vs. youth, youth vs. staff, staff vs. staff, group vs. group) Staff can participate by motivating and encouraging students, staff may not participate in physical activities.

- **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).**

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Clubs are offered at both elementary and middle school program sites. Club offerings reflect the interests of the students and/or the skills and talents of the staff. Students are regularly surveyed for input about the content of these clubs. These clubs end in a culminating event such as a showcase, gallery, or other sharing of the students' work and learning. During these clubs, disguised learning reinforces the core academics as appropriate and student leadership is promoted.

Examples of Student Voice & Choice at Elementary Sites

Student Choice Example	Brief Description
"What's Up" Meetings	Students in lower grade have an opportunity to make choices for program participation through what we call "What's Up" meetings. These meetings are hosted in a Town Hall style where students are able to express interests in clubs that they are interested to see delivered during program. They are also able to share feedback on previously delivered clubs.
Friday Club Days	Students in lower grades have an opportunity each Friday to self-select the club that they choose to participate in.

Middle School Program Design: Promoting Student Agency

Students in higher grades are able to actively exercise their leadership skills throughout program. The entire Elevo Learning middle school program design is geared to support & promote **student agency**, which is the level of control, autonomy, and power a student experiences in an educational setting. Student agency manifests in the choice of a learning environment, subject matter, approach, and pace (EdTech 101, Knewton). Each component of the middle school program in some fashion is structured to provide a safe environment for youth participants to develop and practice agency, choice and self-expression.

After school programs on middle school campuses are designed to create experiences that are responsive to student interests; encourage them to take risks & expand individual capacities; learn & demonstrate social-emotional competencies; and explore career opportunities & associated pathways embedded within each elective.

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Examples of Student Voice & Choice at Middle School Sites

Program Design Component	Brief Description
Empowered Youth Leadership	Staff are trained & supported to encourage/facilitate student leadership. Sites recruit, train, develop & support an identified group of student leaders. Student leaders coordinate, plan & drive implementation of program operations with the support of Site Managers and program staff. Empowered with information (e.g., budgets, relevant policies & procedures, clear objectives & guidelines, etc.) and guided autonomy, student leaders become the decision makers regarding the look, feel & design of the middle school program experience.
Centralized Hub/ Teen Center	Middle school program sites are charged with creating a space to galvanize student interests and promote program activities & engagement opportunities. Elevo Learning promotes establishing, in collaboration with site administrators, a gathering space particularly attractive to the middle school student demographic. On the surface, this space takes on the energy of a "fun place to hangout" but serves as a "hook" to engage & respond to student interests and stimulate participation.
High Engagement Electives	All program enrichment activities drive toward three critical outcomes: Knowledge & Skill Building, SEL Development & Practice, and Exploration of Early Career Pathways. Students choose which activities speak to their individual needs and interests.

A typical middle school program schedule incorporates program engagement experiences within three (3) "static" elective areas; as well as an "open elective" opportunity that is solely based on the interests expressed by student participants at each middle school site.

Static Electives	Open Electives
STEM Enrichment • Coding • Robotics	Open electives will be based solely on the interests expressed by student participants at each MS site. Student leaders will be responsible for collecting student interests (e.g., via surveys, etc.) and making decisions on activities to be incorporated into the open elective rotation.
sual & Performing Arts • Dance • Music • Drama • Art (Visual & Digital)	

Sports Enrichment • Soccer • Basketball • Football/Volleyball	

Clubs/activities within these electives are rotated into the adaptive program schedule on an 8 to 10-week schedule based on the school/program calendar.

5—Healthy Choices and Behaviors

- **Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.**

  PESD works closely with school administrators and Elevo leaders to ensure that District and school wellness plans are shared, and that strategies are developed to align after school program activities to wellness plan initiatives as appropriate. In general, the after-school program operated by Elevo Learning works to support the District's commitment to helping young people learn how to make healthy choices in the areas of moderate to vigorous physical activity, nutrition, responding to conflict, and social emotional learning.

  Integral to Elevo's Coaching philosophy is an emphasis on physical, mental, and academic well-being,

  which includes physical activity, learning about healthy choices and behaviors Coaches also discuss

  nutrition and will work alongside your vendor of choice to assist in serving nutritious meals and snacks.

- **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.**

  Elevo Learning also offers Units of Study in Healthy Living and partner with organizations like Skillastics and Fulcrum within the activity of Clubs, Camps, and Connections, and views regular physical activity as a part of our focus on Well-Being.

  Intramural Sports

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Elevo Learning provides opportunities for students to participate intramural sports programs. We partner with several grant funders to provide equipment, training for Program Managers, and transportation for students to have games at various sites. This program encourages sportsmanship and academic achievement, as well as physical development. Through additional funding, sites are able to engage student participants in active practice, intramural league play and tournament games in four sports: flag football, volleyball, basketball and soccer. The program also allows for additional training and professional development opportunities for Site Coordinators and identified staff who serve as coaches.

Our sports module provides foundational and community skill building through play and SEL-infused physical activities. This individualized sports program is designed collaboratively to meet the needs of your students. We value student voice, and conduct regular surveys to ensure the games we offer are what students are looking for.

- **Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.**

Healthy Nutritional Practices

Perris Elementary School District Nutritional Services Division works closely with our Elevo Learning partners to provide healthy and nutritious snacks to students each day. Through this collaboration, District personnel coordinate menus for nutritious after school snack distribution to student participants each day. The snack component of the program lasts approximately 15-20 minutes.

The Perris Elementary School District Wellness Policy (BP5030) recognizes the link between student health and learning.

Assembly Bill 841

This bill prohibits a school, school district, or charter school from advertising food or beverages during the school day that do not comply with nutrition standards of Smart Snacks In Schools. Please review the Smart Snack List to determine if the food or beverage fundraiser and promotional materials are compliant with this new law.

PESD Smart Snack List -- ITEMS

Smart Snacks in School refers to the national nutrition standards set by the United States Department of Agriculture for foods and beverages sold outside of the federal reimbursable school meal programs during the school day. Please be aware that manufacturers may change the nutritional content of their products. To ensure complete and current product information, always contact the manufacturer. Amazon is not responsible for the accuracy of the nutritional information provided by the manufacturers.

- Cheeze-its with milk
- Yogurts and granola with milk
- Brownies with milk
- String cheese with milk
- Golden grahams cookies with milk

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.**

  Perris Elementary School District and Elevo Learning value and appreciate diversity in all forms. Both entities are committed to creating safe, inclusive, and welcoming environments for all students, staff, volunteers, and community stakeholders. PESD and Elevo do not and shall not discriminate on the basis of race, color, region (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring & firing of staff, selection of volunteers & vendors, and provision of program services.

  Elevo Coaches are hired from the community in which they serve. As mentors who reflect the cultural and sociodemographic characteristics of students, Coaches help promote a sense of belonging and psychological safety for students in their school environment. Coaches have opportunities to adapt

  and/or provide input on lessons to help provide additional relevance to students based on their experiences. Our curriculum and activities are designed to build on previous experiences throughout the year and games and activities are

designed for all students to be successful regardless of their abilities. Students learn to recognize and appreciate how practice yields improvement in their own skills, which helps develop a growth-mindset.

- **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.**

The District serves a student population characterized by high poverty and limited academic support at home. Multiple negative factors affect academic growth within the District, including high numbers of English Language Learners (ELL), low household incomes, and a high percentage of parents who have not graduated from high school. The District thoroughly assesses the needs of schools and their surrounding communities through ongoing analysis of various data points, including descriptive data as well as anecdotal data from district, school site administration and parents. Data gleaned from these sources is used to continuously improve the district's expanded learning/after school programs.

Enrollment Strategies

The expanded learning/after school program is available to every student enrolled in the school where the program is offered. There is no charge for participation. Both the District and Elevo Learning believe that including students with a diversity of needs, gifts and experiences adds depth and richness to the program for all students and staff. We work collaboratively to assure program accessibility to students, subject to the limitations imposed by grant capacity. In adherence to Ed Code, homeless students and students who are in foster care receive first priority for enrolling in all expanded learning programs. However, no current participant enrolled in program shall be disenrolled in order to allow enrollment of a student with priority enrollment.

Below are a few examples of student recruitment strategies used to encourage participation in the expanded learning/after school program:

1. Enrollment booths are set up during student drop off, student pick up and during lunch time assemblies.
2. The District site administrators and classroom teachers make class presentation opportunities to the program.
3. The program incorporates a "Bring a Buddy" strategy where students recruit their friends and peers to join the expanded

learning/after school program.
4. Messages for the expanded learning/after school program are included in the “all call” messaging system that goes out to all the students enrolled in each school.
5. An online enrollment link to express interest in the program is included in the school’s registration packet, and enrollment opportunities are promoted the District and school websites.

Elevo Learning has a two-step, paperless enrollment process. It is necessary for families to have a current email address for all registration communication. First, families express interest in an online enrollment questionnaire called the 6Crickets. This confidential link may be posted on a district’s website or provided directly to families. This link is updated regularly by the Regional Program Managers and District Liaison, who sends the information to a Site Manager or Attendance Coordinator. The Site Manager may send a link for each family member to register student(s) in the program directly into our confidential Student Information System (SIS) 6Crickets. Once families express interest in the program via the 6Crickets link, the time and date are captured with the time of receipt and students are enrolled in the program on a first come, first serve basis barring enrollment priority. Moreover, Perris Elementary School District and Elevo Learning actively collaborate on a case-by-case basis to ensure adequate access to the after school program for students with special needs and for those that require specific physical accommodations as appropriate, in compliance with relevant Ed Code.

Engagement Strategies

In addition to enrollment strategies the District and the program also collaborate on aligned engagement strategies. Namely, program curriculum implementation includes aligned strategies for supporting English language developed (e.g., utilizing visuals, activating prior knowledge, strategic student grouping, etc.); likewise, additional supports and accommodations to create the least restrictive environment for students with special needs as well as sharing strategies between the school day and the expanded learning/after school program are achieved through ongoing consultation and partnership with the District.

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.**

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As the entity charged with hiring and training staff, Elevo Learning works with each school administration and the broader community to identify and recruit highly qualified candidates. Candidates are selected to build a staff team that is culturally reflective of the student population, ethnically, geographically and linguistically. Programs with high concentrations of English learners are staffed by individuals who are bilingual and biliterate in the required languages. Staffing includes a full-time Site Manager position that manages the program and coordinates the curriculum; and an entry-level Coach position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled in the program.

A Site Manager ensures that high quality expanded learning/after school program activities are provided for each student participant. Site Leaders are college graduates or have at least 1 year of previous experience as a program leader and are required to go through a series of trainings offered by Elevo Learning. Using standard Elevo Learning program materials, Site Manages coordinate/support program implementation; work with teachers, principals and other instructional-day staff to align program activities; supervise, train & coach all program staff; engage & involve parents; and gather data to assess student safety, interests, participation and improved academic performance.

Program Coaches facilitate all program activities with student participants providing homework assistance as well as academic, enrichment and physical activities, using curriculum and materials provided by the program. Program Coach candidates may be initially hired into the substitute pool before being permanently placed. Site Managers candidates must have at least a minimum of 48 college units or AA degree from an accredited college or university.

Meeting District Minimum Requirements for Instructional Aides

Program Leaders are part-time assignments that must meet the district's minimum requirements for a Paraprofessional/Instructional Aide (or equivalent) position under Every Student Succeeds Act (ESSA) guidelines. Program Coaches work directly with students under the direction of the Site Manager and go through a series of trainings provided by Elevo Learning.

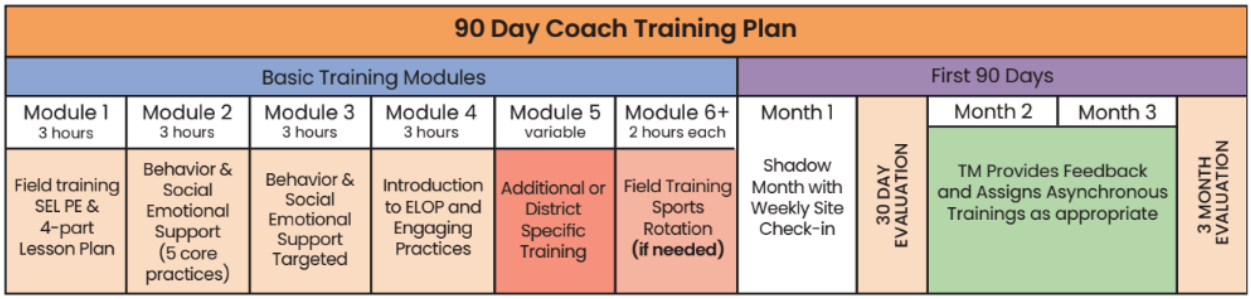
- **Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.**

Coach Requirements

Applicants must be 18 years of age or older and have a high school diploma or equivalent. The onboarding process includes completing new hire paperwork,

obtaining employment verification, completing Department of Justice (DOJ) or Federal Bureau of Investigation (FBI) Live Scan fingerprinting, background checks, and completing TB Testing and Mandated Reporter training. If required, we can ensure candidates meet district instructional aide/paraprofessional qualifications by having them submit proof of applicable coursework to our HR department or by taking the CAPE exam. Elevo will also work with the district on any other requirements including, but not limited to, professional development and/or training. After onboarding by our HR department, coaches receive extensive training by our Curriculum and Training team. During this time, all staff are also trained according to District health, and safety standards as well as any school-specific policies and procedures. PESD also provides additional professional learning opportunities to Elevo with alignment to district practices and policy.

- **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.**

Perris Elementary School District sub-contracts all expanded learning/after school operations and services to Elevo Learning. The established partnership ensures the design and delivery of a high-quality, comprehensive program to student participants that aligns with relevant District and individual school site goals, initiatives and instructional strategies. The program also maintains overall compliance with all associated grant requirements on behalf of the District. As an organization, Elevo Learning supports PESD program implementation through a regional operations structure outlined below:

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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.**

Perris Elementary School District serves a high percentage of students from low income neighborhoods. The following information has been used to assess the needs of the community, parents, and schools we serve:

- CAASPP results & other assessment scores
- Number of students performing academically below grade level
- School and community safety data
- Attendance and truancy rates

The District assessed the need for After School Education and Safety (ASES) programs at its various schools based on several criteria, including an analysis of socioeconomic status, academic performance, and community safety data, as

well as the current availability of alternative resources for local expanded learning activities. The percentage of students eligible for Free or Reduced-Price Meals (FRPM) was the primary factor in determining which schools should apply for ASES funding, since it is the sole criterion by which the funds are granted.

The District shares its vision with Elevo Learning to deliver an expanded learning/after school program that seamlessly transitions students from the regular school day while addressing the needs of the community, students, parents, and school. With this vision in mind, the following program goals have been developed to meet the needs identified in the need's assessment:

1. Develop student engagement by providing new learning opportunities

2. Support academic skills across multiple content areas

3. Create environments that support social emotional development.

- **Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.**

Evaluating Program Effectiveness

Content knowledge will be measured through the administration of a post survey in on line surveys, completed before or after each unit, assessing unit-specific content. Panorama, a validated tool, will measure student's SEL beliefs. The positive impact Youth Development and Arts and Enrichment activities will be measured through an annual engagement survey that will assess behavioral mindset, skill-building, social-emotional learning, and overall interest in learning.

Continuous Quality Improvement

For continuous program improvement, the District will be implementing the Quality Self-Assessment Tool (QSAT) developed by the California Afterschool Network. This tool is formative in design and will serve to inform and engage district and program staff in long-term planning for professional development and technical support. Alongside the QSAT, our Core Program Assessment (CPA) is used at the beginning of the year to develop a baseline assessment for program quality and again at the end of the year to assess outcomes and results of staff professional development plans. Both tools inform the Continuous Quality

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Improvement (CQI) Plans that are utilized throughout the year with site level staff. The aim is to continually plan, implement, and assess programming.

The following table outlines the variety of qualitative and quantitative methods that are used to examine and determine program effectiveness and quality.

Selected Outcome Measures	Results
Panorama: Validated SEL Tool	Students participating in Elevo Learning will exhibit belief that they can succeed in achieving academic outcomes, and they are able to persevere through setbacks to achieve important long-term goals.
STEM: On-line survey **administration**	Students demonstrate growth in knowledge of scientific method and relevant vocabulary; interest and awareness of STEM career options
Youth Development: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Arts & Enrichment: On-line survey administration	Students report improved social-emotional learning, college/career interest and engagement in learning
Quality Self-Assessment Tool (California Afterschool Network)	Engage stakeholders and improve professional development plans for program staff.
Core Program Assessment (CPA)	Engage staff and improve professional development and program quality plans for staff.

Program Improvement Methods

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Data Reflection

Program staff participate in regular data reflection sessions to assess performance and on-going needs of students; and collaborate on strategic adjustments to be made in programming to better support students.

Coaching

Working closely with District leaders, Elevo Learning staff (e.g., Regional Program Managers and Site Managers) provide refresher trainings and on-site coaching for program staff to ensure that areas of quality requiring improvement are continually prioritized and addressed throughout the academic year.

Stakeholder Feedback

Regular feedback opportunities are created from both internal (school administrators, staff, students) and external (parents) stakeholders to assess program implementation and to solicit input & recommendations on how to improve program offerings. Feedback is solicited during regularly scheduled stakeholder meetings as well as the administration of annual stakeholder surveys.

- **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.**

Collaboration meetings are held with school community members (e.g., parent advisory groups, school administrators, resource specialists, school maintenance staff, nutritional service workers, etc.). Several meetings are held to gather data on the needs of the community and solicit input from multiple sources. As part of the annual need's assessment process for program improvement, the following methods are regularly conducted with various stakeholder groups:

• Surveys – program staff, parents, administrators, and teachers
• Interviews – administrators at the site level
• Focus Groups – students and parents

• Working groups – administrators both site level and district level, including program staff
• Site Visits/Walks – school administrators and program staff

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.**

Perris Elementary School District and Elevo Learning collaborate extensively around planning, implementing and updating the expanded learning/after school program plan. This partnership extends from the District's and the CBO's central offices to each funded school site, with the expectation that mirrored collaboration and partnership is experienced at all levels. This includes an expectation of regular communication between the school site Principal (or his/her designee) and the Elevo Learning after school Regional Program Manager & Site Manager, and comprehensive program integration into the school's culture of providing quality services to students, family, and community.

Collaborative partners in this process include the identified District-level administrator/coordinator for ASES programs, other District-level personnel (e.g., Nutrition Services for snack planning & distribution), school site Principals (or designee), Elevo Learning leadership & program staff, as well as parents and students.

Scheduled meetings with collaborative partners include:

• Monthly site level meetings with Principals and Site Leaders

• Monthly meetings and site visits with the District ASES administrator

• Semi-annual District/Elevo Learning collaborative update/planning meetings

• Periodic parent meetings

- **List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).**

Collaborative Partner	Duties/Responsibilities and/or Contributions
G'ovone Castillo	Liaison
Book Nook	Curriculum and Reading Support Resource
Elevo Learning	Sports Tournaments and Healthy Living
Herencia Mariachi Academy	Service Provider

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

10—Continuous Quality Improvement

- **Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 https://www.cde.ca.gov/ls/ex/cqiguidance.asp.

  Perris Elementary School District, in partnership with Elevo Learning, is committed to ensuring that the expanded learning/after school program operates in alignment to the established Quality Standards for Expanded Learning in California. This commitment includes engagement in the annual Continuous Quality Improvement (CQI) process: assess, plan, improve. At each site, a Site

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Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/Elevo Learning leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Elevo Learning Core Program Assessment (CPA), and regular stakeholder feedback tools are used assess program & inform the CPI progress.

While there is often some overlap of when cycle components occur, the following table outlines they standardized implementation plan for the Continuous Quality Improvement (CQI) process led in partnership with Elevo and PESD. Data-driven CQI process is based on the 12 Quality Standards for Expanded Learning in California. This ongoing process helps us grow as an organization to ensure we are providing the best possible services and programs to students.

Our CQI Process

1. Prepare by establishing a core CQI Team, building a culture of improvement, and planning a formal CQI strategy in partnership with stakeholders, including our district and school partners.

2. Assess Program Quality using a range of qualitative and quantitative data collection tools, standardized and validated instruments, focus groups, and surveys.

3. Plan to Implement, after a review of our assessment data and based on priorities, the CQI Team and stakeholders have identified.

4. Implement Planned Improvements based on available resources and support.

5. Reflect on the CQI Cycle and help ensure implemented changes are integrated into the program and organizational processes.

Stakeholders

We work with District and school leaders to identify a team of stakeholders including older students, parents, teachers, administrators, and site and program staff, as well as key community leaders and collaborative partners, if needed. Involving a range of key stakeholders in our CQI process provides us with valuable insights for program improvement.

Partnership with Districts

In partnership with Districts, we determine which stakeholders to include and what data to collect. Once data points are agreed upon, we determine the best way to assess identified outcomes using standardized assessment tools, when possible, or

assessments we develop based on best practices. Our Site Success Manager will then work in collaboration with each site to collect and enter data for analyses and review by our core CQI Team.

CDE Partnership

In addition to incorporating national best practices and California state standards into our program assessment process, our goals and our programs are aligned with the design of California's Expanded Learning Opportunities Program, and the vision of the Director of CDE's Expanded Learning Division. We continue to engage education leaders, research partners, and industry experts in an exploration of the most effective ways to collect data and measure impact for the domains of the Expanded Learning Quality Standards, ELO-P Program Plans, and in the extended-day enrichment space overall.

CQI Assessment Tool

Elevo's CQI Assessment Tool was designed using CAN's Quality System recommendations, which align with the California Department of Education's 12 Quality Standards for Expanded Learning. Questions also reflect Elevo's program and curriculum framework which is informed by the Science of Learning and Development Alliance (SoLD), The International Institute for Restorative Practices (IIRP), the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Universal Design for Learning (UDL), the Center for Whole-Child Education (previously Turnaround for Children), and the Center for Youth and Wellness.

CQI Pilot Project | 2023-24 School Year

During the 2023-24 school year, we implemented a CQI Pilot, using our CQI Assessment Tool, with staff at six sites in three districts to obtain feedback before rolling out Phase I of our CQI Process companywide for the 2024-25 school year.

CQI Phase 1 | 2024-25 School Year

We're using what we learned from our pilots to roll out Phase 1 of our CQI Process at 8 sites from September - December 2024. Phase 2 will include the remaining sites and will include information learned during Phase 1.

11—Program Management

- **Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites**.

  While the district serves as the fiscal agent for this grant, it retains only 5% of the grant funding to cover indirect administrative expenses associated with the management of this program. The remainder of the funding will be passed through to Elevo Learning for program delivery costs. Over 97% of those

pass-through funds are allocated to personnel costs to fund the wages and salaries, benefits and taxes of the Site Leaders and Program Leaders. The District pays for all equipment and consumable materials required to deliver the activities. All administrative costs incurred by Elevo Learning are covered through matching sources of funding, grants, and private philanthropic contributions from corporations, foundations, and individual donors.

Series 2000 – Classified Personnel Salaries

Direct service staff including part-time Program Leaders, full-time Site Coordinators, and prorated portions of Quality Assurance Coaches' and Regional Managers' time dedicated to direct service.

$1,208,180

Series 7000 – Indirect Costs (retained by DISTRICT)

Indirect administrative costs incurred by the grantee/fiscal agent

$63,588

- **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.**

Elevo Learning programs adhere to an "inverted pyramid" structure designed to put children first by building a system that effectively supports direct service to students and families. Each site is staffed by 4-7 **Coaches**, depending on the number required to maintain a student-to-paid-staff ratio of no more than 20:1. The Program Leaders and additional volunteers are supported by a **Site Manager**, who oversees and manages the overall implementation of program operations at site in collaboration/consultations with the designated school site administrator.

Every 10-12 Site Leaders are supported by a **Regional Program Manager** who provides training and side-by-side coaching. Regional Program Manager's interface regularly with school administrators to receive ongoing feedback about the program's progress toward meeting all prescribed goals and objectives.

Regional Program Manager are supported by regional **Directors of Program and Operations (DPO)** and **General Managers** who oversee the delivery of programs and assist with finding solutions to programmatic issues that may

arise. DPOs and General Managers meet at least monthly with school district administrators to ensure that program goals and outcomes are being met and that the programs align with the learning objectives of the instructional day.

Regional management staff are supported by Elevo Learnings Home Office, which provides leadership in the areas of program and operations, human capital, fiscal management, fund development, evaluation, communications, and strategic growth.

- **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.**

Sites are reviewed at least one time each month by the Regional Program Manager who utilizes the Elevo Learning Core Program Assessment (CPA) tool and site observation forms. These forms and checklists are reviewed by the Site Leader, Quality Assurance Coach and Regional General Managers and/or Directors. Plans are made to strengthen the program quality and ensure that programs are compliant with the grant, the District/school, and Elevo Learning program design and implementation requirements. Moreover, PESD representatives engage in periodic program site visits to support the cycle of continuous improvement and regional program leadership.

To triangulate the information of reports and site visits, conversations are held with key stakeholders including but not limited to school site administration, Elevo Learning staff, teachers, parents, and students. Surveys are systematically used to gather input and this information guides the conversations toward program improvements.

Bi-annually, the program is formally reevaluated. As new major program initiatives are rolled out and staff are trained on the implementation of new or modified program components, updates to the program plan are made.

- **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.
- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp.

Fiscal Accounting and Reporting
Perris Elementary School District grant management responsibilities are complemented by Elevo Learnings existing program administrative systems, procedures, and staff support. Elevo LEarnings finance department is overseen by a Chief Financial Officer who ensures that fiscal accounting is accurate and in keeping with the requirements of the grant. Regular invoicing of expenses to the District occurs. Accurate record keeping is ensured using designated accounting codes that allow expenses to be allocated and tracked by grant, by site, by district, and by region. Additionally, Elevo Learnings financial records are audited annually by an independent CPA firm.

Local Match (cash or in-kind services) Requirements (EC Section 8483.7[a][7]) Following is a breakdown of cash and in-kind match, for the 2021/22 school year for Perris Elementary School District sites.

Item	Amount
Total Grant Award	$1,271,768
Total Match Required	$419,683
Facility Usage (25% of match requirement)	$104,921
Snacks (ADA x Days X $0.96)	$119,306
School District In-Kind (calculated by District)	$107,800

School District Cash Match	$102,500

Think Cash Match (total expenses over contract fee amount)	$47,027
Total In-Kind/Cash Match	**$481,554**

Attendance Tracking (including sign-in/sign out procedures)
Accurate daily attendance accounting is collected in 6Crickets, The Student Administrative Software. As students register to attend the after-school program, registration form information is entered into the 6Cricekt database. Elevo Learning utilizes a contactless scanning system that records each student time in, time out and authorized pick-up via a personal student identifier. This system captures data in real time and minimizes the risk of exposure. All site staff are granted access to the scanning system via their confidential login credentials.

Each evening, the scans are reviewed for accuracy and if there is an inaccuracy it is corrected by the appropriate person (ie. ensuring correct authorized pick-up person, correct time in and time out times are reflected). Site staff are required to upload weekly attendance reports along with a summary of attendance. This weekly attendance report is uploaded into a confidential internal folder which is verified for accuracy by a Regional Program Manager in a weekly Attendance Submission Packet. The accuracy of the data in 6Crickets is routinely checked by a Regional Program Manager assigned to each site. Weekly and monthly attendance reports are run and analyzed to ensure data accuracy. Follow-up by the Elevo Learning Operation's Manager occurs routinely. As each month ends, attendance records are filed by district, by site, by day in a confidential site folder via internal Elevo Learning SharePoint. Monthly attendance reports are shared with the District including the school site principals.

For safety reasons, it is the District policy that students arrive to program on time, and that instances of a student's late arrival to program be documented by staff. Late arrival is defined as any time after the normal sign-in period at the beginning of program and may be either "occasional" or "recurring." Occasional late arrival will be documented on the daily attendance sheet. The staff will indicate the late reason on the LA/ER column on the attendance sheet using number codes for the reasons listed below. They will also inform the parent of the reason the student was late to program.

If a student is unable to attend the program for the full day, a Parent may authorize a student to be dismissed early from program. Early release is defined as any time prior to the last 10 minutes of program and may be either

"occasional" or "recurring." In cases of occasional early release, person(s) previously authorized by the parent to pick up the student may also authorize early release if picking the student up early on a given day. Occasional early release will be documented on the daily attendance sheet. The parent or authorized person will document the reason for early release on the LA/ER column on the attendance sheet using number codes for the reasons listed below.

A parent who wants a student to arrive late or be released early on a regularly recurring basis – for example, for a weekly tutoring session or religious obligation – must submit a signed Late Arrival/Early Release Form indicating the reason, and the period (hours and range of dates) for which the late arrival/early release will occur. Staff will indicate any recurring late arrival/early release information on the daily attendance sheet, so staff will know when the student will be arriving late or leaving early.

Authorized person(s) is/are required to document the time and reason for late arrival and early release.

Reasons may be any of the following:

- Enrichment activity (attending on-site programs/activities not supervised by Think Together, or off-site activities such as Club soccer, basketball, etc.)
- Academic support (working with student's teacher after school, etc.) • Family emergency (such as death in family, catastrophic incidents, etc.). • Medical appointments
- Child accident/illness
- Transportation
- Release due to early darkness "Dark 30" (Early release for students who walk home, generally occurs November through mid-March; release times will be pre-established by site staff)
- Other reason (in best interest of child)

Where circumstances make it necessary, permission for a student to walk home alone may be granted when requested by the parent/legal guardian. Permission is granted on an individual basis and only if it is consistent with student safety. Permission is granted for a specified period, and never for more than one school year at a time. A student may not sign out to walk home alone before the release period at the end of program unless specific arrangements for a necessary early dismissal on a specified day or days have been made between the parent/legal guardian and the Site Leader.

Students are expected to arrive at the program at the end of each school day. If a student does not check in at the beginning of program, and we have not received information from the parent stating that the child will be absent or arriving late, the Site Coordinator investigates to ensure the safety of the student.

12—Sustainability

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

Grants are awarded through external collaborative partnerships. Elevo Learning Fund Development department works to identify, apply for, and allocate grant opportunities for sites and districts. These grants align with and enhance our Student Roadmap and Spotlights (see Section 2-Active and Engaged Learning). At the regional and site level, grants can provide additional funding for training, curriculum, supplies, or field trips. Activities and resources provided through grant initiatives help our students experience more opportunities to expand their horizons while making learning more active and meaningful. Grants may have additional budget management and evaluation outcomes that are managed at the regional level.