



**PROPOSAL**  
**For After-School Program Administration**  
**TEACH PREPARATORY ELEMENTARY SCHOOL**

**May 20, 2022**

**Agency**  
**After-School All-Stars, Los Angeles**



May 20, 2022

Attn: Enrique Robles, Director of Operations & Data Strategy  
c/o TEACH Public Schools  
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RE: RFP -After-School Program Administration

**Governor Arnold Schwarzenegger**  
38<sup>th</sup> Governor of California  
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After-School All-Stars, Los Angeles (ASAS-LA) is honored to submit this proposal in response to the RFP for After-School Program Administration at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TPES). Our goal is to continue to collaborate with TEACH Public Schools as an after-school partner by providing an exemplary program which is in alignment with the School and District priorities, while also building future leaders. ASAS-LA has extensive experience managing, facilitating, and executing highly effective academically driven programs in charter schools’ grades TK – 12. In addition, ASAS-LA is knowledgeable in staying compliant with ASES and 21st CCLC reporting & programmatic requirements.

ASAS-LA will continue to execute our mission to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students’ self-esteem, leadership and respect for one another to help build healthier communities*, and are prepared to do so through both distance learning and through face-to-face programming. Our main objectives remain to provide academic enrichment opportunities and activities designed to complement students’ regular academic program and that support college and career readiness, assist with literacy and related educational development services for families of these students, and provide a safe environment for students participating in their programs. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

ASAS-LA’s unique program model with our four-pillar strategy in the **academics; visual and performing arts; youth leadership and service learning; and health, nutrition and fitness programs**, and our 8 program initiatives demonstrates our holistic approach to extended-day learning. It also compliments the work of the regular school day teachers and administrators in the area of academic support and student achievement. ASAS-LA operates in 58 public and charter school locations, grades K-12, offering its programs to more than 15,000 students per year.

Participating schools include 29 middle schools, 14 high schools, 2 K-8, one K-12, and 12 elementary schools.

We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate to provide After School Programs at TEACH Public Schools and we welcome the opportunity to continue serving the students at your schools.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J. Licardie-Banks', with a large, stylized initial 'J'.

Jacqueline Licardie-Banks, Interim CEO  
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## SCOPE OF WORK

### **Organization History**

Founded in 2002, After-School All-Stars, Los Angeles (ASAS-LA) is an independent 501(c)(3) and the flagship chapter of a national network that serves 90,000 students across the country. ASAS' history begins in 1991, when ASAS founder Arnold Schwarzenegger was invited to serve as Executive Commissioner of the Inner-City Games (ICG). This citywide fitness expo featured a variety of sports and educational activities for at-risk youth, with the goal of developing their self-esteem and personal value. The powerful impact ICG had on its young participants inspired the creation of the Inner-City Games Foundation (ICGF) in 1992. By the early 2000s, ICGF had successfully opened 14 chapters across the country. Over this period, we transformed our model to provide holistic, after-school programming every day of the school year, supplemented with summer programming. ICGF was renamed After-School All-Stars in 2002 to reflect this significant expansion of services and continues to serve youth with the greatest of needs and the fewest of resources. Today, ASAS-LA provides comprehensive, high quality after-school programs to over 14,000 at-risk K-12 students each year. Like many of the 19 chapters within the ASAS network, ASAS-LA operates as an independent legal entity, with its own 501(c)(3) status. The mission of ASAS-LA is to *educate, enlighten, and inspire young people by providing exciting and dynamic opportunities for their success, while cultivating students' self-esteem, leadership and respect for one another to help build healthier communities.* Our main objectives are to provide academic enrichment, extracurricular classes, and character-building opportunities in order for our students to lead healthy and active lives. We do this by preparing each child to graduate high school, go on to college, find a career they love, and give back to their communities.

For the past 19 years, ASAS-LA has become a pillar in many communities throughout the City and County of Los Angeles, known for providing meaningful, high-quality, and responsive out-of-school-time education programs. With its original mission of providing a safe and inspired educational enrichment experience for middle school students, the organization has grown its program portfolio to go above and beyond comprehensive programming, offering a dynamic and exciting experience for students in grades K-12 across 59 schools, in both local districts like Los Angeles Unified and Montebello Unified School Districts, as well as charter school organizations including Alliance College-Ready Public Schools, resulting in measurable academic gains, with documented long term attitudinal changes in youth toward their academic futures. ASAS-LA has partnered with TEACH Public Schools in providing exceptional services to the students and families it serves. We are pleased to submit this proposal to continue providing after school program services. We feel our experience running after school programs at TEACH Public Schools and across the city of Los Angeles makes us a great candidate for the TEACH community.

## **Program Plan, including how it complies with ASES and 21st CCLC programmatic and evaluation requirements**

### **Program Plan**

ASAS-LA strategically aligns its Program Plan and program design to support the mission of TEACH Public Schools and comply with all ASES and 21<sup>st</sup> CCLC grant requirements. The program design embraces fundamental principles of youth development, and consistently embodies some of the most current promising practices of the field. ASAS-LA plans and operates under the premise that “whole child” education is fluid, adapting to the ever-changing needs of youth. It is this understanding that drives a dynamic program design that looks at local and national issues surrounding the academic and social education of young people.

Through our holistic and comprehensive programming, ASAS-LA empowers students with the skills and experiences necessary to succeed academically and successfully transition from middle school to high school, college, and beyond. ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will prepare them for success in life. Enrichment courses are interdisciplinary and interactive, emphasizing the practical application of school-day lessons. They are heavily project-based and student-directed, and last between 8 and 10 weeks ending with culminating events.

While all schools design their own program offerings, all classes must fall within ASAS-LA’s pillars of programming that include: **Visual and Performing Arts; Health, Fitness, and Nutrition; Academic; and Leadership and Community Service Learning.** The Academics Pillar offers assistance in students’ academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during the instructional school day. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop students’ unique talents and build their artistic, performance, social and emotional skills. The Health and Fitness pillar offers diverse physical and nutrition activities that teach the importance of healthy living and leadership. The Service-Learning Pillar has elements that are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning activities along with opportunities for students to share their projects and experiences with peers, family, and community members. ASAS-LA operates onsite on school campuses a minimum of 15 hours per week, and can include programming before or after school; on weekends and on non-instructional days. Program will begin at the time of the dismissal bell and operate a minimum of three hours, and at least until 6 pm. Before school operates 1.5 hours before school begins. To ensure programmatic requirements are met, program will include academic assistance, enrichment, and physical fitness daily. Students are able to select their enrichment and physical activity classes at the beginning of each 8-10 week session. Student to staff ratios are held at or below 20:1. A nutritious snack, compliant with all national and federal regulations and provided in accordance with the National School Lunch act, is served daily by an approved vendor at all sites.

There is a minimum of one Program Leader for every twenty students (20:1). A full time Program Coordinator serves as the day-to-day point of contact regarding program quality, curriculum, lesson plans, class selections, o maintain the quality of the program. and relationships with administration and teachers. The Operations and Grant Manager manages the compliance, reporting, and personnel aspects of the program. The Program Support Specialist is responsible for the program quality and training side of the program. They conduct class observations and determine what trainings are needed.

PCs are responsible for overseeing the after-school program and its participants. PCs participate in all school staff meetings and hold one-on-one monthly meetings with school principals. These open and direct lines of communication enable each site's PC to adjust safety plans as necessary and ensure all program staff are knowledgeable about the plan. Throughout the year, we hold virtual weekly and monthly staff meetings. Program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. A requirement of all new employees is that they successfully complete 30 hours of mandatory training through *Safe Schools*, a K-12 safety and compliance training program as well as training on Site Safety Plans. All staff must be CPR/first aid certified and attend a child abuse reporting workshop. As school-specific or other procedures are updated, Program Coordinators and ASAS-LA coordinate supplemental trainings for affected staff. We conduct emergency and disaster drills for all students and staff on a monthly basis.

ASAS-LA does not operate as a drop-in program. Students must participate for the duration of the daily after-school program unless they have completed an early release form, which specifies the date and time of and reason for early release. This practice serves the dual purpose of preventing the dilution of programming that occurs when students do not participate in the full spectrum of offerings and also enables staff to adequately monitor students' locations throughout the program. Students must sign-in to all program activities. ASAS-LA works with our school partner to determine campus locations for program activities. In the event activities take place in locations other than typically designated areas, staff communicate new locations to participants and families through written and verbal notification.

Consistent with grant requirements, we recruit highly qualified staff that meets minimum educational requirements and standards. Our Program Coordinators are preferred to have a four-year degree, and most are pursuing careers in education. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 48 college credits or a passing score of 75% on the math and English portions of the Instructional Aide Exam.

ASAS-LA complies with all aspects of fiscal administration and reporting as required by the ASES and 21st CCLC programmatic and evaluation requirements. These include:

- **Expenditure Reports** – vetted and submitted as required by both state and federal contracts (Quarterly basis)
- **Payments for Services** –ASAS-LA invoices schools based on actual expenses incurred while operating said program.
- Copies of expenditure reports are submitted along with CDE reporting.
- Student attendance information is submitted upon filing of CDE report.
- **Inventory Reports** – ASAS-LA provides quarterly inventory of any equipment that was purchased with public grant funds that exceed \$500 dollars. All transactions involving equipment of more than \$500 (acquisition, transfer, reports of loss/theft, or disposal) are recorded.
- **Evidence of Insurance** – ASAS-LA maintains all required levels of general liability insurance.
- **Obtaining local Match**- As a part of the grant a 33% match of additional funding/resources is made for each of the sites. This agreement was made for programs that receive ASES funding. The Director of Development and Development Manager who track external programmatic contributions as well as track ALL in-kind goods and services monitors evidence of these matches. Our external auditor reviews these yearly.

ASAS-LA tracks attendance on all participating students through the web-based database system, CitySpan. We currently measure how countdown attendance (the organization's academic support initiative) and enrichment attendance, separately and in combination, predict students' social and academic outcomes across sites. This tracking system allows us to far more efficiently and quickly run data analysis. In order for this system to be successful, All-Stars has built a Data Department comprised of Data Entry personnel, and Director of Data in order to administer training, ensure timely reporting, and maintain quality control. The Director of Data also bears primary responsibility for reporting attendance and other data to our funding agencies. The department undergoes internal and external audits on a routine basis in order to maintain the integrity and accuracy of attendance, dosage, demographic and other program related data.

In addition, attendance of students attending program is recorded daily, all sign in/out sheets go through an initial audit review before attendance is entered into to the ASAS-LA City-span database. All attendance entered into database is reconciled with the sign in/out sheets. In compliance with all rules and regulations of CDE state grant funding, attendance is taken daily, with all attendance reported checked for accuracy. In addition, ALL student participants have a signed application on file.

### **Program Evaluation**

For over ten years, ASAS-LA has conducted student success and program evaluations in partnership with the Claremont Evaluation Center (CEC) at Claremont Graduate University (CGU). These surveys measure students' motivations in attending ASAS-LA; level of program quality; perceived gaps in program offerings; staff preparedness; quality of peer relationships and relationships with staff; program alignment to school-day learning and

values; and sense of developmental assets, including commitment to learning, positive identity, boundaries & expectation management, and more. The CEC analyzes the program data from multiple data sources, enabling us to draw conclusions, make necessary corrections, and develop short and long-term advancement strategies. These evaluations examine relationships among program dosage; program quality; academic outcomes; social emotional outcomes of participants; school attendance; student, parent and teacher/administrator satisfaction. CGU conducts focus groups, administers surveys, and holds planning sessions with staff to reflect on evaluation data and engage in continuous quality improvement.

To assess program quality, a variety of measurement tools are used, all of which align with California Afterschool Network's (CAN) Quality Standards for Expanded Learning in California. Internal observations (conducted by the Director of Strategic Program Initiatives and Special Events, Operations and Grants Managers, Program Support Specialists, and Program Coordinators) and external observations (conducted by the CEC team) are conducted with a protocol that focuses on four point-of-service quality standards: 1) Safe and Supportive Environment; 2) Active and Engaged Learning; 3) Skill Building; 4) Youth Autonomy and Leadership. Staff surveys measure staff knowledge and understanding of the quality standards and perceptions of the quality at their site. Student and parent surveys measure the quality of programming across the four quality standards previously described. These data sources (i.e., attendance, observations, surveys) are used determine areas needing improvement.

ASAS-LA engages in annual Continuous Quality Improvement (CQI) cycles using the California After School Program Quality Self-Assessment Tool to determine areas to target. This self-assessment considers data on student grades, test scores, homework completion, attendance, behavior and demographics along with anecdotal and survey data from students, parents, ASAS-LA staff, school staff, and program partners. To design, implement, and measure progress toward targeted improvement efforts, we use a CQI Improvement Plan, created by the ASAS-LA and Claremont Graduate University (CGU) team. The Director of Strategic Program Initiatives and Special Events leads the CQI process. This process consists of five major components: 1) Training Program Coordinators (PCs) and Program Leaders (PLs) on quality standards and CQI; 2) Gathering data from stakeholders; 3) Helping Program Coordinators develop Program Design and site-level CQI Action Plans; 4) Training Program Coordinators, Program Support Specialists (PSSs), and Operations and Grant Managers (OGMs) on how to conduct observations with their staff; 5) External Evaluators provide and facilitate reflection on program quality observations and relevant survey results.. The data collection process for CQI evaluation includes ongoing program quality observations, monthly meeting with principals; dissemination of student surveys at each site every other month that gauge students' interest in program offerings; periodic meeting with parents and community program partners; attending official school meetings; and meeting with teachers and counselors on a regular basis.



## **Timeline and Phasing**

In addition to the annual cycle of student programs, ASAS-LA also implements a robust Continuous Quality Improvement process. Program Directors partner with the Claremont Education Center and ASAS-LA's Program Support Specialists and Operations & Grant Managers to implement tactics to improve program quality which include trainings for part-time program staff. The process occurs on the following timeline:

July-Aug: Claremont Education Center & ASAS-LA hold planning meetings

Aug-Oct.: Claremont Education Center conduct CQI trainings for full-time ASAS-LA Program staff

Oct.: ASAS-LA Program Directors, Program Support Specialists, and Operations and Grant Managers create plan (including goals and tactics) for improving program quality based on assessment data gathered from last year

Oct-Dec: Improvement phase; ASAS-LA Program Directors execute on plan

Nov-Dec: Claremont Evaluation Center as well as Program Coordinators, Program Support Specialists, and Operation and Grant Managers conduct first round of observations & Claremont evaluators analyze observational data to indicate student experiences around youth autonomy and how the student councils are used to facilitate autonomy & Student and Staff surveys are administered

Jan: Action plan for improving program quality is updated based on assessment data gathered

Jan -April: Improvement phase; ASAS-LA Program Directors execute on plan

Jan: ASAS-LA full- & part-time program staff participate in CQI workshops, facilitated by ASAS-LA Program Support Specialists and Claremont Education Center.

Feb-March: Second round of observations

March: Principal Survey is administered

April: Action plan for improving program quality is updated based on assessment data gathered

April-May: Third round of observations & Student and Staff surveys are administered

June: Action plan for improving program quality is updated based on assessment data gathered & ASAS-LA's data collection team aggregates data on survey responses and participants' academic performance and upload the data to Claremont for analyses linking participation to implementation and students' social-emotional and academic outcomes.

July-Aug: Claremont Education Center authors case study & recommendations for CQI & the cycle repeats itself.

### **Description of signature program curriculum and services**

#### **Program Curriculum and Components**

ASAS-LA engages students in a way that not only helps them understand the importance of academic performance but also establishes attitudes and skill sets that will power success for life. Research demonstrates a combination of academics, enrichment activities, and healthy lifestyles improve student achievement significantly more than academics alone – especially as it relates to low-income, at-risk youth. To best equip our students for success, ASAS-LA structures our programs around Four Pillars, taking a holistic approach to after-school. The Academics and Homework Support Pillar offers assistance in students' academic work that is tailored to their specific needs, particularly in core subjects, and enhances what they are learning during school. The Visual and Performing Arts Pillar offers unique, experiential opportunities to develop extracurricular talents and build their social, artistic, and emotional skills. The Health, Fitness, and Nutrition pillar offers diverse physical and nutrition activities that teach students the importance of healthy living and leadership. The Youth Leadership and Community Service-Learning Pillar, community service elements are woven into all programs to teach students the value of giving back and the impact they can have on the world around them. All programs offer project-based learning and opportunities for students to share learnings with peers, family, and community members, actively reinforcing lessons learned at ASAS-LA in their families and communities.

ASAS-LA will create a support network of staff, resources, and programming that empowers our students to perform their best. This network includes a safe place to complete homework, nutritious snacks, outlets for creative and physical expression, strategic outreach to teachers, family members, and relevant professionals, and opportunities to explore passions and connect them to career paths and long-term goals. We engage community partners in all programming, connecting students to the cultural richness of their environments and extending this network beyond their schools. We work directly with teachers and learning specialists to understand strategies implemented with special needs populations during the day, which we incorporate after school.

**Academic and Homework Support Pillar:** *Countdown / Academic Hour* - All program participants begin the programmatic day with ASAS-LA's academic assistance program called *Countdown*. During this time frame, typically 45-60 minutes, staff, at a maximum ratio of 20:1, assist with homework, journal writing, research skills, reading, study skills, literacy-based initiatives, and test-prep activities. This is not a supervised "study hall," but rather includes proactive collaboration with core day instructors to address specific study skills students are lacking. By aligning after school activities with the core day's initiatives, students are able to use practical application of their skills and reinforce learning. ASAS-LA can offer computer lab and library hours, at schools where access is made available, for students to complete homework and engage in interactive, self-paced online learning. ASAS-LA partners with

Revolution Prep, Achieve 3000, Read to Lead, and others to offer online ELA and math curricula, which provides real-time data concepts mastery for after-school and core-day teachers.

**Visual and Performing Arts Pillar:** ASAS-LA arts programs provide students with unique, experiential opportunities to develop their talents and express themselves through visual arts, music and dance. Visual and Performing Arts programs include Dance (hip hop, modern dance, folklorico), Music (modern jazz, rock, mariachi), Theatre Arts including drama and spoken word, and Art (fine art, murals, and Photography). Most classes culminate in high-profile organizational wide events performing in front of their peers, families and communities. The popular *All-Stars Customs* program teaches students how to build quality scale model cars using professional techniques such as prepping, painting and assembly. Students get the opportunity to build show quality models, using professional techniques. Replicas designed by ASAS-LA students have been exhibited at local Ford dealerships; the LA Auto Show and our annual *ArtCon*, an organization wide event. All-Star Customs goes beyond model car design. It provides an introduction to engineering, career exploration, and graphic design and is also incorporated into our Beyond Science Organization wide event. Another program is the *Cartoon Academy* which guides students through the design and development of their own cartoon character. One of the most popular programs is the 3-week *Japanese Anime* workshop. All arts activities incorporate social-emotional learning through “Empowerment Through Art” strategies.

**Health, Fitness, and Nutrition Pillar:** To ensure our students get active every day, we offer a range of diverse team and individual sports. Offerings include: yoga, cross country, soccer, basketball, dance (folklorico, hip hop, Latin, and more) cheer. Partners in offering these activities include, Students Run LA, Beat the Streets LA, US Soccer, and Sharp International. We partner with Coach Across America and Coaching Corps to train highly effective coaches in sports and youth development. We train all of our coaches to tie sports to lessons on leadership, female empowerment, and service learning, leveraging the character qualities common to these activities (respect, collaboration, communication, tenacity, goal-setting, vision, sacrifice, and discipline) to help our students become well-rounded members of their communities

**Youth Leadership and Community Service Learning:** A major component of our comprehensive programming is our Life Service Action (LSA) Youth Leadership initiative. LSA programs educate our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. Since 2007, these programs have made a significant impact on the lives of youth participants with students improving their academic achievement, becoming more civically engaged in their communities, and going on to become leaders in their college and professional careers. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage

students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement.

ASAS-LA believes our program must equip students to overcome the obstacles they face in reaching their potential. To this end, ASAS-LA, Initiatives address the issues that are most adversely affecting the lives of our students and their communities:

**We Are Ready (WAR):** High School Dropout Prevention Programming: We Are Ready (W.A.R.) offers academic support, high school readiness, and college exploration opportunities to 8th graders. This middle school to high school transition initiative helps students make connections between academic and professional success, while educating them and their families on high school to college requirements. Our staff works with youth to set academic goals and create high school plans. W.A.R. solidifies connections between students' academic work and the "real world" through field trips to colleges and work sites, job-shadowing, informational interviews, resume workshops, and mentors that help students define and develop their career goals. W.A.R. programming also engages parents and families on topics such as: actions to take to support your child's transition to high school, high school options for 8th graders, high school academic requirements, and processes for applying to and financing college.

Our CampUs program is a culmination of the WAR curriculum. It is typically held on a college campus. CampUs helps students understand the value and requirements of completing high school and getting accepted to college. While at camp, students sleep in dorms, take classes in lecture halls, and eat in the cafeteria. This immersive experience helps students envision their world after high school. Every day of camp is filled with activities geared towards their future academic success.

**Career Exploration Opportunities (CEO):** This is a financial literacy, career development and entrepreneurialism initiative created to help students learn to be self-sufficient adults, prepare them for the 21st century economy, and inspire long-term career planning. CEO connects youth with community leaders and role models from government, business, and the nonprofit sectors to learn 21st century workplace skills. CEO also incorporates an entrepreneurialism component where students learn how to launch a business from start to finish. Students are tasked with identifying a consumer need, conducting market research, identifying competition, developing a business plan, creating a tangible product, finding investors and marketing their idea.

**Literacy:** Our Literacy initiative approach is creating an environment that is positive and relevant to students' lives and culture. By utilizing various curriculums, it helps students develop higher order thinking skills, enhance vocabulary and comprehension strategies, and express themselves through writing strategies. Through KidzLit, a literacy curriculum that features fiction and non-fiction book titles in a dual-language format, students are exposed to everyday life situations and examples of cultural diversity. Write Brain World allows for students to write thoughtfully crafted storybooks which ignites self-expression and boosts self-esteem. Read to Lead is an online reading program that fosters student's literacy through interactive real-life scenarios where students are placed in leadership positions to solve day-to-

day entrepreneurial situations. Millionaire's Club is an ASAS-LA developed program to encourage students to read a million words throughout the school year. These curriculums are aligned with common core standards and have been proven to increase student's comprehension and enjoyment of reading, build their vocabulary, deepen their critical thinking, and foster their ability to work with others.

**Allstars Runs on STEAM:** Our Allstars Runs on S.T.E.A.M. initiative inspires students to question the world around them through dynamic and engaging projects in the areas of Science, Technology, Engineering, Art, and Mathematics. Robotics, Coding, and Engineering. By utilizing numerous curricula, it allows students to use critical thinking skills, creativity, and engineering concepts to develop solutions to real world problems such as climate change, public safety, and poverty. Programming also exposes students to a variety of STEAM career options, igniting their interest in STEAM at an early age. Projects are relatable to students' lives outside of school but are also rooted in STEAM concepts allowing students to learn while creating something that is relevant to them. The comprehensive STEAM program focuses on three areas to ensure students are exposed to the many components of STEAM and have the opportunity to practice their skills: understanding and interfacing with Technology (ABC's of STEAM), STEAM Career Exploration (career panels and workplace visits), putting learning knowledge and skills into action (the annual Beyond Science Fair and showcases).

The following is an illustrative sampling of STEAM curriculum:

- Little Bits (Grades 3<sup>rd</sup>-8<sup>th</sup>)- LittleBits is a platform of easy-to-use electronic building blocks that empowers students to invent and use their imagination, from building their own remote-controlled car, to a smart home device.
- LEGO Mindstorm (Grades 6<sup>th</sup>-8<sup>th</sup>)- Students are placed in teams in which they identify a human physical or social problem. faced during long duration space exploration within our Sun's solar system and propose a solution.
- LEGO We Do (Grades 2<sup>nd</sup>-5<sup>th</sup>)- Design and build a Moon Base. Use the Lego rocket ship and other elements from the Inspire Set to help you. Show your ideas for how to solve one or more of the problems from you explored
- Bee Bots (K-1<sup>st</sup>)- Bee-Bot and Blue-Bot are exciting new robots designed for use by young children. These colorful, easy-to-operate, and friendly little robots are a perfect tool for teaching sequencing, estimation, and problem-solving.
- KidzScience: Helps students understand key science concepts. Students will use hands-on activities to provide real life experiences, giving them opportunities to learn what scientists do and to use science inquiry skills.

### **Sports-As-A-Hook**

Sports As A Hook (SAAH) was launched in response to the youth obesity crisis and focuses on structured physical and nutrition activities that connect sports to lessons on healthy living, teamwork, resilience, and gender equality. To ensure our students are active every day, we

offer a range of diverse team and individual sports such as wrestling, soccer, basketball, dance, cheer, and rugby. Competitive sports such as basketball, soccer, rugby and cheer & dance all culminate in organization wide competitive tournaments. As part of SAAH, students research and design creative ways to incorporate community service into physical activities, such as organizing fundraising events for charity. Such activities develop students' sense of community responsibility, empathy, and leadership skills. We also instruct students on topics such as caloric intake and distinguishing between healthy and unhealthy foods. Students use this information to give their diets "makeovers," determining how to eliminate or substitute poor food choices with healthy ones. Students also learn how to read nutrition labels, calculate optimal caloric intake and burn rates, medicinal uses of foods, and tactics for making small lifestyle adjustments to achieve healthy results.

### **Life Service Action**

To empower our students to lead and improve their communities, ASAS-LA launched Life Service Action (LSA), an initiative where students apply what they learn in the classroom to lead their own research-driven service projects. Our Life Service Action (LSA) initiative educates our students on the practical definition of leadership and its applications while allowing them to participate in the process of identifying and electing leaders. Students also develop and lead their own service-learning projects and participate in community-wide days of service. A key LSA program is Entourage where students learn about the democratic process of elections and the meaning of leadership and the responsibility as an elected representative. Entourage students share a strong commitment to dealing with the topical issues of the day while also engaging in meaningful school and community service involvement. A major part of the curriculum involves opportunities for participants to put what they have learned about a specific issue into practice. Entourage requires a minimum of 3 major service projects spread out over the course of a year.

Throughout the year, student leaders participate in our Youth Leadership Conference Series which is an opportunity for them to network and learn from one another while leading and participating in workshops. Students are selected as special key-note speakers and all participants have an opportunity to hear from and engage with community leaders and elected officials. Students also participate in panel discussions; evaluate the previous school year; plan for the upcoming school year; and share their service-learning projects they have completed throughout the year.

**Social-Emotional Learning:** Social-Emotional Learning (SEL) is a new and important initiative in all of our schools. Our approach to SEL is one that promotes positive school climate and culture, and enhances students' intrapersonal, interpersonal, and cognitive competence. Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Socially and emotionally trained ASAS-LA staff set the tone in their classrooms by developing supportive and encouraging relationships with their students. Through activities, staff and students are able to apply knowledge, attitudes, and skills necessary to understand and manage emotions. Students are given the tools to feel and show empathy for others, establish and maintain positive relationships, self-manage, and make

responsible decisions. SEL empowers our staff and students to co-create thriving schools and contribute to safe and healthy communities.

While we have an established program model that guides all program design and has been proven to achieve outcomes in the areas of grade improvement, behavior, and social-emotional development, ASAS-LA is not a one-size-fits-all provider. We work jointly with schools to strategically tailor our offerings to meet the needs of each site, adjusting everything from the classes offered to the partners enlisted to the frequency of meetings with administrators, in order to best serve our partner schools. Together with school partners, we create a tailored program plan based on the needs of the school and its students. This plan includes information on the mission of the school and ASAS-LA at large, the vision for ASAS-LA programs at the school site, ASAS-LA programming's role in the greater school improvement plan, ASAS-LA's proposed offerings, programmatic & financial partners, main methods and frequency of communication between ASAS-LA and administrators, teachers, and partners, and plans for outcomes assessment (including frequency of collection, measures to be collected, and review process). We then review this plan with school principals & administrators, teachers, parents, program partners, and community partners to obtain feedback and make changes as necessary.

### **Management profile, including experience, expertise, and oversight plan**

The implementation of all ASAS-LA programming will be overseen by **ASAS-LA Interim CEO, Jacqueline Licardie-Banks**, who joined ASAS-LA in 2009 as a Program Director, and now has over 20 years of experience in the afterschool field. She served previously as the Director of Program and Professional Development for ASAS-LA and is a major contributor to the professional development of the ASAS-LA staff and has created training modules for Classroom Management, Homework Time, Self-Awareness, Science curriculum and Youth Development. A major recent accomplishment of hers is that she collaborated with Sanford Harmony in designing a national webinar focused on including social emotional learning in programs. She has also worked with Collaborative Classroom for the past 20 years and is certified in Social Emotional Learning, Every Monday Matters, and Foundations of Compassionate System Leadership among other certifications.

#### **Additional ASAS-LA Key Staff**

*Senior Vice President of Leadership and Community Outreach (Donny Faaliliu):* Mr Faaliliu oversees the Development Department, Program Initiatives Department and the Communications and Marketing Department. He works closely with school districts, business community, community partners, city and state agencies to expand the scope and influence of the program in neighborhoods throughout Los Angeles County. He serves as a board member on the California Afterschool Advocacy Alliance (CA3), California High School/ASSETs Collaboration, WE Schools Ambassador Council, and California Teens Advocating for Civic Action (TACA). He has worked with ASAS-LA for over 17 years, is the recipient of the 2019 WE Schools Educator Champions Award, and holds a B.A. in Sociology with a minor in Psychology

from the University of Hawaii, Manoa. He also holds a Masters of Science in Counseling, Marriage & Family Therapy (MFT) from The University of Phoenix- Gardena Campus. *Senior Operations & Grant Manager (Monica Warner and Carlos Espino)*: Senior Operations and Grants Managers, report directly to the CEO and responsible for ensuring grant compliance and the achievement of critical objectives. Both Monica and Carlos combine have over 25 years of managing and implementing after-school programs in Los Angeles. With their team of eleven (10) Operations and Grants Managers (OGMs), who directly supervise full-time Program Coordinators at each school.

*Interim Director of Program & Professional Development (Max Figueroa)*: Max is responsible for leading a team of six (9) Program Support Specialists in planning and implementing staff development initiatives as well as ensuring each program has evidence of ASAS-LA 4 Pillars, organization-wide Program Initiatives. He also works in collaboration with the Senior Operations & Grant Managers regarding program compliance and grant assurances. Max researches and develops staff training modules for onboarding and ongoing professional development. Max Figueroa has over 15 years experience working in the after school field.

*Director of Data Management (Ruben Gonzalez)*: Ruben has over 17 years working with after school programs. He manages all aspects of program data including attendance, evaluation, student/staff demographics via the organization's CitySpan database system. Along with the team of data support staff, responsible for performance reports to local districts and state agencies. Provides program assessment via analysis of student attendance records.

*Director of Strategic Program Initiatives (Elizabeth Carter)*: Responsible for spearheading all organizational/national initiatives across all sites. Works closely with Program Directors, Operation & Grant Managers; Program Support Specialists and Program Coordinators to ensure initiatives are implemented effectively and provide additional resources and or support. Elizabeth Carter has over 17 years of experience working in after school providing program support.

### **Oversight Plan**

ASAS-LA programming and activities are executed using the ASAS-LA Site Staff Configuration plan which relies on Program Coordinators and Program Leaders managing programs on partner sites. *Program Coordinators* are full-time staff who work directly from school sites. They are responsible for designing the ASAS-LA program and overseeing day-to-day operations including student recruitment, school-day instructor recruitment, family engagement, school-day alignment, and program data collection. They serve as school staff's primary contact and work closely with Directors to tailor ASAS-LA's programming to the unique needs of each school; adapt programs in accordance with stakeholder feedback and assessments of student progress; and facilitate high quality evaluations of programming. PCs meet monthly with school principals to review program schedules and progress toward outcomes. All part-time site staff report to PCs. *Program Leaders (PLs)* are part-time staff (3 to 4 hrs/day) who deliver after-school programs and operate under a 20:1 student to staff ratio. They have demonstrated expertise in the subjects they teach and report directly to the PC, with whom they meet weekly



to discuss lesson plans and student performance. For issues requiring immediate attention, PCs are available to support PLs. The Operations and Grant Manager are full time staff traveling position that provide supervision and support to a region of five schools focusing on compliance and personnel aspects of the program. The Program Support Specialist are full time staff supporting programs in various capacities (observations, trainings). The Senior Operations & Grant Managers supervise and support Operations and Grant Managers on the day to day operations of all programs to ensure grant compliance and maintain operational integrity.

### **Example of a Memorandum of Understanding**

Attached in our Supporting Documents section of the proposal are examples of two Memorandums of Understanding between ASAS-LA and its community partners.

### **Budget (including matching funds. 30% matching funds is required by ASES)**

Attached in our Supporting Documents section is our proposed Budget.

### **Supplemental programs outside of ASES & 21st CCLC grants that TEACH stakeholders could benefit from (in-kind services)**

#### **Partnerships and Collaborations**

ASAS-LA's vast network of community partnerships not only bolsters ASAS-LA program quality, contributing to its long-term viability, but also helps bring additional in-kind services and financial support to our programs. We often collaborate with partners to pursue funding for complex, multi-year grants. Another key to long-term sustainability lies in securing private funding and in-kind support from corporations, foundations, and individuals. ASAS-LA has a strong contingent of 28 institutional donors, 14 of which have partnered with ASAS-LA for multiple years. Additionally, the cornerstone for community/sector partnership building strategy is through our Development Department. The Development department focuses on cultivating new and existing relationships with local foundations that are aligned with our work as well as to be annualizing a large-scale annual fundraising event for the organization. The Director of Youth Leadership and Community Outreach is responsible for managing and creating new community partnerships and securing in-kind support.

The following is an illustrative sampling of the ways in which All-Stars successfully collaborates with numerous partners to ensure expanded learning opportunities for our participants.

Below is a list of current ASAS-LA Community Partners:

**WE.org:** We.org provides support with ASAS-LA Life Service Action Initiative. Partner provides curriculum, ongoing program support throughout the year, ready-made action campaigns, and opportunities for All-Star students to attend WE DAY California. We review outcomes with WE.org annually.

**Girl Scouts Greater Los Angeles:** This partner provides free curriculum, program supplies, staff support, outdoor opportunities, and one overnight camp. We review outcomes annually.

**Beat the Streets:** Beat the Streets provides curriculum and coaches for wrestling programs and organizes inter-school tournaments. We review outcomes with this partner annually.

**Read to Lead/Classroom, Inc:** This partner provides access to entire Read to Lead suite of online lesson plans, digital games, performance reports, training, and impact measures that detail 21<sup>st</sup> Century skill growth for youth ages 10-15. Provides game data to track and measure student progress and enable educators to personalize instruction; turn-key lessons, community action projects and activities, to develop essential 21st-century skills; upfront training and on-going professional development around data driven instruction and project-based learning. We review partnership outcomes annually.

**Cornerstone on Demand, LLC:** This partner provides a skateboard design workshop as well as monthly workplace visits, in kind sports supplies, and career panels for our students. We review partnership outcomes with Cornerstone annually.

**Children Mending Hearts:** CMH provides curriculum and materials for our arts programs. We review partnership outcomes with Cornerstone annually.

**Sanford Harmony:** Provides free curriculum and training on social emotional learning. We review partnership outcomes with Sanford Harmony annually.

**Coaching Corps:** This partner provides comprehensive training in sports fundamentals and character building for our after-school coaches. We review outcomes with this partner annually.

**Project Echo:** This Santa Monica-based nonprofit engages teens in their education, and to use entrepreneurial studies to help them onto a path to college, career and to become future changemakers.

**Coach Across America:** an AmeriCorps program launched by Up2Us, trains our sports coaches.

**STEM to the Future:** Inspires and motivates Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty.

**Up2Us:** Provides virtual coaching training and Coach Handbooks for staff and trainings on building positive program culture.

**Fulcrum:** Provides ongoing program design and implementation centered around individual growth and team development as well as staff trainings and program activity equipment.

**Peace Guardians:** Provides mindfulness based enrichment and nature based activities with a focus on youth athletics.

**Social Centric Institute:** Provides both in-person and remote identity / racial equity professional development for staff and developmentally appropriate presentations for students and families.

**Other partners include:** APEX; Lions Den; Toastmasters; Project Plus Me; Rugby LA; Universal Cheer Association; Bank of The West; World Financial Group and Microsoft.

**Professional Development for Program Directors, Site Program Managers & Program Leaders. Recruitment & retention efforts should be detailed in this section. A copy of a lesson/activity plan**

### **Staff Training and Professional Development**

Our staff training mantra is “part-time staff with full-time attitudes,” to help instill a sense of responsibility and accountability, regardless of whether staff members are salary or hourly employees. During the school year, program staff participate in well over 40 hours of targeted PD designed to improve their skills and help them develop as leaders. These trainings include:

- Summer Training – This is an agency wide training week/s where staff receive training on topics such as; Operations Manual, Risk Management, Classroom management, Leadership, CQI, Observation tools.
- Chapter Meetings – Monthly to provide staff with updates on Strategic Initiatives; Human Resource updates; Program Operation Policies and Safety
- Region Workshops – Monthly trainings/workshops within a region of 5 schools dedicated to providing in-depth follow up the areas of classroom management; Countdown (homework) strategies; Student Recruitment Strategies; Youth Development; Lesson Planning, Observation Tools, policies and procedures
- Deep Dives – Serious of staff development resources that focus on current industries topics. Topics discussed; Leadership, Building Relationships, Transformational Leadership, CQI
- Program Specific Workshops – Training opportunities are designed to support the staff’s ability to deliver dynamic and exciting programming for specific enrichment programs and initiatives such as literacy, STEAM, Sports, curriculum implementation.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.

To ensure our trainings prioritize areas of greatest need among our staff, we rely on results from our annual external evaluation in designing and planning our training and PD schedule. To provide our staff with subject matter expertise in every area possible, we routinely utilize outside consultants and experts to lead our staff trainings and PD opportunities and help develop program curriculum. These consultants and experts include the Los Angeles County of Education, which provides trainings ranging from social-emotional learning to CQI best practices; California School-Age Consortium, which provides holistic PD opportunities for youth development providers; Sanford Harmony, which provides training in social-emotional development. Additionally, as part of a national network of 19 All-Stars chapters, ASAS-LA program, fundraising, operations, and leadership staff are invited to trainings on an as-needed basis and to an annual, 3-day PD convention organized by the National Office. Staff have opportunities to participate in conferences throughout the year, including the National Summer Learning Conference, BOOST, the Step-UP high school conference, and more.

### **Staff Recruitment and Retention**

ASAS-LA recruits highly qualified staff to deliver programming. These staff members meet all minimum educational requirements and standards. Our full-time Program Coordinators are preferred to have a four-year degree and most are pursuing careers in education. All hires must have experience working with students in a K-12 education, recreation, and/or community environment. In hiring staff, ASAS-LA evaluates candidates' dedication to the cause of youth development, experience and expertise in this field, sensitivity to and knowledge of the cultural and socioeconomic backgrounds of our students, positive attitude, and ability to communicate in respectful, engaging ways with varied audiences. The relationships developed between our staff and students are routinely cited as the biggest draw for our programs – through careful recruitment, selection and training we ensure that all of our site personnel excel in forming impactful, mentoring bonds with the youth we serve. Staff will be hired based on advertised qualifications, of which experience with at risk youth and underrepresented populations is paramount. Part-time program staff are required to have a high school diploma or GED as well as either 60 college credits or a 75% or higher on the math and English portions of the Instructional Aide Exam.

The organization also works hard to promote from within the company; we are able to do this since we offer such a high range of leadership and professional development opportunities to our staff. Additionally, we will recruit new staff using online job boards including LinkedIn, Indeed, and Monster, local college job boards, the Urban Teachers Fellowship, and through word of mouth by our partner organizations and current staff.

ASAS-LA believes strongly in creating a staffing environment in which everyone is seen as a professional. ASAS-LA full-time staff has a high rate of retention with numerous employees having been with the company for 6+ years. Just as we want our students to feel a sense of

belonging in their schools and communities, so too do we strive to ensure that our staff, at all levels, feel that they are part of a meaningful and important community.

In doing so, the first step starts with the onboarding process. Here, the staff learns about the organization, company culture and how each employee can thrive. All staff are encouraged to attend on-going professional development throughout the year to learn, grow, and build their skills not only for this work environment but the skills learned can translate to future endeavors.

Communication and feedback are an essential part of staff retention. ASAS-LA operates under an open-door policy, where the staff is encouraged to engage each other in meaningful ways on a frequent basis, regardless of their level in the organization. ASAS-LA employs a continuous feedback model, where supervisors and coworkers alike offer frequent, timely feedback to employees. Additionally, ASAS-LA conducts Coaching Intervals, where staff are provided with strategies, ideas, research, and activities to support their work in developing leadership and communication abilities and styles. As a learning community, these times will primarily focus on creating a dynamic and supportive coaching culture, as well as learn more about individual communication and working styles.



**TEACH PREPARATORY ELEMENTARY SCHOOL**  
**Supporting Documents**

**Example of a Memorandum of Understanding**  
**Budget**

**Sample Program Schedule**

**Example of Lesson/Activity Plan**

**Letters of Reference**

**Liability Insurance**

# SANFORD PROGRAMS™

November, 2021

Dear Jacqueline Licardie-Banks,

We are delighted to have a Memorandum of Understanding with After-School All-Stars, Los Angeles (“All-Stars”). We join with you to leverage our experience and impact in serving youth throughout Los Angeles by supporting your dynamic after-school program to provide enrichment opportunities during the critical after-school hours. We look forward to continuing to work with you to develop and implement model, innovative programs that have lasting impact on the futures for these youth.

The Sanford Harmony program empowers educators to foster better relationships among their students by using pedagogical tools to integrate simple and fun exercises into their lesson plans. Sanford Harmony was developed by researchers at Arizona State University and is disseminated by National University System (NUS) Sanford Programs in La Jolla, California.

As a Harmony educator, you are joining a movement to make a difference in the lives of students. We provide a variety of support and resources that will ensure successful Harmony implementation. Through this collaboration with After-School All-Stars, we will assist with onboarding, launching, and sustaining the program. The following services and resources have been provided in-kind and incur no costs against this grant.

- 78 Sanford Harmony Teacher Toolkits at no charge (value \$150 per kit).
- 195 Quick Connection Cards (\$30 each).
- 10 on-site trainings at no charge (value \$2,500 per kit) led by a certified Harmony trainer and access to online trainings conducted through the Harmony Professional Learning Library via recorded training sessions with a virtual instructor. Both training options are available for group and individual training.
- Access to digital resources/mobile app at no charge (value \$35 per student).

We estimate that the monetary value of these in-kind contributions to this project have been approximately \$45,000. We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,



Richie Ressel  
Director, Sanford Harmony



October 25, 2021

Jacob Adams  
Founder, Executive Director  
STEM to the Future  
1510 W 36th St #1  
Los Angeles, CA 90018

Dear Jacqueline Licardie,

We are delighted to enter into this Memorandum of Understanding with After-School All-Stars, Los Angeles (“All-Stars”) for the purpose of implementing or expanding both 21<sup>st</sup> Century Community Learning Centers and After School Safety and Enrichment for Teens after-school programs in Los Angeles in collaboration with you and your partner schools. We join with you in this project to leverage our experience and impact in serving at-risk youth and their families throughout Los Angeles by supporting your dynamic after-school program to provide academic and enrichment opportunities during the critical after-school hours. We look forward to working with you to develop and implement model, innovative programs that have lasting impact on the educational achievements and futures for these youth.

Our mission is to inspire and motivate Black and Latinx youth to be creative critical thinkers who use STEAM to develop solutions to real world problems such as climate change, public safety, and poverty. Youth develop creativity, problem solving, and collaboration skills as they see how a variety of STEAM pathways can be used to create the future they deserve. Through this collaboration with After-School All-Stars, we will provide engaging hands-on STEAM curricula, professional development, and ongoing support.

The following specific services, resources, equipment, facilities detailed herein will be provided in-kind and incur no costs against this grant.

- 4 STEAM based professional development trainings
- 1 on 1 coaching and check-ins with AFAS Staff
- Ongoing Access to STEAM curriculum

At this time, we estimate that the monetary value of these in-kind contributions to this project will break down as follows:  
\$8,250

We are pleased to lend support and commitment to After-School All-Stars, Los Angeles and your efforts to reach at-risk youth in Los Angeles.

Sincerely,

*Jacob Adams*  
Jacob Adams  
Founder, Executive Director



**ELEMENTARY SCHOOL OPERATIONAL BUDGET  
ASES GRANT  
FY 2022 - 2023**

**Units of Service**  
# of Students **83**  
# of PL's **4**  
Days of operation **180**

<u><b>PERSONNEL</b></u>	Qty	Rate	# hours	#days	Amount
<b>Program Coordinator</b>	1	\$21.00	80	22	<b>\$36,960</b>
<b>Operation &amp; Grant Manage</b>	1	\$30.00	8	22	<b>\$5,280</b>
<b>Program Support Specialis</b>	1	\$30.00	8	22	<b>\$5,280</b>
<b>Program Data Assistant</b>	1	\$19.00	8	22	<b>\$3,344</b>
<b>Program Leader</b>	4	\$19.00	3	180	<b>\$41,705</b>
<b>Program Leader-Minimum</b>	4	\$19.00	1	38	<b>\$2,888</b>
<b>Program Leader - trainings</b>	4	\$19.00	4	10	<b>\$3,040</b>
<b>Certificated Teacher</b>	0	\$0.00	0	0	<b>\$0</b>
<b>TOTAL</b>					<b>\$98,497</b>

<u><b>EMPLOYEE BENEFITS</b></u>		16%			\$15,760
Health Benefits	0	13.4%			\$2,112
FICA	0	41.0%			\$6,461
SUI		19.4%			\$3,057
Workers Comp		25.1%			\$3,956
Background checks		1.1%			\$173
<b>TOTAL</b>		100.00%			<b>\$15,760</b>

<u><b>NON-PERSONNEL</b></u>					
Program Supplies	83	\$30			\$2,490
Program Equipment	4	\$500			\$2,000
Bus/Van Rentals	2	\$500			\$1,000
Travel	0	\$0		0	\$0
SC Cell Phone	1	\$75		11	\$825
Database	1	\$400			\$400
Culminating Events	0	\$0			\$0
Consultants	0	\$0			\$0
<b>TOTAL</b>					<b>\$6,715</b>

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**Grand Total** **\$120,972**

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AAS - LA Admin \$18,146

Grant Total **\$139,117**

RFP Amount	\$137,433.36
30% match	\$41,230.01
<b>Total</b>	<b>\$178,663.37</b>

facilities	\$10,307.50
Snacks	\$11,205.00
Direct Program	\$1,683.89
Partners	\$18,033.62
<b>Total Match</b>	<b>\$41,230.01</b>

**PROGRAM  
SCHEDULE SAMPLE**

<b>Name of Program/ Activity</b>	<b>Description of Types of Activities</b>	<b>Hours: Daily Schedule (Start &amp; Finish Times)</b>	<b>Number of Days Offered per Week</b>	<b>Total Days Offered for the Year</b>	<b>Provider/Partner Involved in Implementing Activity</b>
Countdown- Academic Support	Homework Support, typically 60 minutes	2:30pm-3:30pm	5	180	ASAS-LA Program Leaders
STEAM	CS First-Google-student will learn coding	3:30pm-5:30pm	3	108-180	ASAS-LA Program Leaders
Seasonal and Non-Traditional Sports	Dance, cheer, soccer, basketball	4:00pm-6:00pm	5	180	ASAS-LA Program Leaders
Visual and Performing Arts	Music, Art	3:30pm-6:00pm	5	180	ASAS-LA Program Leaders
Youth Leadership	Leadership Class	4:00pm-5:30pm	2	108	ASAS-LA Program Leaders
SEL	Sanford Harmony curriculum	3:30pm-4:15pm	3	108-180	ASAS-LA Program Leaders



**Grade: Elementary**

**Today's Lesson:** Line Shadow Tag

**Description:** This fun game takes on a variation of line tag and shadow tag for an organized, no contact group game.

**Materials:**

- An open space

**Before we get started:** This game works best on areas such as a basketball or volleyball court. We will be using the lines drawn on the ground as our path. If you have no such space, think of what space you can use to improvise. Does your cement have subtle cracks that can be followed or is there an area in which you can use chalk to create the lines?

**How to:**

1. This game is like tag but we can only walk on the lines on the ground. For this scenario we will assume we are playing on a basketball court.
2. All players can move throughout the entire basketball court where the lines are drawn. If you step off of the line, you must stay there frozen for 5 seconds.
3. The person that is "it" will be tagging you by stepping on your shadow. There will be one "shadow checker" who is impartial to either side, they simply check if the shadow was tagged or not. This shadow checker can move freely without having to stay on the lines.
4. Choose two volunteers, one as the person who is "it" and the other as the shadow checker.
5. Start with the players spread out around the court, while the person who is "it" and the shadow checker remain at the center. Then begin!



6. Many people will be “it” depending on whether they are tagged or not, but the shadow remains constant until you approve a switch.

**As we finish:** Were your students able to understand the process of the game? Giving a visual explanation of the game in addition to a verbal explanation can help clarify any questions they may have.

**Reflection:** Students may provide feedback on the game. What did you like about this activity? What rules would you add or remove from this game? How else could we modify this for our group?



Grade: All Inclusive

**Today's Lesson:** Picture of a Song

**Description:** Today we will be listening to music and allow that to inspire us in creating our own artwork.



**Materials:**

- Blank and lined paper
- Crayons, markers, or colored pencils
- Music

**Before we get started:** Our goal is to immerse ourselves into music and allow the emotions to inspire our creativity.

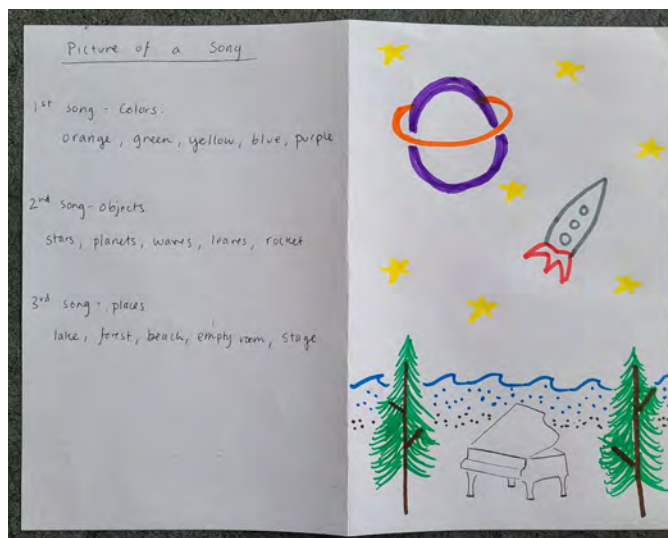
**How to:**

1. Select 3 songs for your students to listen to. Some ideas could be an upbeat mainstream song most students may know, a slowed down mainstream song, and a classical piece that would have no words to it.
2. Play the first song for your students and have them write down 5 colors that would represent the sensation of that song.
3. Listen to the next song. Have students write down 5 objects that could represent the sensation of that song.



4. Next, listen to the final song and have students write down 5 places that come to mind.
5. Using these three lists, have students create artwork based on the combined feeling of the songs. Their artwork does not have to include every item on the list, rather it should be an interpretation they best see fit.

**Sample photo:**



**As we finish:** Consider playing each of the songs over again so that students may be able to feel a strong connection to the music and their art.

**Reflection:** Was it easy to let these songs inspire you? What other songs would you choose to do this activity with? Are there any particular moments in the music that you felt most moved by?

MONTEBELLO UNIFIED SCHOOL

DISTRICT

**Potrero Heights Elementary  
School**

8026 EAST HILL DR • SOUTH SAN GABRIEL, CA • 91770  
Phone: (626) 307 - 7010 • Fax: (626) 307 - 7013  
<https://montebello-phe.edlioschool.com/>



LILI ATOYAN  
*Principal*

KAREN HO, Ed.D.  
*Teacher on Special  
Assignment*

April 18, 2022

To Whom It May Concern,

It is with great pleasure and confidence that I write this letter of recommendation for our After School All-Stars, Los Angeles. I have been working with this program for eight years. This organization has consistently and successfully serviced 85 students from Potrero Heights Elementary.

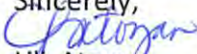
I have developed a positive work relationship with the program leadership team. They are responsive to the needs of the students and to my requests. They have proposed several programs such as music instruction, dance, art, culinary arts, sports, and science and have implemented them.

Potrero Heights started a school wide discipline program. We requested that the same rules be used in the after school program for consistency. The request was promptly addressed and students were aware that the rules apply everywhere on campus. The members of their team follow protocols consistently and consequently provide students with a safe, structured environment. When a change in the Program Coordinator occurred, I was included on the interview team and the selection process. In that manner, I was able to provide input and find the best fit for our school.

The course offerings are fun and engaging for our students. There is a built-in homework period with tutors to help students. There are several clubs that students can join to learn new things such as dance, science, and student government.

The pandemic impacted the All-Stars Program in that it was difficult to hire and sustain high quality instructors. I am impressed that their response was to send their Operations Manager to support the program.

The partnership between our school and the after school All-Stars Program is strong and geared toward meeting the needs of our students and their families. We communicate frequently and openly about discipline issues, program offerings, and anything else that might arise. I highly recommend this after school program to any school. Please don't hesitate to contact me with questions at 626-307-7010.

Sincerely,  
  
Lili Atoyán

Principal  
Potrero Heights Elementary School





April 19, 2022

To Whom It May Concern,

After School All Stars Los Angeles (ASAS LA) has been an integral part of our school community since July 2016 and continues today. ASAS LA serves 111 of our school's students daily. Our school, Girls Athletic Leadership School LA, is a unique place and we are fortunate to consider ASAS LA, an extension of our students' experience. ASAS LA's leadership and program team listens to its students and school leaders to deliver a program that is responsive to their needs and matches their interests. Students engage in a diverse set of activities that give them exposure to the arts, athletics, leadership, and focused academic time. ASAS LA's team always communicates consistently with the team through monthly check-ins and daily email communications. Everything that ASAS commits to, comes true and the organization is always looking for ways to provide additional support for our students and families. ASAS' partnerships with external organizations has always proven to be a value-add to us as a school.

In person and when the program had to be conducted online due to the pandemic, ASAS always delivered a high quality, comprehensive program. The leadership team swiftly made adjustments to restrictions and staffing shortages.

Year after year, ASAS LA meets my expectations, and even exceeds them at times. I am grateful for their partnership and how we continue to grow together to serve our students and families best.

If any additional information is needed, please contact me at 818-389-1184 or via email at [vgarza@galsla.org](mailto:vgarza@galsla.org)

Sincerely,

Vanessa Garza, Founding Principal



April 21, 2022

To whom it may concern,

I am happy to write this letter of reference for After School All-Stars, Los Angeles. Our organization has been collaborating with ASAS-LA since 2010 when they began to offer a comprehensive After School program for our elementary school and our middle school. The program has offered a variety of academic and enrichment programs over the years giving our South Los Angeles students opportunities they may not have otherwise experienced. In addition to daily academic assistance, our students have participated in art, dance, and team sports such as soccer and basketball and have overfilled the trophy case with from the many competitions they have won.

Also impressive was the ability of the ASAS staff to pivot during the year-long lock down our students and staff endured during the pandemic. They were willing to jump in where ever needed and continue to support our students academically and with their socio-emotional needs, which was crucially needed during that time. The creatively offered ways to connect students via Zoom so that they could continue to form bonds with their friends outside of school.

Over the years, ASAS has successfully advertised and recruited families to their program and typically has a wait list. The staff is consistently well trained in providing a fun, engaging environment while maintaining boundaries, procedures, and protocols. They have established strict guidelines for handling any unfortunate incident that may happen, such as a discipline issue or an injury, that are always followed. Incidents like this are always communicated with school administration to ensure that ASAS and Synergy are responding to matters appropriately. Fortunately, because of the strong staff, these incidents are few and far between.

It is rare for an administrator to leave their school with over 100 students still on campus and not worry. I am appreciative that the ASAS-LA program does just that. Synergy knows that the students are in the capable hands of the ASAS staff and we hope to continue this long-standing partnership. Please feel free to contact me directly with any additional questions at 213-505-4656 or [jepps@wearesynergy.org](mailto:jepps@wearesynergy.org).

Sincerely,

Jennifer Epps  
CAO, Synergy Academies/Interim Principal, Synergy Charter Academy



AFTEALL-01

DLI

## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

4/4/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER License # 0C36861 San Diego-Alliant Insurance Services, Inc. 701 B St 6th Fl San Diego, CA 92101	CONTACT NAME: <b>Adrienne Schmidt</b>
	PHONE (A/C, No, Ext): <b>(619) 541-4892</b> FAX (A/C, No): E-MAIL ADDRESS: <b>Adrienne.Schmidt@alliant.com</b>
INSURED  <b>After-School All-Stars Los Angeles</b> <b>6501 Fountain Ave.</b> <b>Los Angeles, CA 90028</b>	INSURER(S) AFFORDING COVERAGE <b>INSURER A: Church Mutual Insurance Company</b> NAIC # <b>18767</b>
	INSURER B:
	INSURER C:
	INSURER D:
	INSURER E:
	INSURER F:

## COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:



THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GENL AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	X	X	0411540-02-376827	4/1/2022	4/1/2023	EACH OCCURRENCE \$ <b>1,000,000</b> DAMAGE TO RENTED PREMISES (Ea occurrence) \$ <b>1,000,000</b> MED EXP (Any one person) \$ <b>5,000</b> PERSONAL & ADV INJURY \$ <b>1,000,000</b> GENERAL AGGREGATE \$ <b>3,000,000</b> PRODUCTS - COM/POP AGG \$ <b>1,000,000</b> \$
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	X	X	0411540-09-376838	4/1/2022	4/1/2023	COMBINED SINGLE LIMIT (Ea accident) \$ <b>1,000,000</b> BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			0411540-81-376828	4/1/2022	4/1/2023	EACH OCCURRENCE \$ <b>4,000,000</b> AGGREGATE \$ <b>4,000,000</b> \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N <input type="checkbox"/> N/A If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 The Play Equity Fund, its officers, directors and employees are named as additional insureds with respect to liability arising out of grantee operations as required by written contract. Insurance shall be primary insurance as respects LAB4 Foundation, its officers, directors, and employees. Waiver of Subrogation attached.

## CERTIFICATE HOLDER

## CANCELLATION

	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

ACORD 25 (2016/03)

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# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

01/10/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Key Partners Insurance Services 16501 Ventura Blvd, Suite 400  Encino CA 91436		<b>CONTACT NAME:</b> John Gonzalez <b>PHONE (A/C, No, Ext):</b> (661) 235-5885 <b>FAX (A/C, No):</b> (818) 436-0550 <b>E-MAIL ADDRESS:</b> john@keypartnersins.com	
<b>INSURED</b> After-School All-Stars, Los Angeles 6501 Fountain Ave  Los Angeles CA 90028		<b>INSURER(S) AFFORDING COVERAGE</b>	
		<b>INSURER A :</b> INTEGON NATL INS CO	<b>NAIC #</b> 29742
		<b>INSURER B :</b> AMGUARD INS CO	42390
		<b>INSURER C :</b> NORTH AMER CAPACITY INS CO	25038
		<b>INSURER D :</b>	
		<b>INSURER E :</b>	
		<b>INSURER F :</b>	



**COVERAGES** **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	<b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:					EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY	X	2004129795	08/15/2021	08/15/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED \$ RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	AFWC339472	01/01/2022	01/01/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	Cyber Liability		C-4LRI-069313-CYBER-2021	04/04/2021	04/04/2022	Each Claim \$1,000,000 Retention \$2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Los Angeles Unified School District and the Board of Education of the City of Los Angeles are additional insured with respect to commercial auto liability coverage.

<b>CERTIFICATE HOLDER</b> 	<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.  <b>AUTHORIZED REPRESENTATIVE</b> 
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