



COTATI-ROHNERT PARK

UNIFIED SCHOOL DISTRICT

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AFTER SCHOOL EDUCATION AND SAFETY (ASES)

PROGRAM PLAN

Prepared by: Expanded Learning Department

Cotati-Rohnert Park Unified School District

7165 Burton Ave
Rohnert Park, CA 94928
707-792-4700

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

Revised: December 2025
Board Reviewed: January 19, 2026

Include the following information along with your ASES Program Plan:

1. Grant Identification Number: **49-23939-7388-EZ**
2. County District School (CDS) Code: **49738826051676**
3. Authorized Signatory (Fiscally responsible for the program)
 - a. Name: **John Bartolome**
 - b. Title: **Chief Business Official**
 - c. Contact Info: John_Bartolome@crpusd.org, **707-792-4705**

Program Administrator

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District Program Coordinator

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Attachments:

[ASES YMCA Policies and Procedures - English](#)

[ASES YMCA Policies and Procedures - Spanish](#)

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

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

Site Name	Project Daily Attendance
1. John Reed Elementary School (TK-5)	# 115
2. Thomas Page Academy (TK-8)	# 115

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

Target Population	John Reed	Thomas Page Academy
Total School Enrollment	383	408
ELO-P Qualified	330 (87%)	303 (75%)
Unsheltered	14 (.04%)	5 (.02%)
Foster Youth	5 (.02%)	0
English Language Learner	170 (45%)	136 (34%)
Free/Reduced Meals	303 (80%)	275 (68%)
2024-25 CAASPP: English Language Arts/Literacy - Standard Not Met	58.92% Grades 3-5 (185 Students)	42.37% Grades 3-8 (295 Students)
2024-25 CAASPP: Math - Standard Not Met	66.13% Grades 3-5 (186 students)	54.73% Grades 3-8 (296 Students)

Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

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

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

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

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

1) Safe and Supportive Environment

If the program will be located off campus, describe how students will travel safely to and from the program site.

Cotati-Rohnert Park Unified School District is proud to be able to provide onsite ASES and Expanded Learning Programming at John Reed Elementary and Thomas Page Academy.

Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The district views our ASES programs as a vital extension of the instructional day. As such, before- and after-school programs are fully included in district and site-based safety planning, training, and emergency preparedness efforts.

Each ASES site is incorporated into its school's site-specific emergency and disaster preparedness plan. Emergency procedures are clearly posted, and ASES staff receive monthly training to ensure familiarity with protocols and expectations. The ASES program participates in all school-day emergency drills coordinated by the site, and additional emergency drills are conducted during program hours to ensure student and staff readiness in the expanded learning setting.

All ASES staff are CPR and First Aid certified, participate in districtwide emergency preparedness and large-scale evacuation drills coordinated in partnership with the Cities of Cotati and Rohnert Park Public Safety agencies. In addition, the Expanded Learning Department provides each site and all before- and after-school staff with emergency contact information, communication protocols, and direct access to district leadership to ensure a coordinated response in the event of an emergency.

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

Our ASES program provides a safe, inclusive, and supportive environment that meets the developmental, social-emotional, and physical needs of all students. Safety is supported through consistent supervision, alignment with each school's PBIS (Positive Behavior Intervention & Support) framework, and the use of restorative practices that promote positive behavior and emotional well-being.

To support students' social-emotional and developmental growth, the program integrates evidence-based practices such as Community Circles and Tribes, embedded daily within staff lesson plans. These strategies foster self-awareness, confidence, interpersonal skills, and a strong sense of belonging. Student Support Advisors at each site play a critical role in supporting students' transition from the school day to afterschool programming.

The program also addresses students' physical needs through structured physical education, water safety instruction, nutrition education, and wellness programming. Families are supported through

access to resources such as parenting classes, nutrition counseling, and diabetes prevention programs, tailored to the needs of each school community.

Ongoing collaboration strengthens our program. School site administrators meet regularly with ASES program directors to identify student needs, and family surveys are conducted bi-annually to ensure responsiveness. Staff participate in ongoing professional development, including Restorative PBIS and supervision training, to maintain a shared language and consistent expectations between the school day and afterschool program.

CRPUSD's ASES program is deeply committed to inclusive practices. We work closely with the Special Education Department, families, and providers to support students with special needs. With parent consent, collaborative planning ensures appropriate supports are in place so every student can thrive in the ASES setting.

2) Active and Engaged Learning

Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The Expanded Learning Department designs academic literacy and enrichment activities in alignment with the ASES program goals and the California Department of Education Expanded Learning Quality Standards (ELQS) to support student achievement, engagement, and positive youth development. Programming is intentionally aligned with the regular instructional day to reinforce learning in safe, structured, and supportive afterschool environments.

Consistent with ASES requirements and ELQS 6: Collaborative Partnerships, the Expanded Learning Department works closely with certificated staff at Thomas Page Academy and John Reed Elementary to co-design academic enrichment and intervention opportunities that complement school-day instruction. Several times each year, the department solicits course proposals from certificated teachers to ensure afterschool offerings are responsive to student needs identified through classroom observations, formative assessments, and attendance data. This approach reflects evidence-based best practices demonstrating that aligned, teacher-informed afterschool programming improves academic outcomes and student engagement.

In alignment with ELQS 4: Engaging, Enriching, and Experiential Learning, ASES courses emphasize literacy development, academic skill-building, and language support through interactive, student-centered instruction. Activities are designed to be hands-on and engaging while maintaining academic rigor, supporting both academic growth and positive youth development.

When a specific instructional need is identified and a site lacks available staff, the Expanded Learning Department prioritizes securing appropriate certificated instructors or programs to meet that need, supporting ELQS 3: Quality Staff. For example, John Reed Elementary identified a need for bilingual targeted academic support. In response, the department partnered with the site to implement an Academic Success Lab for grades 3-5, providing focused academic intervention and an Attendance Recovery option within the ASES program.

Through these collaborative, data-informed, and standards-aligned practices, our goal is that the

ASES program strengthens academic performance, improves attendance, and promotes positive youth development while maintaining strong alignment with the instructional day and CDE expectations.

Describe the planned program activities and how they will:

- a. Provide positive youth development.**
- b. Provide hands-on, project-based learning that will result in culminating products or events.**
- c. If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.**

The ASES program is designed to provide a comprehensive expanded learning experience that supports positive youth development while engaging students in hands-on, project-based learning aligned to school and community needs. Programming is intentionally structured to offer a variety of academic, enrichment, and leadership opportunities so that all students can engage in meaningful and developmentally appropriate activities.

Positive Youth Development

Positive youth development is embedded throughout all ASES programming and is guided by the YMCA's evidence-based curricula, including Asset Development and Character Counts. These frameworks emphasize leadership, responsibility, teamwork, confidence, and healthy decision-making. Students are provided opportunities to take on leadership roles, including serving as peer mentors during family engagement activities and Spotlight Nights. Strong relationships between students and caring adults are fostered through consistent routines, mentoring, and structured reflection embedded within daily lesson plans.

Hands-On, Project-Based Learning and Culminating Events

ASES programming emphasizes interactive, hands-on, and project-based learning that results in meaningful culminating products or events. Each site hosts annual Spotlight Nights, where families and community stakeholders are invited to view student work, participate in hands-on activities, and celebrate learning outcomes. Student projects span academic, enrichment, and leadership domains and are designed to showcase skills developed over the course of each session.

Weekly communication logs are shared with classrooms to support homework completion and ensure alignment between ASES lesson plans and school-day instruction. Lesson plans include required components for interactive learning and are reviewed and approved by site directors to maintain a high standard of quality and consistency.

The program's weekly schedule supports progressive learning across content areas:

- **Monday:** Math and Science
- **Tuesday:** Activate Youth / Food & Fun Nutrition
- **Wednesday:** Language Arts
- **Thursday:** History, Social Science, and Community Involvement
- **Friday:** Fine Arts and Focused Input Learning

Students also have access to technology-enhanced learning tools, including Lexia, Khan Academy, Prodigy, Cool Math, and Google Classroom, which support individualized learning and skill development.

In addition to core YMCA-led programming, students may participate in specialized enrichment and attendance recovery courses taught by CRPUSD Certificated Faculty and community partners. For example, STEAM programming at Thomas Page Academy culminates in participation in the Sonoma County STEAM Challenge and an on-site family STEAM showcase. Across all enrichment offerings, classes conclude with a presentation, showcase, or celebration that highlights student growth and achievement. Enrichment examples below:

John Reed			Thomas Page		
Class	Gr	Time	Class	Gr	Time
Maker Mondays (AR)	3-5	3:05-4:05	Monday: Hip Hop	2-5	3:05-4:05
Chess	1-5	3:05-4:05	Reading Winter Wonderland (AR)	1-3	3:05-4:05
Academic Success Lab (AR)	3-5	3:05-4:05	Tuesday: Winter Wonderland Lego	1-3	3:05-4:30
Structured Literacy: Reading Intervention (AR)	3-5	3:00-3:45	ABC Explorers (AR)	K	2:00-3:00
Tuesday: Cooking	1-5	3:05-4:05	Snap Circuits	1-2	3:05-4:05
Academic Success Lab (AR)	3-5	3:05-4:05	Rev Robots	3-5	4:10-5:10
Structured Literacy: Intervention (AR)	3-5	3:00-3:45	STEAM (Oct-March) AR	3-8	3:15-4:15
Wednesday: Piano	All	12:45-3:40	Wednesday: Piano	All	12:45-3:40
Thursday: Musik Garten	TK/K	2:05-3:00	Thursday: Fencing	2-5	3:05-4:05
Ukulele Sprouts	1-3	3:05-4:00	ABC Explorers (AR)	K	2:00-3:00
Academic Success Lab (AR)	3-5	3:05-4:05	Friday: JR Disney Choir	TK/K	2:05-2:55
Structured Literacy: Intervention (AR)	3-5	3:00-3:45	JR Disney Choir	1-3	3:00-3:55
Friday: Art Fun	TK/K	2:05-2:55			
Cartooning	1-3	3:00-3:55			

Summer and Community Need Alignment

When implemented as a summer supplemental program, ASES activities are adapted to address identified school and community needs, including academic reinforcement, attendance recovery, enrichment access, and social-emotional development. Summer programming maintains a balance of academic support, enrichment, and experiential learning to support continued engagement and prevent learning loss.

3) Skill Building

Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

The ASES program's educational literacy and enrichment activities are intentionally designed to reinforce school-day instruction, improve academic achievement, and support the whole child. By aligning afterschool programming with classroom learning goals, students receive additional time, targeted support, and engaging opportunities to strengthen core academic skills while building confidence and motivation.

Educational literacy activities focus on strengthening reading, writing, language development, and math skills through small-group instruction, targeted intervention, and the use of digital learning tools such as Khan Academy, Prodigy, and Google Classroom. These tools allow for individualized learning, progress monitoring, and differentiation to meet students at their current skill level. Homework support and communication logs further reinforce classroom expectations and help students develop effective study habits and organizational skills that contribute to long-term academic success.

Educational enrichment activities enhance academic learning by providing hands-on, project-based experiences in areas such as STEAM, fine arts, nutrition education, and community involvement. These experiences promote critical thinking, problem-solving, collaboration, and creativity—skills that are directly linked to improved academic performance and positive youth development. Culminating projects, showcases, and presentations allow students to demonstrate mastery, reflect on their learning, and build confidence in their abilities.

Together, literacy support and enrichment opportunities improve student engagement, attendance, and persistence, which are key indicators of overall student success. By fostering strong relationships with caring adults, providing consistent routines, and creating meaningful connections between academic learning and real-world applications, the ASES program supports improved academic outcomes while promoting social-emotional growth, leadership, and a positive connection to school.

Our ASES programs adhere to a 1:20 staff to student ratio for our first grade and above students, and a 1:10 staff to student ratio for our TK and K students to help each student with their individual needs. ASES uses varied lesson planning and different teaching methods to connect with students and their diverse learning styles. Continuing to build on what the students have learned throughout the school day helps students improve and achieve greater academic success.

Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

The planned before school, after school, and supplemental ASES program activities are intentionally designed to respond to the academic, social-emotional, and enrichment needs of students and families within the school and surrounding community. Program planning is

informed by ongoing collaboration with school administrators, certificated staff, student support teams, and community partners, as well as by attendance data, academic performance trends, family feedback, and school site priorities.

School-day educators regularly share insights regarding student academic needs, learning gaps, language development, and attendance challenges. In response, the ASES program provides targeted academic literacy support, homework assistance, intervention classes, and attendance recovery opportunities that align with classroom instruction and support improved academic outcomes. Before school programming emphasizes structured supervision, academic readiness, and relationship-building to support a positive and calm transition into the instructional day.

Afterschool programming addresses the community's need for safe, high-quality supervision during out-of-school hours while offering a balanced schedule of academic support, enrichment, physical activity, and social-emotional learning. YMCA-led enrichment activities, including Asset Development and Character Counts, respond to identified needs for positive youth development, leadership skills, and healthy behaviors. Access to nutrition education, physical activity, and wellness programming further supports students' overall well-being.

Supplemental and intersession programming is designed to meet needs identified through academic and attendance data, including learning recovery, language development, and continued enrichment access. Programs are adapted to reflect community interests and resources, such as STEAM programming, bilingual academic support, and family engagement events, ensuring equitable access to high-quality learning opportunities.

Family voice is incorporated through surveys, regular communication, and participation in culminating events, allowing the program to remain responsive to evolving needs. Through this data-informed and collaborative approach, the ASES program ensures that planned activities directly reflect school and community priorities while supporting student success across the expanded learning day.

4) Youth Voice and Leadership

Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Student voice is a core component of ASES program planning and continuous improvement. Student feedback is gathered through monthly student focus groups, quarterly evaluations, and ongoing informal check-ins with staff. Feedback data is reviewed by site leadership and the Expanded Learning Department and is used to guide the development of monthly staff training, lesson plan focus areas, events, and project-based learning opportunities. This process ensures programming remains responsive to students' evolving interests, needs, and developmental levels while maintaining alignment with the instructional day.

Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

ASES provides multiple structured forums that empower students to share their viewpoints, raise concerns, and influence program practices, curricula, and events. These opportunities include participation in a Mentor Program, Student Leadership Council, student focus groups, and program evaluations. Student input directly informs enrichment offerings, community projects, and site-based decisions, fostering a sense of ownership, belonging, and leadership.

Students also have the opportunity to share directly with teachers, site administrators, YMCA staff, etc. It is not uncommon for the Expanded Learning Department to hear feedback from a site administrator that they have received from a student. It's important to us to make sure there is a clear path to change and leadership regardless of how the information is compiled. There have been students at John Reed who have called a meeting between the Director of Expanded Learning and the Principal because they wanted to see a certain variety of classes offered. We were pleased to honor their requests quickly.

Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).

Students in lower grades are supported in developing independence and decision-making skills by choosing from a variety of staff-led activities at the start of the afterschool program day. Each site also maintains a student suggestion box, featuring a rotating monthly theme selected by the Student Leadership Council, allowing younger students to contribute ideas in an accessible way. Older students and participants in mentoring programs engage in deeper leadership experiences. The ASES weekly schedule includes a dedicated community involvement focus day, during which students participate in discussions and service-learning projects addressing real-world issues affecting their school and broader community. Through facilitated monthly discussions, older students identify community needs and collaborate on actionable solutions, strengthening leadership, civic engagement, and problem-solving skills.

5) Healthy Choices and Behaviors

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

ASES programming is intentionally aligned with the Cotati-Rohnert Park Unified School District's School Wellness Plan, supporting the district's commitment to promoting student physical health, social-emotional well-being, and healthy lifestyle choices. The program provides students with regular, structured opportunities for physical activity that are developmentally appropriate, inclusive, and supportive of positive peer interactions.

Daily activities may include moderate to vigorous physical movement such as exercise circuits, team and cooperative sports, inclusive cardio games, yoga, stretching, and outdoor play. These activities support the district's wellness goals by encouraging physical fitness, reducing sedentary behavior, and fostering a positive school climate during expanded learning hours.

In addition to physical activity, ASES programming reinforces health education and wellness practices consistent with district guidelines, including nutrition awareness, hydration,

mindfulness, stress management, and social-emotional skill development. Healthy snacks are provided in accordance with applicable nutrition standards, and staff model and promote positive health behaviors. Through alignment with the district wellness plan, the ASES program supports students in developing healthy habits that contribute to overall well-being, academic engagement, and long-term success.

Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

Nutritious daily snacks are provided through the Redwood Empire Food Bank, following guidelines that align with the Cotati-Rohnert Park Unified School District nutrition standards. The program incorporates Smarter Lunchroom techniques during snack time to encourage healthy food choices in a positive, supportive environment.

Nutrition education is embedded into programming through Activate Youth and Food & Fun Nutrition activities, which align with school wellness goals. The program utilizes evidence-based resources from the Alliance for a Healthier Generation and YMCA of the USA, including monthly lessons drawn from the Essential Healthy Eating Topics in Health Education. Families receive healthy, kid-friendly recipes and wellness resources through site newsletters, extending learning beyond the program day.

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

Main Entree	Main Entree	Main Entree
Munchable Nacho Meal	Hawaiian Ham & Cheese Slider	Yogurt & Muffin Meal
Fruit	Fruit	Fruit
Craisins	Pear	Local Mandarin
Vegetable	Vegetable	Vegetable
Salsa Cup	Edamame	Baby Carrots
Milk	Milk	Milk
Low Fat Milk	Low Fat Milk	Low Fat Milk
Fat Free Milk	Fat Free Milk	Fat Free Milk
M/MA	M/MA	M/MA
Sunflower Seeds	String Cheese	Cheese Cubes

*Meals provided by Santa Rosa City Schools Supper Program in Partnership with the Redwood Empire Food Bank

6) Diversity, Access, and Equity

Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

The Cotati-Rohnert Park Unified School District believes that diversity among students and staff

enriches learning, promotes cultural awareness, and prepares students for participation in a global society. This belief is reflected in the district's partnership with the YMCA, whose mission and *Commitment to Inclusion* align with district values.

The YMCA welcomes all students and families and is guided by the core values of caring, honesty, respect, and responsibility. All YMCA ASES staff complete required diversity training, and the organization maintains a staff-led Diversity and Inclusion Committee to ensure inclusive practices are continuously strengthened.

Within the ASES program, all students and families are welcomed and valued. Activities intentionally encourage students to share their cultural backgrounds and lived experiences. Family nights and community events provide opportunities to celebrate culture through food, traditions, and shared experiences, fostering connection and mutual respect.

Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

The ASES program is committed to equitable access and support for all students, including students with disabilities, English language learners, and those facing barriers to participation. Communication with families is provided in English and Spanish, with access to YMCA interpreter services and district translation support available daily.

The District and YMCA collaborate closely to support students with IEPs, 504 Plans, or additional support needs, working in partnership with Special Education staff, district liaisons, and YMCA leadership. With family consent, support is coordinated to ensure students can fully and safely participate in program activities.

Additionally, the ASES program implements a yearly Diversity and Inclusion calendar, integrating focused topics into lesson plans, celebrations, and events. The YMCA partners with volunteers, school staff, and community members to provide impactful presentations and enrichment experiences. Targeted tutoring and enrichment support is offered to students who require additional academic or developmental assistance.

7) Quality Staff

Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Staffing and hiring for ASES and Expanded Learning programs at John Reed and Thomas Page Academy is multi-layered. Staff may be district staff which may include an enrichment instructor, paraprofessional or an academic intervention instructor. In this case, all employment records and hiring procedures are managed and maintained through the CRPUSD Human Resources department in collaboration with the Expanded Learning Department.

The YMCA or any outside organization responsible for hiring staff to work within the ASES or Expanded Learning program is provided the minimum requirements for an instructional aide and those requirements are written into any contract or agreement signed for the school year. Each

organization must provide proof of staff qualifications upon district request. It is the responsibility of each partner organization to adhere to the guidelines and expectations of the contract. The Expanded Learning Department routinely follows up with each partner organization to assure compliance.

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

Our most significant partner is the YMCA. For them, the hiring process targets college students earning a degree in the teaching or learning field. Their interview techniques allow potential new hires to illustrate their experience, passions, expertise and educational knowledge. Their progressive interview techniques have allowed them to recruit and retain highly qualified and motivated staff.

Sonoma State University is a close partner with CRPUSD. Students in the School of Education participate in reading intervention programs for our students annually. In addition, the YMCA recruits from the university annually to fill program vacancies.

We also utilize our very own amazing CRPUSD Classified and Certificated Staff to support our ASES programs for academic and enrichment opportunities. We put a call out to staff multiple times per year to encourage staff to develop programs or classes that would be beneficial to students after school. Our goal is to identify programs that bring the skilled adults in our community joy which will in turn, bring our students joy! This approach has proven successful in increasing staff engagement and student participation.

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

Our YMCA ASES sites hold monthly training on subjects directly relating to their programs, along with safety training. The YMCA has mandatory on going trainings such as active and engaged listening and child abuse awareness. Each staff member is required to have CPR and first aid training certifications.

As a District, we believe that bringing on all after school programs into the fold of the day program is critical. As such, we have begun including the ASES staff into all site level training including PBIS training so that our ASES staff is using the same language, expectations and rewards systems that our students see throughout the day. It's vital that our students see our ASES programs as an extension to their safe day with caring adults who are there for them. School doesn't stop at 3PM!

We work with Laura Mooiman on a special professional development called restorative PBIS Supervision and Training for our YMCA ASES sites! This helps with playground safety and behavior de-escalation skills. We also make our Special Education team available to all ASES sites to work with staff with specific student behaviors or concerns in order for all students to be successful.

We also provide training on the attendance software ActivityHero, Emergency Preparedness, large scale evacuation drills (both at the site level and at the district level).

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

The ASES program is supported by strong community partnerships that expand the range and quality of services offered to students. These sub-contracted partners play a critical role in program implementation and student engagement.

The Sonoma County Family YMCA serves as the primary sub-contractor and operational hub of the ASES program. The YMCA provides after-school instructional aides and program leads responsible for daily program delivery, student supervision, enrichment facilitation, and attendance support. Each ASES site is staffed with a Site Director and Assistant Director, ensuring consistent site-level leadership and oversight. All YMCA-operated ASES sites are supported by a Program Coordinator, who provides guidance, coaching, and compliance support, and this role is further supported by a Senior YMCA Manager to ensure program quality, staffing stability, and alignment with district and grant expectations.

In addition, CRPUSD partners with local community-based organizations as sub-contractors to provide no-cost enrichment opportunities that enhance the academic and social-emotional experience of students. These enrichment services may include music instruction (Move Over Mozart, Art and Soul), martial arts (Taekwondo), cultural arts (Ballet Folklórico), athletics (National Academy of Athletics), STEAM programming, chess (Marin Chess), and theater. Enrichment offerings vary by semester based on student interest, availability, and site needs.

The YMCA ASES program supports the coordination of these enrichment services by facilitating student transitions, drop-off, and pick-up, allowing students to participate seamlessly in both core ASES programming and enrichment classes. This collaborative structure ensures that students benefit from a diverse, engaging, and well-supervised expanded learning experience.

Level	Position / Organization	Primary Responsibilities	Reporting To
District	CRPUSD Board of Education	Policy oversight, approval of funding & program direction	Superintendent
District	Superintendent	Districtwide leadership and oversight	Board of Education
District	Director of Expanded Learning	Grant compliance, program planning, district liaison, contract oversight, reporting to CDE and Board, CQI	Superintendent / District Administration
Sub-Contractor	YMCA Senior Manager	Program quality oversight, staffing support, compliance monitoring	YMCA Executive Leadership
Sub-Contractor	YMCA Program Coordinator	Oversees all ASES sites, supervises Site Directors, staff training, quality control, collaboration with district	YMCA Senior Manager
Site Leadership	YMCA ASES Site Director	Daily site operations, student supervision, staff supervision, parent communication, enrichment coordination, attendance reporting	YMCA Program Coordinator

Site Leadership	YMCA ASES Assistant Director	Supports Site Director, assists with staff supervision, scheduling, student behavior support, family communication	YMCA ASES Site Director
Program Staff	Grade-Level Leaders / Program Leads	Homework support, academic enrichment, daily lesson planning, supervision of students by grade level	Site Director / Assistant Director
Program Staff	Program Assistants	Student supervision, activity support, safety monitoring, transitions between activities	Grade-Level Leaders Site Director
Enrichment Partners	Community-Based Organization (e.g., Art & Soul, Move Over Mozart, Marin Chess, Grupo Folklórico Quetzalén)	Provide specialized enrichment instruction during ASES hours	Director of Expanded Learning
School Site	School Principal	Site-level collaboration, alignment with instructional day, student support and behavior collaboration	District Administration
School Site	CRPUSD Certificated & Classified Staff	Academic intervention, enrichment instruction, alignment with school day learning	School Principal Director of Expanded Learning/ Attendance Recovery Team

8) Clear Vision, Mission, and Purpose

Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

In addition, Thomas Page Academy is identified as an Additional Targeted Support and Improvement (ATSI) site under the California School Dashboard Accountability System, further indicating the need for targeted academic and engagement support.

To identify student and schoolwide needs, multiple data sources were reviewed, including SBAC assessment results, attendance and chronic absenteeism rates, and suspension and expulsion data. This comprehensive data review ensures that program planning is informed by both academic performance and student engagement indicators.

The 2025 data for [John Reed Elementary School](#) indicates a 27.8% chronic absenteeism rate, with students performing an average of 82.4 points below grade-level standards in English Language Arts and 110.7 points below standards in mathematics.

The 2025 data for [Thomas Page Academy](#) reflects a 21.9% chronic absenteeism rate, with students performing an average of 41.9 points below grade-level standards in English Language Arts and 83.1 points below standards in mathematics.

In addition to quantitative data, the needs of the community, students, parents, and school staff were identified through needs assessment surveys, parent meetings, and student focus groups. This stakeholder-driven approach ensures that program design reflects the lived experiences, interests, and priorities of the school community.

As Title I sites, both schools receive additional funding through the Cotati-Rohnert Park Unified School District's Local Control and Accountability Plan (LCAP). These resources are strategically leveraged to support academic intervention, enrichment opportunities, attendance improvement strategies, and social-emotional learning within the ASES program. Through intentional alignment of data, resources, and stakeholder input, the ASES program is designed to address identified needs while supporting student success, engagement, and well-being.

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

Improve Student Attendance and Reduce Chronic Absenteeism	Improve Academic Performance in English Language Arts and Math	Increased Student Engagement and Social Emotional Skill Development	Provide High-Quality, Consistent Expanded Learning Programming
Increase regular attendance among students enrolled in the ASES program and reduce chronic absenteeism by creating engaging, supportive afterschool programming.	Provide targeted academic support and enrichment opportunities that support growth in English Language Arts and mathematics for students performing below grade level.	Strengthen student engagement, confidence, and social-emotional skills through enrichment activities that promote collaboration, creativity, and positive, healthy relationships.	Ensure high-quality program implementation through trained staff, strong partnerships, and continuous improvement practices.
Data Collection & Evaluation:	Data Collection & Evaluation:	Data Collection & Evaluation:	Data Collection & Evaluation:
Daily ASES attendance records District attendance and chronic absenteeism reports Comparison of pre/post-program attendance data Monthly review of attendance trends by Expanded Learning Staff & Site Administrators	Interim and summative assessment data Assessments and progress monitoring tools Teacher feedback Student participation and completion of academic support activities	Student surveys and focus group feedback Behavior incident reports and suspension data Staff observation logs and anecdotal records Participation rates in enrichment activities	Staff training attendance and completion records Site observation and monitoring tools Partner compliance documentation Program evaluations and continuous improvement reviews

Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

Collaboration has been central to the development of the ASES program's mission, vision, goals, and expected outcomes. Ongoing communication and collaboration between ASES staff, school administrators, and instructional day faculty ensure that the program is responsive to the evolving needs of each school's students and families. Regular meetings support alignment between the instructional day and expanded learning programming and allow for continuous reflection and adjustment.

To further support inclusive and intentional planning, the district established an Expanded Learning Task Force, which meets several times throughout the year to identify best practices, review program outcomes, and guide program vision and next steps. The Task Force is composed of district leadership, site administrators, instructional staff, YMCA leadership and program staff, and community partners. The Task Force was established in Fall 2025, and by Fall 2026 will expand to include Board of Trustees members, parents, and students, further strengthening stakeholder representation and shared decision-making.

The Expanded Learning Department also engages district leadership and the broader community through regular reports to the Board of Education, which include public comment, question-and-answer opportunities, and presentations highlighting program outcomes and opportunities for growth. Beginning in the 2025–26 school year, the district introduced a Special Study Session format, allowing departments to publicly showcase program successes, challenges, and future goals. This process promotes transparency and community-wide engagement in expanded learning initiatives. Please see the [Fall 2025 Impact Report](#) from that event.

Student and family voice is a critical component of program development and continuous improvement. Families are engaged through consistent communication, surveys, and opportunities for feedback facilitated collaboratively by the school sites, ASES providers (YMCA), enrichment partners, and the Expanded Learning Department. Family surveys are distributed multiple times throughout the year and include open-ended questions such as what is working well, areas for improvement, and program offerings families would like to see added. Feedback gathered directly informs program adjustments and reinforces successful practices.

Student engagement is ongoing and embedded in daily program operations. YMCA staff facilitate daily community circles, small-group activities, and informal check-ins, providing students with frequent opportunities to share their interests, needs, and ideas. This continuous feedback loop ensures that programming remains student-centered, engaging, and responsive, reinforcing the program's goal of creating a safe, supportive, and enriching environment that students are excited to attend each day.

9) Collaborative Partnerships

Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Our collaborative partnerships begin with the heavy lift from the Sonoma County Family YMCA. Our primary partner in developing and implementing our ASES programs at both Thomas Page Academy and John Reed. Our partnership with this organization has been only getting stronger over the past three years and our visions for improvement and collaboration are aligned and in sync.

Next, we looked to our partners in the Santa Rosa City Schools Food Services Department to assist with any questions about nutrition and food services to meet compliance and delivery of our meals for our students.

Our site leadership has been instrumental in developing our plan and revising as needed. Working with our site principals to identify the unique needs of their campuses and flexing for the needs of their students. Working with site faculty, Special Education staff, and district leadership have proven valuable as well.

We collaborated with community partners such as Art and Soul, Grupo Folklorico Quetzalen, and Move Over Mozart, and Code Rev, who are deeply committed to providing meaningful opportunities to students. They are mission and vision aligned and partners in the implementation of our program plan development.

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

Sonoma County Family YMCA

The Sonoma County Family YMCA is the district's most significant collaborator in the implementation of the ASES and Expanded Learning Program. Through a formal Memorandum of Understanding (MOU) with Cotati-Rohnert Park Unified School District, the YMCA provides comprehensive program staffing and operational support, including Site Directors, Assistant Directors, instructional aides, and program leads. The YMCA brings extensive expertise in youth development, grant compliance, and program quality, supported by a long-standing partnership with the district. Their responsibilities include daily program operations, student supervision, enrichment facilitation, attendance tracking, family communication, and staff training.

Art and Soul School of Creative and Performing Arts

Art and Soul School of Creative and Performing Arts partners with the district as an enrichment service provider, offering high-quality visual and performing arts instruction during the ASES program. Through contracted or in-kind services, Art and Soul delivers age-appropriate arts programming that promotes creativity, self-expression, and social-emotional development. Instruction is aligned with student interests and supports engagement, particularly for students who benefit from hands-on, creative learning opportunities.

Move Over Mozart

Move Over Mozart serves as a music enrichment partner, providing students with access to structured music instruction during expanded learning hours. Their programming supports cognitive development, cultural awareness, and student engagement while reinforcing

collaboration and discipline. Services are provided at no cost to families and may be supported through contractual agreements or grant-funded enrichment allocations.

Grupo Folklórico Quetzalén

Grupo Folklórico Quetzalén partners with Cotati-Rohnert Park Unified School District as a cultural enrichment service provider, offering traditional folklórico dance instruction during ASES and Expanded Learning program hours. Through contracted or in-kind services, Quetzalén provides students with opportunities to engage in culturally responsive programming that celebrates heritage, builds confidence, and fosters a sense of belonging. Instruction emphasizes teamwork, discipline, physical activity, and artistic expression while supporting student engagement and social-emotional development. Programming is coordinated with YMCA site staff to ensure safe supervision and alignment with program schedules and student interests.

National Academy of Athletics

The National Academy of Athletics partners with CRPUSD as a physical activity and wellness enrichment provider, offering structured sports and movement-based programming. Their services promote physical health, teamwork, leadership, and positive behavior while supporting the program's social-emotional learning goals. Instruction is coordinated with YMCA site staff to ensure safe supervision and seamless transitions.

All partner Memorandum of Understanding for our ASES programs outline:

- Hours and dates of operations
- Minimum staff requirements,
- Classroom/space needs,
- Fees/insurance,
- Attendance requirements and district software use and access,
- Student supervision expectation,
- Student to teacher ratios,
- Indemnity and liability

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

Cotati-Rohnert Park Unified School District actively seeks to expand and strengthen partnerships that enhance the quality, relevance, and reach of the ASES after school program. Based on identified student and community needs, the district has identified several potential collaborations that would further support academic success, social-emotional development, and student engagement.

One area of growth includes expanding partnerships with our local Sonoma State University, to increase access to tutoring, mentoring, and academic intervention support. The district is exploring opportunities to formalize additional fieldwork, practicum, and service-learning placements within ASES programs. Outreach efforts include ongoing communication with university faculty, participation in campus partnership meetings, and collaboration with existing education pathways. Recent budget cuts have decreased participation with local Sonoma State students and SSU Education programs.

The district also seeks to strengthen partnerships with community-based arts and cultural organizations, particularly those that provide culturally responsive programming reflective of the student population. Efforts to include these partners involve soliciting input from families and students, identifying local organizations through community networking, and piloting short-term enrichment opportunities to assess student interest and program alignment.

Additional potential collaborations include mental health and wellness providers to support student social-emotional learning, behavior regulation, and positive school climate during expanded learning hours. The Expanded Learning Department collaborates with district student services and community agencies to identify appropriate providers and explore funding or in-kind service options. Our Family Resource Center, on the John Reed campus, which serves all students and families in the district, provides resources and connections both for families and our ASES program in need of services or support.

To ensure equitable access and sustainability, the district continues to explore partnerships with local businesses, nonprofit organizations, and service clubs to support enrichment programming, supplies, and real-world learning experiences. These efforts include community outreach, grant collaboration, and leveraging existing relationships through the YMCA and other community partners.

All potential partnerships are reviewed to ensure alignment with ASES grant requirements, student safety expectations, and district goals. Through intentional outreach, stakeholder input, and ongoing evaluation, the district remains committed to building collaborative relationships that enrich the after school experience and respond to the evolving needs of students and families.

10) Continuous Quality Improvement

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>).
- Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.
- Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

Assess → Plan → Implement → Reflect → Improve

The ASES program engages in a data-driven Continuous Quality Improvement (CQI) process aligned with the California Quality Standards for Expanded Learning Programs and the California Department of Education's CQI guidance. This cyclical process ensures ongoing assessment, reflection, planning, and improvement to strengthen program quality and student outcomes.

Assessment of Program Quality

At the beginning of each school year, program quality is assessed using multiple data sources aligned to the Quality Standards, including stakeholder surveys, program evaluation tools, interviews, and focus groups. Feedback is gathered from students, families, site administrators,

instructional day staff, ASES staff, and community partners. Data collected may include attendance trends, student engagement indicators, behavior data, and feedback on program environment, safety, and enrichment quality.

Planning and Goal Setting

Assessment results are reviewed and compiled by Site Directors in collaboration with the ASES Program Coordinator and Expanded Learning Department. Based on identified strengths and areas for growth, each site selects one to two priority goals and develops a targeted action plan aligned to the Quality Standards. Action plans include measurable objectives, timelines, and clearly defined staff responsibilities.

Implementation and Monitoring

Site Directors are responsible for implementing the action plans and monitoring progress in collaboration with program staff and enrichment partners. Ongoing coaching, staff meetings, and observations support fidelity of implementation. Mid-year progress reports are submitted twice annually to document progress, identify challenges, and determine whether adjustments to the action plan are needed.

Reflection and Improvement

At the end of the school year, additional data is collected through stakeholder feedback, program evaluations, and outcome measures. Results are submitted to the ASES Program Coordinator and site directors, who work with district leadership and site teams to reflect on progress, celebrate successes, and identify areas for continued improvement. If goals are met, new objectives are established for the following year; if additional growth is needed, action plans are refined and extended.

Strengthen the Program

Findings from the CQI process directly inform professional development priorities, program design, staffing, enrichment offerings, and how we engage families. This intentional use of data ensures continuous refinement of the program and alignment with student, family, and community needs. Results from the annual CQI cycle guide the development of the following year's Quality Self-Assessment (QSA) and program planning efforts.

11) Program Management

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

Funding will be allocated to support the program vision, mission, and goals for each site. Funding is determined based on site need, priority, and program. Through meetings with the YMCA staff and district administration, the scope of the programs is discussed and reviewed. The team uses stakeholder input to allocate the resources to support the necessary programs and looks at the data to review student achievement and adjust support accordingly. While ASES funding alone does not meet the full financial needs of the program, Expanded Learning Opportunities Program (ELOP) funding is braided with ASES funds to offset expenses and enhance academic, enrichment, and attendance-focused programming.

Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

Title	Role	Responsibility
Superintendent	LEA	
Director of Expanded Learning	Grant Compliance	Leads Program Plan design, Liaison between district and ASES Staff, coordinates all registration, district parent communication, Grant Compliance, CDE Reports, FPM, Audit compliance, Board reporting.
School Principal	Program Oversight	Works in collaboration with Director of Expanded Learning and YMCA ASES Site Director to develop on site program, program plan, address behavior concerns or parent collaboration.
YMCA ASES Program Coordinator	Oversees all ASES sites	Hire, train, support ASES staff, supervise all ASES staff and directly supervise ASES directors. Heavily involved in program plan development, quality control. Meets regularly with the Director of Expanded Learning.
YMCA ASES Site Director	Oversee individual site, students, and staff	Supervise students, staff, collaborate with school administrators, handle student behavior, parent communication, plans events, curriculum, enrichment, academic programming. Reconcile and report on all attendance. Orders all supplies, meals. Ensures students get to proper enrichment activities.
ASES Assistant Director	Assists Site Director	Supervises students, helps plan and implement activities, curriculum, leads staff meetings, daily student circles, assists with student behavior and parent communication. Attendance, sign in and out. Ensures students get to proper enrichment activities.
Leader	Supervision of students	Each grade has a grade level leader who oversees daily activities, homework, enrichment opportunities, lesson planning, outside motor skills, snack time. Attendance, sign in and out. Ensures students get to proper enrichment activities.
Assistant	Supervision of students	Provides support to group leaders. Supervises students throughout all activities. Ensures students get to proper enrichment activities.
Enrichment Instructor	Teach students	Small group instruction, specific subject or targeted intervention. Meets with students weekly or multiple times per week. Takes attendance, ensures students get to and from assigned enrichment classrooms.
Attendance Recovery Instructor	Teach students	Small group instruction, specific subject or targeted intervention. Meets with students weekly or multiple times per week. Takes attendance, ensures students get to and from assigned Attendance Recovery classrooms.

Each grade cohort has a leader that is responsible for daily plans. Each grade has additional staff members who assist the lead as well as providing students with individual academic support. ASES staff will facilitate recreational and enrichment activities. All staff are responsible for student safety.

Each ASES location has a director and assistant director that manage events, school collaboration, and parent communication.

Site Directors meet weekly with YMCA program staff and regularly with school administrators as needed. The YMCA Program Coordinator meets biweekly with Site Directors and monthly with the Director of Expanded Learning. Communication methods include in-person meetings, email, shared digital platforms, and attendance and progress reports.

Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

The ASES program plan is reviewed annually through a collaborative process involving the Sonoma County Family YMCA, the Expanded Learning Department, and site administration. The annual review takes place at the end of each school year and includes an examination of attendance data, academic and enrichment outcomes, stakeholder feedback, and Continuous Quality Improvement (CQI) results.

In addition to the annual review, the program plan may be reviewed more frequently if programmatic changes occur or if the needs of the school community evolve during the year. External stakeholders, including families, students, enrichment providers, and community partners, contribute to the review process through surveys, evaluations, focus groups, and informal interviews. Feedback gathered during these reviews is used to inform program adjustments, refine goals, and guide planning for the subsequent school year.

Describe the system in place to address the following program administration requirements:

Fiscal accounting and reporting requirements:

Fiscal accounting and reporting requirements: All ASES expenditures are processed through the CRPUSD's business office. Budgets are established and monitored throughout the fiscal year. All spending is reviewed and is in line with the approved budget. The Chief Business Official is responsible to update the budget and report quarterly expenditures using CDE's PGMS system.

Obtaining local match (cash or in-kind services) of one-third of the state grant amount (EC Section 8483.7[a][7]):

Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]): The district maintains a spreadsheet to track and report the district matching contribution. The spreadsheet is finalized based on year end expenditures and is reviewed by our outside auditors as part of the year end audit.

Attendance tracking, including sign-in and sign-out procedures:

We are thrilled to have implemented ActivityHero as our new electronic registration and attendance software. Each site is provided with ipads and chromebooks for staff to electronically sign students in and out each day. Parents are able to sign electronically and the device records the signature, a time stamp and it is even able to translate to hundreds of languages to make our sign in and out procedures more accessible for families. Devices are placed at the entrance and exits and staff also have mobile devices to make the process smoother for both families, students and staff. We are now able to run attendance reports, see a breakdown on which enrichment activities or attendance recovery program a student has selected. We worked with the program developer to design our early release codes to have them built in to make it easy for our parents to select a code when they were picking up.

If a parent is not designated as an authorized adult, they will be prompted to identify themselves with a photo id and be verified through an approved list of pick up people. A monthly report will be submitted to the Expanded Learning Administrative Secretary who will verify attendance and prepare it for our annual report.

Early release and late arrival policies and procedures (EC Section 8483[a][1]):

ASES uses the CDE guidelines for late arrival and early release policies. Established codes are used for reasonable late arrival and release of students from the program. Codes are indicated on sign in/out software within ActivityHero.

A: Family Emergencies

B: Medical Appointment

C: Weather

D: Transportation Necessity

E: Child Accidents or health issues that occur during program time

F: Attendance in a concurrent activity

G: Other special conditions that meet the needs of a child or family (reviewed by YMCA ASES Staff)

H: 6PM Pick Up

12) Sustainability

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

The sustainability of the ASES program is supported through a combination of braided funding sources and strategic partnerships. Current funding sources include ASES grant funding, Title I funds, Local Control and Accountability Plan (LCAP) allocations, and local tribal enrichment funds provided through the Federated Indians of Graton Rancheria. These resources allow the district to maintain high-quality academic support, enrichment opportunities, and staffing while ensuring programs remain accessible to students and families at no cost.

The district also seeks additional sustainability through competitive grants and partnerships with nonprofit and community-based organizations to enhance program offerings and offset operational costs. Sustainability planning is revisited annually as part of the district's LCAP development and budget allocation process to ensure alignment with district priorities, student needs, and available

resources.

Responsibility for sustainability planning and resource development rests with the Assistant Superintendent and LCAP Coordinator, in collaboration with district leadership and the Expanded Learning Department. Funding decisions are reviewed and approved through the Cotati-Rohnert Park Unified School District governance process, ensuring transparency, fiscal responsibility, and long-term program viability.