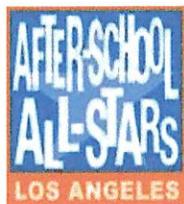


PROPOSAL
For After-School Program Services
Los Angeles Leadership Academy
Primary Academy

May 6, 2022

Agency
After-School All-Stars, Los Angeles

May 6, 2022



Attn: Tina Butler
Los Angeles Leadership Academy
2670 Griffin Ave, Los Angeles , California 90031
e: tbutler@laleadership.org | ph. 213-381-8484
RE: RFP - After-School Programs

Governor Arnold Schwarzenegger
38th 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 Programs at Los Angeles Leadership Academy. Our goal is to continue to collaborate with LALA 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 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 20,000 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 Los Angeles Leadership Academy and across the city of Los Angeles makes us a great candidate to provide After School Programs at LALA and we welcome the opportunity to continue serving the students at your schools.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jackie", written over a circular blue scribble.

Jacqueline Licardie-Banks, Interim CEO
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Educate | Enlighten | Inspire

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After-School All-Stars, Los Angeles

Response to RFP for After-School Program Services at Los Angeles Leadership Academy Primary Academy

Summary of Work:

Introduction

ASAS-LA programming is comprised of multiple components such as Academic and Homework Support; Youth Development and Enrichment activities; field trips to museums, events and conferences; sports tournaments; and arts and science fairs. These program services are delivered Monday through Friday between the critical hours of 3:00 p.m. to 6:00 p.m. during the school year. ASAS-LA structures our programs around Four Major Pillars: Academics & Homework Support; Health, Fitness and Nutrition; Visual & Performing Arts; and Youth Leadership and Community Service Learning. Supporting these Pillars are our program initiatives which provide expanded enrichment activities and experiences. Initiatives include: *Literacy; Science, Technology, Engineering, Art, and Math (STEAM); Sports As a Hook (SAAH); Life Service Action (LSA) and Community Service-Learning; 6) High School and College Readiness/ We Are Ready (WAR); Career & Workforce Readiness/Career Exploration Opportunities (CEO)*. In addition, our youth development centered programs embed *Social-Emotional Learning (SEL)* practices and initiatives in all curriculums allowing students to develop healthy identities; manage emotions; feel and show empathy for others; build positive relationships with adults; and make responsible and caring decisions.

In addition, ASAS-LA's programming is aligned with the Framework for 21st Century Learning Skills' emphasis on the Four C's, Communication, Collaboration, Critical Thinking, and Creativity and the Common Core. Students must first master core content in order to succeed and we provide numerous opportunities for students to express creativity and innovation. Peer-to-peer and student-adult communication and collaboration are cornerstones of our operation, and technology is highly integrated into activities that promote research, experimentation, and inquiry. We are committed to preparing our students to succeed in life and equip them with practical skills and experiences that will prove relevant to future academic, personal, and professional endeavors.

Summary of Work

A description of how ASAS-LA's programming aligns with the Los Angeles Leadership Academy's program goals is below:

(a) Provide a safe afterschool environment for the students

After-School All-Stars Los Angeles (ASAS-LA) operates programs directly on school sites where they are deeply integrated into the school ecosystem. We leverage schools' security guards and monitoring systems throughout all programs; train staff on their school site's safety plans; and full time Program Coordinators (PCs), who are responsible for day-to-day program operations,

have designated office space at each school providing them with access to information and resources necessary to ensure students' safety. These initiatives and measures create a safety system that naturally aligns our procedures to those implemented during the school day.

PCs are responsible for overseeing the physical and emotional safety of our after-school program's participants. Each site has a formal safety plan that addresses the site's needs, resources, and existing procedures. PCs participate in all school staff meetings and hold one-on-one monthly meetings with school principals. These 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.

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. 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 staff also ensure student safety by wearing uniforms issued by ASAS-LA that make staff easily identifiable; maintaining detailed attendance records; quickly document all behavior and safety-related incidents; and communicate immediately with all involved parties including parents, school administration, school security, and ASAS-LA staff. Additionally, all students are required to submit an enrollment application, which contains emergency contact information and pertinent medical information to ASAS-LA upon enrollment in the program. Students may also provide essential information on any known medical issues in these forms. This information is stored in ASAS-LA's database, Cityspan, and available to school site and leadership staff. ASAS-LA staff, student guardians, and authorized school staff have ready access to this information in the event of an emergency.

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 school partners 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. All locations are accessible by students with disabilities.

(b) Whole Child Focus

Through our holistic and comprehensive expanded-learning 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. Research demonstrates that a combination of academics, enrichment activities, and healthy lifestyle improves student achievement significantly more than academics alone, especially as it relates to low-income and at-risk youth. Therefore, ASAS-LA employs a “Whole Child Focus” approach to its programs and works to close the opportunity gap that exists between low-income youth and their upper income peers. Unfortunately, students of color from low-income backgrounds are rarely afforded the same holistic and high-quality out-of-school time activities as their peers from more affluent backgrounds. 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. The opportunities that our high-quality afterschool programs provide are not just an added bonus, they are a necessity.

c) Academic and Homework Assistance

ASAS-LA provides students with assistance in their academic work, particularly in core subjects, that enhances what they are already learning during the regular school day. All students 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. In addition, 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.

Our High School Readiness and We Are Ready (WAR) programs help 8th graders transition from middle school to high school by offering academic support, high school readiness, and college exploration opportunities. Programs culminate with the CampUs experience which is an intensive one-week, overnight summer camp on a university campus where students attend workshops on high school readiness, leadership, and active citizenship.

(d) Health, Fitness, and Nutrition classes

Our Health, Fitness and Nutrition programs were launched in response to the youth obesity crisis and focus on structured physical and nutrition activities that connect sports to lessons on healthy living, teamwork, resilience, and gender equality. In addition to the obesity crisis, recent studies are showing that marijuana vaping by school-aged youth has doubled between

2013 and 2020. A key study, [published by JAMA Pediatrics](#), found that teens in their senior year of high school were most likely to be vaping marijuana compared to younger adolescents. In 2018, for example, one in three grade-12 students reported vaping cannabis. The National Institute on Drug Abuse also reports that 11.8% of 8th graders have reported marijuana use and a fifth of students are using e-cigarettes on 20 or more days in a month with nearly 10% of them using daily. To address this crisis, ASAS-LA has implemented the Youth Advocacy Training Program to Combat Tobacco/Vaping/Cannabis Abuse program. This initiative, aimed at middle school students 12-16, seeks to prevent adolescent substance use and abuse and provides youth-led prevention strategies. Student activities include: 1) Creation of a school wide youth-led advocacy campaign that will include Public Service Announcements, short video, social media, rap, etc.; 2) Four campus-based student engagement events; 3) Critical Reflection activities that allow the students to think critically about the needs of their community; 4) Participation in an annual Youth Leadership Conference.

Our Healthy Living courses include information on preventing risky behavior, including bullying, drug use, and gang activity. We aim for our coaches and all instructors to serve as positive role models for our students. Our fitness coaches are trained in double-goal coaching techniques, which integrate sports fundamentals with character building, including leadership, goal-setting, and discipline. In addition, we will partner with each schools' existing efforts to support positive peer relationships and self-confidence.

ASAS-LA also offers an original Nutritional Education curriculum, Common Thread, which ties nutrition education to gardening and healthy cooking classes. This program component is very successful in encouraging family engagement, as we have multiple evening and culminating events to showcase students' projects and provide hands-on activities for the whole family. Students are encouraged to apply what they learn at ASAS-LA at home in tangible ways, including growing herbs at home; grocery shopping; preparing meals and snacks; and sharing healthy, culturally relevant recipes. We also facilitate a school wellness committee program consisting of parents, students, representatives of the school food authority, school board members, school administrators, teachers, health professionals, and members of the public. The committee reviews, implements, monitors, and reports on the school's physical and nutrition policies.

(e) Visual and Performing Arts classes

Visual and Performing Arts programs provide students with unique, experiential opportunities to develop their talents and express themselves through Dance (hip hop, modern dance, folklorico), Music (modern jazz, rock, mariachi), Theatre Arts including drama and spoken word, and Visual Art (fine art, murals, Video/Photography media arts). Classes culminate in high-profile organizational wide events such as the popular *ArtCon*, a large-scale public exhibition and showcase of student art projects. A very popular and highly successful Arts program is All-Stars Customs which is a scale model car-building program that develops students' aptitude and proficiencies needed to prepare them for careers in the automotive industry and beyond.

Students participating in this program will: explore the many aspects of the automotive industry; learn basic automotive engineering principles and terminology; be trained in shop safety; understand the concepts of leadership through a car club environment; and engage in peer-to-peer mentoring.

(f) STEAM classes

S.T.E.A.M. inspires students to question the world around them through dynamic and engaging projects in the areas of Robotics, Coding, and Engineering. Programs such as STEM to the Future allow students to use critical thinking skills, creativity, and engineering concepts to build fully functioning robots as well as develop solutions to real world problems such as climate change, public safety, and poverty; and participate in the annual *Beyond Science Fair* event. 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).

(g) Sports classes

To ensure our students are active every day, we offer a range of diverse team and individual sports through our Sports As A Hook (SAAH) initiative which includes cross country, wrestling, soccer, basketball, dance (folklorico, hip hop, Latin, and more), cheer, and rugby. These activities culminate in annual Organizational wide tournaments such as Hoops4Hope (basketball), Kicks4Hope (soccer), Beat the Streets (wrestling), and "The Challenge" which gives students taking part in drill, dance, and cheer the opportunity to compete for grand champion designation. For many of our partner school sites, these programs are the only physical education activities available to students.

Two primary community-based partners that we collaborate with in delivering Sports programs are Coaching Corps and Up2Us who train highly effective coaches in sports and youth development. Examples of additional community partners that support our Sports As A Hook programming include: 1) Beat the Streets whose mission is to cultivate and support youth development programs in underserved communities utilizing the sport of wrestling to foster and encourage a desire for excellence, respect for peers, fair play, leadership, and perseverance. They provide support and direction for youth wrestling programs at All-Stars program sites with wrestling mats and necessary cleaning supplies; wrestling shoes and equipment for all program participants; identify, hire, train, and retain highly skilled youth coaches; and provide liability insurance to protect participants, coaches, and associated groups. 2) Universal Cheer Association with Travis Neese which leads Cheerleading camps. 3) NBC

Basketball Camps with John Fazio who leads ASAS-LA basketball camps. 4) Redwine Camps with Dan Redwine who leads soccer camps. 5) Universal Dance Association who provides dance camps led by professional choreographers. 6) Sharp International who provides a city-wide cheer and dance competition as well as scholarships to regional competitions.

A current focus of our Sports program is gender equity in organized sports and removing financial barriers to access for socio-economically disadvantaged youth. In regards to gender equity, we make a strategic commitment to hiring two coaches for each sport, one male and one female. If funding restraints only allow one coach for an activity, then we create a coed program and create gender-specific advertising designed to increase participation by female students at the school site. We also survey all students to understand their interests. Based upon the results, we offer sports that females in the program are interested in participating in, ensuring that we are going beyond the basic seasonal sports. In regards to socio-economic equity, our programs are offered completely free to our participants which also includes uniforms and any other equipment necessary to play. This offers all of our students the opportunity to play in sports who may not have the opportunity due to their socioeconomic status and the inability to afford fees and/or equipment.

(h) Youth Leadership and Community Learning

ASAS-LA offers different ways for students to engage in leadership opportunities and share viewpoints, concerns, and interests that impact program practices, curricula, and policies. The first is Entourage, a leadership program implemented in all partner schools that provides a platform for student leaders at each campus, elected by their peers, to work closely with ASAS-LA staff as the representative voice of their peers. These students meet weekly on their virtual platform and discuss program offerings and opportunities for improvement and ways to promote leadership and service among their peers. These students both advise ASAS-LA Program Coordinators and instructors on program design in addition to organizing community service-focused activities for participants. The group also has a direct line of communication to upper levels of ASAS-LA program management via meetings, helping shape policies and program initiatives. They also attend a virtual Youth Leadership Summit series, where they receive training in leadership, team development, public speaking, and community engagement as well as create a schedule of activities for the year. One student leader represents the LA Chapter at the National Leadership Institute, named All Star University to share best practices with other student leaders in the network and provide feedback to the national staff.

A major component of our comprehensive programming is our *Life Service Action (LSA)*. 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

A new addition to Community Learning programming is our Social Justice and Diversity, Equity and Inclusion Initiative. The official After-School All-Stars Diversity, Equity and Inclusion statement is as follows: *We honor and celebrate the diversity of lived experiences and identities. We acknowledge and seek to dismantle structural racism and all systemic injustices. We commit to building inclusive and intentional programs and policies in pursuit of a more equitable world.* Following the tragic murder of George Floyd and the nationwide call for an end to police brutality, systemic racism and gun violence, ASAS-LA made an intentional programmatic decision to strengthen its commitment to Social and Racial Justice through increased leadership training for staff, expanded curriculums, and the hiring of new personnel with specific expertise on the issue. Current staff have received six weeks of extensive training in Social Emotional Learning/Self Awareness, Transformational Leadership Strategies, and Understanding Implicit Bias to name a few. We are actively developing activities that incorporate healthy and thoughtful discussions on racism, youth violence, and how young people can be leaders and agents of change in their communities. In an effort to further institutionalize Social and Racial Justice advocacy into ASAS-LA's core youth development methodology, we have created the "Standing Together Committee" (a volunteer group of staff members focused on this issue) to embed DEI strategies and awareness into staff development and the classroom. ASAS-LA is committed to being a significant agent of change in lives of the youth we serve. We believe our holistic approach to advancing the health and well-being of our students will make a lasting impact on their lives and the lives of their families and peers.

(i) Intersession classes (optional) N/A

(j) Meet with administration bi-weekly

As a part of our commitment to providing programming that meets the specific needs of our School Site Partners, ASAS-LA will meet with Los Angeles Leadership Academy administration bi-weekly to ensure that programming is being carried out in the most successful and impactful way.

Scope of Work

After-School All-Stars, Los Angeles

For the past 19 years, After-School All-Stars, Los Angeles (ASA-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 to serve over 14,000 students across all sites. 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 Los Angeles Leadership Academy in providing exceptional services to the students and families it serves. We are pleased to submit this proposal to provide after school program services. We feel our experience running after school programs at LALA and across the city of Los Angeles makes us a great candidate for the Los Angeles Leadership community.

Planning Analysis

ASAS-LA will strategically align program planning and design to support the mission of Los Angeles Leadership Academy. ASAS-LA will be intentional in its approach to analyze program needs at both sites through rigorous data collection via attendance, program quality, academic and social emotional outcomes, of participants to understand whether the program is implemented well, the overall effectiveness of ASAS-LA and for whom and under what conditions the program works.

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. ASAS-LA leverages data-sharing agreements with partner schools to collect grades, test scores, attendance, homework completion, and in-school behavior for program participants. Program Coordinators and staff review these data points throughout the school year. In select programs, such as math and ELA tutoring, instructors administer assessments to students to gauge progress. Instructors are empowered to use all of these data to make immediate adjustments to lesson plans. These data points are also used in formal program design, planning sessions, and staff training in the beginning, middle, and end of the school year.

To further assist to meet the goals and objectives of Los Angeles Leadership Academy, ASAS-LA understands students are critical contributors to our needs assessment process; we assess and

plan to address their needs with them, rather than for them. We administer pre and post-surveys to students in the beginning and at the end of the school year. These surveys seek to determine 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. As a result, programs run differently based on the preferences, needs and changes to meet students' social, emotional and academic needs.

ASAS-LA designs programs in partnership with school leadership, and includes students in the assessment process. This combination helps set the overall priorities and goals for the program, which then guides the design of specific courses that meet the needs of the students and help Los Angeles Leadership Academy accomplish its goals.

Program Implementation

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: 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: ASAS-LA programming begins with an hour of academic support, including targeted tutoring, homework completion, test prep, online remediation and skills/content mastery, and study skills lessons. This is not a supervised “study hall,” but rather includes pro-active collaboration with core day instructors to address specific study skills students are lacking. Literacy classes, segmented by student skill level and sequential in design, include reading, journal writing, note taking, and intentional problem solving scenarios. Our literacy program assesses students’ current reading level and comprehension and works with them to identify appropriate books. ASAS-LA offers computer lab and library hours, where students complete homework and engage in interactive, self-paced online learning. ASAS-LA partners with Revolution Prep, Achieve 3000 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: 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. Weekly lessons begin with explorations of concepts and rules, and the rest of the week is reserved for students to apply these learnings in hands-on activities. Offerings include STEM classes like robotics, coding (with Google CS First) and engineering (with 9 Dots); leadership & community service; visual & performing arts; music; entrepreneurial skills development; health & nutrition, healthy cooking, and gardening; and competitive sports (basketball, flag football, soccer, rugby, cheer), dance, martial arts, and yoga, many of which offer opportunities for inter-school tournaments.

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: martial arts, yoga, cross country, wrestling, soccer, basketball, dance (folklorico, hip hop, Latin, and more), cheer, and rugby. 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.

NUTRITIOUS SNACK: 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.

Programs components 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 with Directors weekly and work closely with OGMs. 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.

Staff Recruitment: 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.

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 – Series 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.

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 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 21st 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.

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.

Communication

An open line of communication will be maintained between ASAS-LA leadership and Los Angeles Leadership Academy administration throughout this proposal process. The main ASAS-LA staff responsible for maintaining this line of communication are: Interim CEO, Jackie Licardie-Banks and Senior Operations & Grant Manager, Carlos Espino.

ASAS-LA and School Site Communication

ASAS-LA's site-specific program plans are developed collaboratively with school partners, ensuring alignment with the core day. As we operate directly from school sites, ASAS-LA staff are integrated within the school and participate in school-site assemblies, leadership team meetings, professional development and athletic events. Additionally, ASAS-LA employs 1 full-time Program Coordinator (PC) that is based at each site and is provided a dedicated work space on campus. Their physical proximity to key stakeholders ensures maximum coordination between the core day and after-school. Printed information about our program offerings, enrollment process, and key contacts is made available at all school sites in Spanish and English, or any language which may be prevalent, and available in large-font print. PCs meet monthly with principals to review program design and progress toward expected outcomes as well as to update program goals based on the overall priorities of the school. This collaboration creates seamless integration with school day. In addition, Senior Operations and Grants Managers, reporting directly to the CEO and responsible for ensuring grant compliance and the achievement of key objectives. With their team of Operations and Grants Managers (OGMs), they directly supervise Program Coordinators, with whom they meet on a weekly basis. Both supporting roles will be integral in the communication process with school administration.

ASAS-LA Communication with Students

ASAS-LA communication strategies highlight the diversity of offerings and emphasize that we are not simply a "free play" program or solely focused on homework and tutoring. We convey that ASAS-LA is a place where students can try new things and expand their horizons. In collaboration with school sites, ASAS-LA disseminates program information in both Spanish and English each summer, inviting families to pre-enroll before the school year begins. School partners include announcements about ASAS-LA's Back to School nights, parent nights, and special events on their websites, in school newsletters (printed and via email), Robo Calls, and posted flyers. ASAS-LA also attends all parent nights hosted by the school to communicate information to families first-hand and make our staff available to answer questions. At these meetings, we make sure staff can communicate in languages other than English. Each school has ASAS-LA banners available for easy identification to parents and applications are made available at the school's main office, and if granted, an ASAS-LA display board is posted in a prominent place for families to see and learn more about the program.

Our full-time Program Coordinators at each location, most of whom are bilingual, promote our program and recruit new students. Program Coordinators learn about students' interests and school culture and then work with the school to market the program during lunchtime, giving students a sample of programming. As students join our program, they become All-Stars ambassadors and recruit their peers. ASAS-LA Program Coordinators meet frequently with school Administration to review program attendance and refine program if needed to achieve maximum attendance.

Communication with Parents, Community Partners and Stakeholders

ASAS-LA has been providing after-school programming in Los Angeles County for 19 years and has extensive experience in disseminating information about our programs to the community.

Our marketing and communication materials make clear the mission, vision, and strategies of our work and their intended outcomes, as well as recently realized results. These materials are available in Spanish and English, and displayed at school sites, in our headquarter offices, and distributed to partner agencies. ASAS-LA's mission, vision, contact information, and announcement about program launches at new sites will be communicated via social media channels as well as our website. Our social media profiles and website offer alternative direct lines of communication as well. In addition to regular posts on social media, we publish a quarterly email newsletter that details program updates and recent accomplishments to all staff, school partners, program partners, and participant families via email. It is also made available in print at school sites. These newsletters include highlights of program evaluations, which are available on the ASAS LA website. Full evaluation reports are available upon request. ASAS-LA holds Information Sessions prior to program launch, in an effort to market our offerings to families and recruit participants. We also attend faculty meetings at partner schools prior to program launch. At these events, ASAS-LA will detail our mission, vision, goals, and expected outcomes for the program. Attendees will be encouraged to offer insights. We will have bilingual staff on hand at Information Sessions to accommodate Spanish-speaking families. We also encourage family members to volunteer as "Advocates" for programming they are passionate about. Advocates help determine and monitor program goals, review student outcomes, and help design activities. At the time students enroll and on the first day of programming, ASAS-LA shares with students the mission, vision, goals, and expected outcomes of the program.

Timeline and Phasing

ASAS-LA programming is implemented year-round at 59 partner school sites in the before and after-school hours; intersession breaks, and summer. Programming follows the partner school site's academic calendar and typically begins in late August and runs through May. Summer programming typically runs in June and July. Intersession periods include Fall and Winter/Holiday breaks, Spring Break, and as mentioned Summer Break. ASAS-LA staff will work directly with Los Angeles Leadership Academy staff to provide mid-project evaluations and reporting as needed at the end of the fall semester (December 2022) and at the conclusion of the school year (May 2023).

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.

Fees

The external party may break down expenses by employee or by phases on a lump sum basis. If the external party chooses to be paid on a lump sum basis, it is suggested that the bulk of the payment be made at the end of the project, after the work is satisfactorily completed. A maximum price for the work should be provided. **Note: Budget is Attached to this proposal**

Qualifications

The implementation of this grant 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.

Final Product

The final product to be provided to Los Angeles Leadership Academy by ASAS-LA will be comprehensive youth development expanded learning programming comprised of multiple components such as Academic and Homework Support; Youth Development and Enrichment activities; field trips to museums, events and conferences; sports tournaments; and arts and science fairs. These program services are delivered Monday through Friday between the critical hours of 3:00 p.m. to 6:00 p.m. during the school year. ASAS-LA structures our programs around Four Major Pillars: Academics & Homework Support; Health, Fitness and Nutrition; Visual & Performing Arts; and Youth Leadership and Community Service Learning. Supporting these Pillars are our program initiatives which provide expanded enrichment activities and experiences. Initiatives include: *Literacy; Science, Technology, Engineering, Art, and Math (STEAM); Sports As a Hook (SAAH); Life Service Action (LSA) and Community Service-Learning; 6) High School and College Readiness/ We Are Ready (WAR); Career & Workforce Readiness/Career Exploration Opportunities (CEO)*. In addition, our youth development centered programs embed *Social-Emotional Learning (SEL)* practices and initiatives in all curriculums allowing students to develop healthy identities; manage emotions; feel and show empathy for others; build positive relationships with adults; and make responsible and caring decisions.

Vendor Management

After-School All-Stars, Los Angeles will work closely with LALA to ensure that LALA reviews and approves the RFP policy and vendor inventory, at least yearly, as well as establish Key Performance Indicators and metrics for the third parties to report to LALA on a periodic basis to ensure compliance and operations in line with stipulated agreements.

Suspension and Debarment

After-School All-Stars, Los Angeles ensures that it will perform successfully under the terms and conditions of the proposed procurement and will maintain integrity and compliance with public policy. It has a successful 19-year track record of high quality past performance and professional management of financial and technical resources. ASAS-LA has not ever been debarred or suspended and is not excluded or disqualified (2 CFR Part 200, Appendix II [1] and 2 CFR 180.220 and 180.300).

