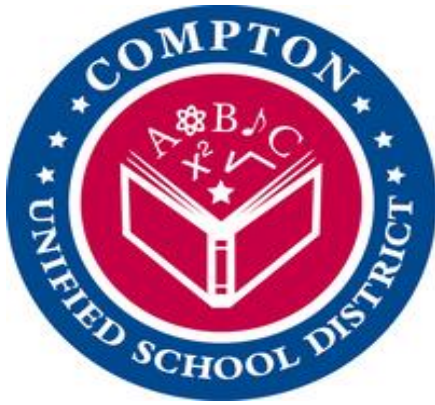




Compton Unified School District

After-school Education & Safety (ASES)

PROGRAM PLAN

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

Grant ID #	ASES: 19-23939-6477-EZ 21CCLC: 19-14349-6477-1A
CDS/FEIN	19 64774
Authorized Signatory	Dr. Darin Brawley Superintendent 310.639.4321 dbrawley@compton.k12.ca.us

Program Administrator	Dr. Jenifer Kang-Moon Senior Director of Educational Services K-8 (310) 639 -4321 jmoon@compton.k12.ca.us
CBO Program Administrator	Think Together Lesley Martin, General Manager (909) 319-0732 Lesley.martin@thinktogether.org

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

Site Name	Projected Attendance
Anderson Elementary	111.10
Bunche (Ralphe) Elementary	111.90
Bunche Middle	47.0
Bursch Elementary	83.3
Carver Elementary	77.1
Clinton (William Jefferson) Elementary	106.5
Davis Middle	111/62
Dicksion Elementary	111.29
Emerson Elementary	83.3
Enterprise Middle	36.3
Foster Elementary	83.96
Jefferson Elementary	111.1
Kelly Elementary	111.1
Kennedy Elementary	111.68
King Elementary	83.3
Laurel Street Elementary	111.60
Longfellow Elementary	83.3
Mayo Elementary	96.8
McKinley Elementary	76.6
McNair (Ronald E.) Elementary	83.96
Roosevelt Elementary	111.25
Rosecrans Elementary	111.29
Tibby Elementary	111.1
Walton Middle	27.2
Washington Elementary	83.3
Whaley Middle	25.7
Willowbrook Middle	20.0

Target Populations
(These may be listed on an additional page.)

Site Name	Target Population Percentages		
	Homeless/Foster Youth	Low-Income (FRPM)	ELL
District Total	2.7%	83.0%	29.4%
Anderson Elementary	1.8%	91.7%	35.5%
Bunche (Ralph) Elementary	2.8%	87.4%	23.4%
Bunche Middle	0.7%	91.4%	33.9%
Bursch Elementary	2.8%	87.4%	23.4%
Carver Elementary	4.7%	92.1%	27.3%
Clinton (William Jefferson) Elementary	1.6%	90.0%	26.1%
Davis Middle	1.6%	88.9%	29.3%
Dickison Elementary	1.0%	88.9%	36.1%
Emerson Elementary	2.2%	90.6%	29.2%
Enterprise Middle	4.2%	93.8%	17.4%
Foster Elementary	2.0%	88.8%	31.6%
Jefferson Elementary	0.9%	89.7%	27.9%
Kelly Elementary	1.9%	91.3%	28.4%
Kennedy (Robert F.) Elementary	2.3%	90.9%	34.3%
King (Martin Luther) Elementary	0.5%	93.3%	30.8%
Laurel Street Elementary	0.9%	87.4%	21.4%
Longfellow Elementary	3.3%	90.2%	22.4%
Mayo Elementary	1.3%	92.3%	35.3%
McKinley Elementary	3.0%	89.1%	16.1%
McNair (Ronald E.) Elementary	3.8%	89.8%	20.5%
Roosevelt Elementary	1.7%	91.2%	40.7%
Rosecrans Elementary	0.6%	87.4%	38.3%
Tibby Elementary	2.4%	90.7%	16.1%
Walton Middle	1.2%	90.0%	27.8%
Washington Elementary	1.6%	90.8%	30.5%
Whaley Middle	1.7%	94.0%	21.2%
Willowbrook Middle	0.7%	90.4%	3.9%

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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 **Compton Unified School District** partners with Think Together 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 6:00pm daily, on the campus of the funded school site.

Each student's physical and emotional safety is the number one priority of all program operations. **Compton Unified School District**, in partnership with Think Together, 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 **Think Together 4 Program Agreements**, 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!
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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 Think Together 4 Agreements modified for field trips/excursions.

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

- Bus parking

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- 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 is 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 **Compton Unified School District** and Think Together, instructional day staff work with after-school program Site Leaders to review **School Site Safety Plans**, and to align protocols & procedures. The Site Leader must obtain a copy of the Safety Plan from the school administrator/liaison at the start of the school year. Each Site Leader 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 Leaders 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 Think Together 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 our 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 Think Together 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 Think Together Program Manual provides specific guidelines to support staff in fulfilling this vital responsibility.

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

Compton Unified School District in partnership with Think Together maintains clear expectations that all staff respect student rights. After-school student participants in the Think Together 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, Think Together 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, **Compton Unified School District** and Think Together 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.

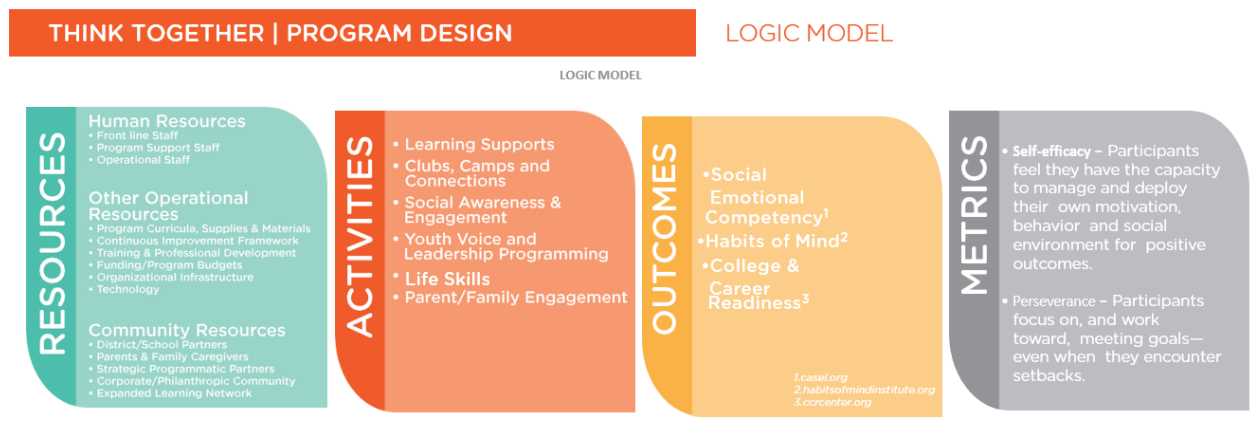
2—Active and Engaged Learning

- ❖ *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:*
 - *Provide positive youth development.*
 - *Provide hands-on, project-based learning that will result in culminating products or events.*

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- ❖ ***If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.***

Compton Unified School District collaborates with Think Together in the operation of its grant funded after-school programs. Think Together’s mission is to partner with schools to change the odds for kids. To this end, Think Together delivers an active and engaging program designed to support academic and social milestones from cradle to college. Think Together intentionally supports student achievement by implementing researched-based skill building activities that have been shown to positively impact student achievement. Think Together’s 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 (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.” (Borman, et al, *Impacting 9th grade Educational Outcomes: Results from a Three-Year Randomized Controlled Trial “[BARR Report]”*. 2018)



School Day Alignment

Think Together 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. Think Together also implements a host of

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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 Think Together 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.

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THINK TOGETHER | PROGRAM DESIGN



AGENCY

Our ultimate commitment is to support our youth participants in developing awareness of their capacity, and their ability to harness & leverage personal agency to show up, engage, navigate & positively impact the world around them.



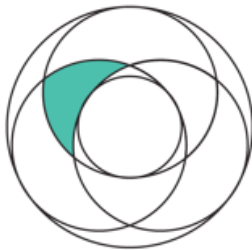
ACADEMIC ACHIEVEMENT

Our commitment to support academic achievement involves intentional academic alignments that promote academic persistence through learning reinforcements & guided practice to support mastery of instructional content material; and the development of habits of mind.



ADVENTURE

Through exposure & exploration, our commitment to adventure programming seeks to expand the horizons of young people to uncover & develop youth interests & talents via scaffolded risk-taking, meaningful challenge experiences; and exhibitions & demonstrations of learning.



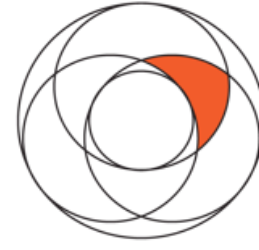
EQUITY

Promoting awareness & compassion for diversity, inclusion, and cultural empowerment.



CONNECTION

Promoting understanding of the greater community and its interdependence.



WELL BEING

Promoting the development of Quality minds & bodies, and a positive outlook on life.

The program intends to provide students with a well-rounded learning experience by incorporating a variety of options and opportunities through the program schedule. Activities and program content are categorized as **Learning Supports, Clubs, Camps & Connections, Social Awareness & Engagement, Parent/Family Engagement, Life Skills, Youth Voice & Leadership**. Planned program activities involve intentional academic alignments that promote academic persistence and seek to expand the horizons of young people. Youth are given the opportunity to uncover and develop their interests and talents via scaffolded risk-taking, meaningful challenges experiences, and the exhibition and demonstration of learning across subject areas that include but

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are not limited to: Healthy Living, English Language Arts, Mindfulness, Social Emotional Learning, Science, Technology, Engineering, Mathematics, Visual and Performing Arts, and Youth Development.



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Example of Educational Literacy Best Practice: Aligned Academic Supports & Interventions:

Learning Supports embedded in the Think Together’s program design are intentionally aligned to instructional school day. The aim of this alignment is to provide critical supports to student participants toward grade-level proficiency. These strategies and interventions include supporting understanding of academic content and providing opportunities to complete assignments.

Technology-Based Interventions (e.g., additional dosage on district/school-selected programs)	AVID Strategies (e.g., building internal capacity through a certified AVID trainer on staff @ Think Together)	Peer Tutors & Academic Supports	Periodic Academic Progress Assessments (e.g., grade checks, communication with school day staff)
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Developing a growth mindset and a positive academic disposition cultivates in students that collage and career aspirations are achievable goals. The most prominent illustration of effectiveness is improved organization in students’ work and materials “Student behaviors involving organization, collaboration, note-taking, goal setting, and engagement in learning are frequently observed indicators of success.” (*New Evidence of AVID Elementary’s Effectiveness*, 2020)

In addition to daily practice during Learning Supports, students also engage in **Units of Study** that differ in scope, taking into account the academic, social, and developmental differences across gradespans. For example in **English Language Arts** Units, Kindergarten, 1st, and 2nd graders focus on phonics (based on McCracken Phonics) and phonemic awareness lessons to build literacy and fluency by developing a strong foundation to support reading by third grade. Phonemic awareness focuses on a letter sound or blend along with a poem, song, or craft activity. These fun and engaging activities help young children become excited about reading.

Third through sixth graders participate in monthly “Close Reading” units of study to practice finding evidence to answer text-dependent questions and identifying main idea & details in a single text or across multiple texts, spanning various content areas. These reinforcements of close reading skills support the Common Core ELA standards, and also helps to prepare students to perform on the CAASPP standardized assessment.

Mathematics

Students also benefit from **Math Units of Study**. The Common Core State Standards for Mathematics calls for students to “Make sense of problems and

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persevere in solving them” (Common Core State Standards Initiative, 2019, p. 1). To support an increase in overall math achievement, students are introduced to and practice problem solving, making sense of the problem, and explaining their thinking to the group.

Examples of Educational Enrichment Best Practices: Clubs, Camps, and Connections

Science, Technology, Engineering, and Math (STEM)

Think Together provides a variety of experiences and programming to actively engage students in STEM. The Next Generation Science Standards (NGSS Lead States, 2013) focus on the principles of investigation and experimentation, including developing meaningful questions and conducting safe investigations. After-school program activities in this component area align to the NGSS standards and provide a variety of hands-on collaborative opportunities that encourage discussion. Each activity provides an opportunity for students to participate in real-world scientific inquiries, challenging students to engage in critical thinking and collaboration.

The Think Together **STEM & Coding for All** initiative exposes students to quality coding instruction/activities beginning in early elementary and continuing through high school. The goal of this component is to create coding programs that enhance resiliency, foster computational thinking, and spark interest in STEM careers. Think Together partner with several organizations to coding programs available at all after-school program sites. Key programmatic partners for this component include Code.org™, STEM to the Future™, Girls Who Code™, Youth Mobile Exposition™, VidCode™,:

[Think Together STEM & Coding for All Initiative \(Example\)](#)

Program Level	Key Focus Area	Key Skills
Early Learning/ Early Elementary (ELP/K-2)	Observation & Description	• Pattern Recognition • Engage manipulatives; introduction to visual block code • Personal Learning Kits
Upper Elementary (3-5/6)	Design Process	• 21st Century Skills • Algorithmic thinking, logic, decomposition, events, conditionals, nested loops • Invention Adventure • Problem Identification • Device programming • Digital Citizenship

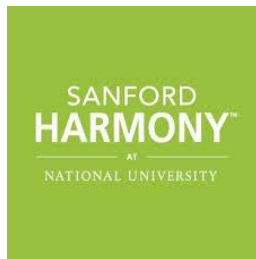
Program sites create **culminating experiences** such as robotics competitions and STEM fairs to showcase students learning and experiences over the year. Student

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leadership opportunities is incorporated into scheduling and designing the culminating event experience, with the support of the program staff.

Youth Development

The Think Together “hearts on” approach to youth development is an intention towards **Social and Emotional Learning (SEL)** and the activity **Social Awareness**. This aligns with the program focuses of **Equity, Connection & Well Being**. The program is committed to creating meaningful opportunities for young people participating in program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. To this end, Think Together partners with Sanford Harmony, MindUp for Life (elementary sites), Every Monday Matters and Stressed Teens (middle school sites) to support social-emotional learning awareness, growth, and student engagement.



Sanford Harmony is an active learning program where children engage in activities and conversations with each other, facilitated by a trained Program Leader. The program “promotes peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping boys and girls learn how to build healthy relationships beginning at childhood” (Sanford Harmony, 2019, p.1).



Every Monday Matters, a program designed around students engaging in conversation and reflection around three perspectives of “I matter,” “You matter,” and “We matter”. It aims to help students learn to build and maintain healthy relationships over time, while incorporating the 4 C’s of 21st century learning: critical thinking, communication, collaboration, and creativity (EMM, n.d.).

Arts & Enrichment

Program design for arts and enrichment centers on creating student experiences in the visual and performing arts. Guided lessons align to the Visual and Performing Arts Content Standards for California Public Schools. Each lesson introduces students to key concepts, vocabulary, real-world examples, and art as a career pathway through facilitated discussions about professional artists and their work. Art units focus on different artistic concepts and techniques, serving to introduce students to a variety of mediums and modalities.

In addition, the program also provides a wide variety of enrichment activities beyond the arts, including cooking, sports, and leadership clubs. Culminating events for arts and enrichment activities often feature talent shows, plays, poetry readings, art walks, and screenings of student produced films.

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Skillastics Visual and Performing Arts programs center around physical movement. The Move & Groove program threads social & emotional character traits into dance and creative expression.

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.*

Think Together actively partners with **Compton Unified School District** in identifying opportunities to effectively leverage the after-school environment to support District LCAP goals and individual school site goals where appropriate. 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 Think Together's organizational commitment to supporting academic achievement and 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](#)), Think Together 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 Think Together 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.

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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 Leader supports.

Guided Homework Support Structure

Supports Offered	Description
Program Leader/Peer Supports by Asking Questions & Checking for Understanding	Rather than telling students what to do, the Program Leader 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 Leaders 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.
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 Leader 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.

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

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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 a 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 plans 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.
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 **Compton Unified School District** after-school program operated by Think Together 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)

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- 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 (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).***

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 club.
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 Think Together 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.

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

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5—Healthy Choices and Behaviors

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

COMPTON UNIFIED SCHOOL DISTRICT works closely with school administrators and Think Together 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 Think Together 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.

Healthy Practices & Program Activities

Physical Activity



CATCH® Kids Club: A minimum of 30 minutes of daily physical activity is a requirement for Think Together programs. The **CATCH® Kids Club** is a physical activity and nutrition education program designed for elementary school aged children (grades K – 8) in an after-school/summer setting. **CATCH** was developed based on elements of the *Coordinated Approach to Child Health (CATCH®)* Program, a successful and proven elementary grades health promotion program designed for the early prevention of cardiovascular disease; its development was funded through the National Heart, Lung, and Blood Institute.

The physical activity program has four main objectives:

- Involve students in at least 30 minutes of daily physical activity,
- Involve students in moderate-to-vigorous physical activity during at least 90% of physical activity time,
- Provide students with many opportunities to participate and practice skills, and
- Provide students with a variety of enjoyable physical activities.

CATCH® is aligned to the California physical education content standards, as activities include:

- Development of motor skills,
- Development of knowledge of movement concepts, principles and strategies;
- Activities to develop and maintain a level of physical fitness to improve health and performance,
- Development of knowledge of physical fitness concepts,

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- principles and strategies, and
- Development of knowledge and use of the psychological and sociological concepts, principles and strategies that apply to the learning and performance of physical activity.

Research has demonstrated that *CATCH*® is effective in increasing physical activity for students as well as reducing the rate of overweight and obese participants (Catch, 2014-2019). The program provides fun, developmentally appropriate physical education activities which develop health-related fitness and skills while teaching the importance of physical activity. In addition, the constant physical activity, in *CATCH*®’s “all kids active all the time” game format, provides an active means of managing student behavior during outdoor activity. Each lesson has a warm-up and cool down segment before and after the activity itself. In addition, lessons are debriefed to ensure that students’ key learning is defined.

Think Together 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.



The **U.S. Soccer Foundation’s Soccer for Success** program is one example of Think Together’s partnerships that support implementation of sports programming. Soccer for Success is an after-school program, offered free to participants, that is proven to help kids establish healthy habits and develop critical life skills through trained Program Leaders. Think Together implements Soccer for Success curriculum at each elementary site.

Health and Nutrition Education



Harvest of the Month: The California Nutrition Network’s *Harvest of the Month (HOM)* curriculum provides nutrition education to complement the *CATCH*® physical activity curriculum. Harvest of the Month highlights one California-grown fruit or vegetable per month. Students may learn not only the nutritional value of the produce item, but also the science of how the produce grows and is associated with folklore and history. Lessons may involve reading and discussing a children’s book featuring the “harvest of the month,” and there is a monthly parent newsletter for students to take home. Students’ favorite parts of the curriculum tend to be taste-testing activities and the preparation and tasting of simple recipes.

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Think Together also offers Units of Study in Healthy Living. ([see section 2 – Active & Engaged Learning/Youth Development](#)).

Social Emotional Learning

Think Together is aware of the importance of helping young people learn how to cope with and resolve conflict. The program is committed to creating meaningful opportunities for young people participating in program to develop research based SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. The program implements the Sanford Harmony SEL program, MindUp for Life curriculum activities at elementary sites and Every Monday Matters, Stressed Teens at middle school sites. ([see section 2 – Active & Engaged Learning/Youth Development](#)).

- ❖ ***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.***

Healthy Nutritional Practices

COMPTON UNIFIED SCHOOL DISTRICT nutritional Services Division works closely with our Think Together 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.

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

Examples of snacks that are provided by food *School Nutrition Plus* (SNP) vendor.

- Quaker Chewy Maple Brown Sugar Bar
- Smartfood Popcorn – White Cheddar
- Honey Graham Toasters
- Fresh apples
- String cheese
- 1% Milk & 2% 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.***

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COMPTON UNIFIED SCHOOL DISTRICT and Think Together 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. **COMPTON UNIFIED SCHOOL DISTRICT** and Think Together 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.

Think Together's core organizational values includes a value for **treating others with dignity & respect** and **embracing diversity**. The program's enrichment component allows for students to use academic skills in a variety of engaging activities where students incorporate and celebrate their cultural. unique backgrounds, voice & expression through discussion, presentation, and inclusion in the creation of projects. In addition, some schools also provide specific activities that align with the school day in the recognition/celebration of cultural heritage months, holidays, cultural arts projects and exploration.

❖ **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 Think Together 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.

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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 enrollment application is included in the school’s registration packet, and enrollment opportunities are promoted the District and school websites.

Parents and/or guardians complete an enrollment form. Site Leaders facilitate the enrollment process. Once enrollment forms are received, they are stamped with the date and time of receipt and students are enrolled in the program on a first come, first served basis barring enrollment priority. Moreover, **COMPTON UNIFIED SCHOOL DISTRICT** and Think Together 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, Think Together 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 Leader position that manages the program and coordinates the curriculum; and an entry-level Program Leader position staffed at a 1:20 staff-to-student ratio for the total number of students enrolled in the program.

A Site Leader ensures that high quality expanded learning/after-school program activities are provided for each student participant. Site Leaders are either college graduates or have experience in lieu of a degree and are required to go through a series of training courses offered by Think Together. Using standard Think Together program materials, Site Leaders 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 Leaders 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 Leader candidates may be initially hired into the substitute pool before being permanently placed. Site Leader candidates must have at least a bachelor's degree or one-year of exemplary performance in a program before final selections is made by school principals.

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 the Every Student Succeeds Act (ESSA) guidelines. Program Leaders work directly with students under the direction of the Site Leader and go through a series of trainings provided by Think Together.

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

Staff Recruitment

Think Together leverages community and regional networks to generate a pool of potential candidates for all positions available in the operation of the expanded learning/after-school program. The organization employs a regional talent acquisition team as well as other HR professionals that implement a wide array of strategies to identify, recruit and retain a workforce of passionate, qualified, and well-trained after-school practitioners.

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Recruitment efforts include, but are not limited to:

- Referrals by current employees
- Relationships with local colleges & universities
- Social media job postings (e.g., Facebook, Instagram, LinkedIn, Ed Join, etc.)
- Site level/community recruitment & job fairs
- Promotion of career opportunity via Think Together & District websites

Employment Screening, Selection & Site Placement

All interested candidates are required to submit a resume and complete an online job application. Candidates then undergo a phone screening to ensure they meet minimum employment eligibility, followed by an in-person job interview. Candidates are assessed based on their experience, interests, and the specific skills & talents they bring to the expanded learning environment. Those seeking Site Leader positions are ultimately selected by the school site Principal after the applicant pools have been screened and reduced to the top 2 or 3 candidates. Job offers are made to successful candidates contingent upon U.S. Department of Justice & FBI live scan and TB clearances.

All new hires are required to participate in New Hire Orientation. While appropriate efforts are made to accommodate employee preferences for grade level, school site and/or program component, placement of new hires is predicated on the organizational and programmatic needs of the individual school sites.

❖ ***Describe the type and schedule for the continuous professional development that will be provided to staff.***

Think Together subscribes to the **Quality Technical Assistance Framework** and provides on-going, needs driven professional development and support to all staff in an effort to create an effective and high-quality expanded learning/after-school program experience. The program creates and provides employees with comprehensive theoretical and application-based **training** to ensure that staff can manage a classroom environment and have the knowledge and skills to implement program components with fidelity. Think Together staff also participate in District and school-sponsored trainings to become familiar with and to align to educational initiatives and instructional strategies. Organizational trainings are conducted both in person by the Organization Development Department training team, and virtually through an organization-wide learning management system (LMS).

Likewise, the program uses comprehensive rubrics to assess staff performance and program implementation. Think Together Quality Assurance Coaches and Site Leaders facilitate on-going, in-person development and on-site **coaching** with Program Leaders.

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They work in collaboration with individual staff and/or small groups to build specific skills/capacity and improve overall work performance.

Matrix of Sample Professional Development Offered to Staff

Staff Position	Compliance/Safety* & Other	Program
Site Leader	•First Aid/CPR Certification •Mandated Reporter •Sexual Harassment for Supervisors •Grant Compliance •Employee Management •Data Quality Management •Site Level Program Assessment/CQI •Student Incident/Injury Reporting •Leadership Development/Priority & Time Management •Relationship Building w/Stakeholders	•Quality Technical Assistance •Behavior & Classroom Management •Homework Implementation & Mgmt. •Lesson Preparation, Facilitation & Eval. •Program Curriculum Spotlights •Social Emotional Learning Strategies •District/Site-Specific Curricula •Planning/Implementing Youth Clubs
Program Leader	•Student Sign-In/Out Procedures •Student Incident/Injury Reporting •Relationship Building w/Stakeholders	•Behavior & Classroom Management •Homework Implementation & Mgmt. •Lesson Preparation, Facilitation & Eval. •Program Curriculum Spotlights •Social Emotional Learning Strategies •District/Site-Specific Curricula •Planning/Implementing Youth Clubs

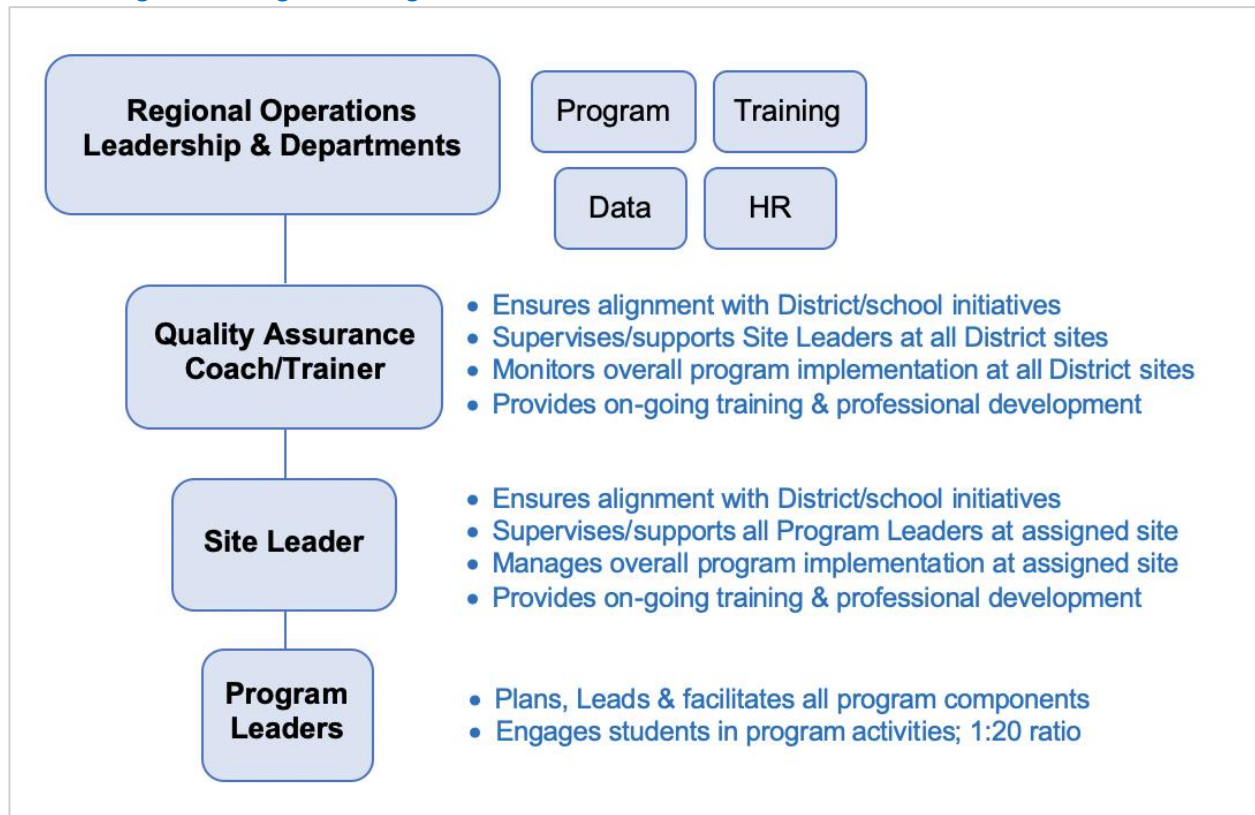
*Note: All Think Together staff are required to participate in monthly LMS safety trainings.

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

COMPTON UNIFIED SCHOOL DISTRICT sub-contracts all expanded learning/after-school operations and services to Think Together. 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, Think Together supports **COMPTON UNIFIED SCHOOL DISTRICT** program implementation through a regional operations structure outlined below:

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Think Together Regional Organization Structure



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.***

COMPTON UNIFIED 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

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

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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 Think Together 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

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, Think Together staff (e.g., Quality Assurance Coaches & Site Leaders) 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.***

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Initially, 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 needs 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.***

and Think Together 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 Think Together after-school Quality Assurance Coach & Site Leaders, 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), Think Together 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/Think Together 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.).***

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Collaborative Partner	Duties/Responsibilities and/or Contributions
School Nutrition Plus	Snack Service Provider
Skillastics	Social Emotional Learning and healthy choices and behaviors curriculum
US Soccer Federation	Soccer for Success curriculum and training

- ❖ *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/cqiguide.asp>.*

COMPTON UNIFIED SCHOOL DISTRICT, in partnership with Think Together, 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 Level Quality Improvement Team is identified (inclusive of Site Leader, line staff, school day partners, youth participants, parents and other District/Think Together leaders where appropriate) to participate in the annual process. The California Afterschool Network (CAN) Quality Self-Assessment Tool (QSAT), in conjunction with the Think Together 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 by Think Together.

Continuous Quality Improvement (CQI) Implementation Process

CQI Cycle Component	Timeline	Action Items
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ASSESS	July thru October (on-going pulse checks & assessments occur throughout the year)	• Review spring stakeholder assessment data • Review previous year's internal Core Program Assessment (CPA) & conduct start-of-year CPA self-assessment • Review previous CQI plan and implementation progress • Implement CAN Quality Self-Assessment Tool (QSAT)
PLAN	October	• Engage in site-level data reflection sessions (DRS) • Identify program strengths & opportunities for improvement by Quality Standard • Revise/draft CQI plan • Solicit input from key stakeholders on revised/draft plan • Finalize plan & share improvement objectives & strategies with all stakeholders
IMPROVE	October thru June	• Intentional implementation of CQI plan. • Align CQI objectives/strategies to staff work plans where appropriate • Conduct regular site/program observations • Provide on-going training & coaching to program staff • Incorporate regular CQI updates into standing program/ stakeholder meetings • Conduct periodic pulse checks to assess program improvements • Make regular progress updates to the CQI plan.

Program Improvement Methods

At Think Together, data reflection sessions are used to assess the needs of students & staff, and to brainstorm collaborative strategies to make necessary improvements to respond to findings. On-going site observations, refresher trainings, and on-site coaching supports a program culture that values continuous improvement toward the implementation of high-quality programs for all student participants. Regular communication and strong partnerships between the program and the District/school site promotes transparency and allows for shared ownership, commitment & accountability to identified program improvements.

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 Think Together for program delivery costs. Over 90% 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 balance of the funding is allocated to site level operational costs (e.g., materials, supplies, equipment and transportation for field trips). A portion of

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the administrative costs incurred by Think Together is 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.

\$2,757,617

Series 4000 – Books and Supplies

Consumable supplies and non-consumable materials to support program operation and activities, including educational software.

\$140,000

Series 5000 – Contracted Services

Direct administrative expense incurred by the direct service provider.

\$312,807

Series 7000 – Indirect Costs (retained by DISTRICT)

Indirect administrative costs incurred by the grantee/fiscal agent

\$168,970

- ❖ ***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.***

Think Together 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 **Program Leaders**, 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 Leader**, 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 **Quality Assurance Coach** who provides training and side-by-side coaching. Quality Assurance Coaches interface regularly with school administrators to receive ongoing feedback about the program's progress toward meeting all prescribed goals and objectives.

Quality Assurance Coaches 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

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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 Think Together's 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 Quality Assurance Coach who utilizes the Think Together 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 Think Together program design and implementation requirements. Moreover, **COMPTON UNIFIED SCHOOL DISTRICT** 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, Think Together 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

COMPTON UNIFIED SCHOOL DISTRICT grant management responsibilities are complemented by Think Together's existing program administrative systems, procedures and staff support. Think Together's 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, Think Together's financial records are audited annually by an independent CPA firm.

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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 **COMPTON UNIFIED SCHOOL DISTRICT**.

Item	Amount
Total Grant Award	\$3,485,837.45
Total Match Required	\$1,150,326
Facility Usage (25% of match requirement)	\$287,582
Snacks (ADA x Days X \$0.96)	\$328,723
School District In-Kind (calculated by District)	\$385,359
Think Cash Match (total expenses over contract fee amount)	\$284,130
Total In-Kind/Cash Match	\$1,285,794

Attendance Tracking (including sign-in/sign out procedures)

Accurate daily attendance accounting is collected in Youth Services.net (YS), The Student Administrative Software. As students register to attend the after-school program, registration form information is entered into the YS database. Students are checked into the program each day by the Program Leader and signed out by the parent at the end of the day.

Each evening, attendance is reviewed for accuracy and if there is an inaccuracy it is corrected by the appropriate person. The accuracy of the data in YS is routinely checked by a Quality Assurance Coach assigned to each site and a Regional Operations Analyst.

Weekly and monthly reports are run and analyzed to ensure data accuracy. Follow-up by the Think Together Regional Operation's Analyst occurs routinely. As each month ends, sign-in sheets are filed by district, by site, by day and secured in the office. Monthly attendance reports are shared with the District including the school site principals.

- ❖ **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>.**

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

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on the attendance sheet using the number codes 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 the number codes 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.

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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. Think Together's 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.

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