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# Program Proposal For After School Program

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**GREYSON  
KEITH**

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**After School  
Programs**

Simon and  
Schuster  
Are you a  
leader,  
founder, or  
board member  
interested in  
finding grants

for your  
school? You  
understand  
the  
importance of  
grants, but  
you have  
questions.

This special bundle offers books 1-3 from the Grant Writing for School Leaders series in one book. Grant Writing for School Leaders will move you from start-up to impact. 1. Start-Up Guide for School Grants In the Start-Up Guide for School Grants, Peggy Downs answers the questions she hears most as she works with school leaders to develop grants. Have you ever wondered: Is a grant the

answer for your school? Why do grants matter? How do you find grants? What are the best grant-writing books? How can classroom grants help my school? You'll learn the answers to these questions and more. After you read this book, you'll have a clearer idea of how grants can support your school programs. 2. Charter School Grants Can you get a grant for that? You have an idea for a grant, or

you've seen a grant you'd like to apply for...now what? Charter School Grants offers the information you need to find, plan, and write your first grant. In this book, you will learn: Why grant makers support schools How to find grants What documentation you need available How to develop a strong proposal After you read this book, you'll be ready to plan your first grant proposal and submit a completed

application. Most school leaders understand the value of grants but get lost in the process. Charter School Grants will guide you through every step of the way for any small to medium-sized grant. 3. Grant Writing for Impact We all want to ensure our schools have the resources needed to support our students, but what happens when the money just isn't there? How can you develop new

programs, build new facilities, or upgrade your technology on a tight operating budget? How can you partner with those who have the funds you need to reach your goals? In Grant Writing for Impact, Peggy Downs offers a step-by-step system for building a comprehensive grants program for your school. In this book, you will learn how to: Envision the program you want to develop.

Establish systems and teams to support your grants program. Engage partners who share your vision. Execute your plan to meet your goals. Extend your vision with long-term planning. This book is more than a grant-writing book. It will help you clarify your vision, manage grants effectively, and develop partnerships with grant makers and donors to support your

school improvement goals. Each book in this series addresses a different level of grant writing skills. Just getting started and full of questions? Start with book 1. Ready to write your first grant? Choose book 2. Interested in learning how to develop a school grants program? Then book 3 is for you. Each volume offers links to free resources to help you be successful with school

grants. Thinking about school grants? Grant Writing for School Leaders can help you move from start-up to impact. Also Available! 4. Grant Writing for Impact Workbook This book is a companion workbook for Grant Writing for Impact. This workbook was created because early readers asked for more. Working with the content in Grant Writing for Impact, this workbook provides all you need to

move from wishful thinking to successful reality. [After-School Programming and Intrinsic Motivation](#) Simon and Schuster Abstract: The purpose of this project was to write a grant to develop and fund an activities program to help normalize the lives of adolescents in foster care group homes. The program would be offered through Dangerfield Institute of Urban

Problems, a non-profit residential group home in a Los Angeles urban community. The program goals include building the self-esteem and resiliency of the youth and enhancing their overall well-being and development. The program will be based on a token economy system, which will be used for the youth for their participation in the after school activities. The Weingart Foundation was identified

as the potential funder of this project. The actual submission of the grant proposal to the foundation was not a requirement of this project. *Implementation of an After-school Program to Reduce the Suicide Risk of Transgender Youth* MIT Press Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach

children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Meis that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a

programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes

the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too

early to teach someone how to live well.  
**School, Family, and Community Partnerships**  
 Springer  
 After-school programs have provided families and children with a safe place for supervision, recreational sports, and enrichment opportunities. Due to increased funding and demand for evidence of effectiveness, after-school programs in the United States have been under pressure to demonstrate

their impact on student outcomes. This project proposal will examine the literature on after-school programs and issues surrounding staff turnover. The literature identifies staff turnover as a significant factor in program quality. Specifically, the literature review exposes a gap in the perspectives and needs of after-school program staff. Also, there is a lack of strategies designed to

reduce staff turnover. This project proposal aims to explore key contributing factors of turnover amongst after-school staff, with the intent to provide program directors and policymakers with a deeper understanding of staff needs and current experiences. The information gathered from this project proposal can improve program implementation, resulting in higher student outcomes. A qualitative

research design, using multiple in-depth interviews with after-school program staff, will be conducted. This research aims to explore themes relating to staff needs and identify concepts that contribute to high turnover. **Report to the Legislature** Routledge Beginning to Read reconciles the debate that has divided theorists for decades over what is the

"right" way to help children learn to read. Beginning to Read reconciles the debate that has divided theorists for decades over the "right" way to help children learn to read. Drawing on a rich array of research on the nature and development of reading proficiency, Adams shows educators that they need not remain trapped in the phonics versus teaching-for-meaning dilemma. She

proposes that phonics can work together with the whole language approach to teaching reading and provides an integrated treatment of the knowledge and process involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction. A Bradford Book [The Impact of After-school Programs](#) Corwin Press Abstract: Chinese immigrant

youths face many difficult challenges uniquely to being an new immigrant. A literature review of the struggles that Chinese immigrant youths experience in school, at home, and internally within themselves are presented. The purpose of the project is to design and develop a community-based youth program, identify a funding source, and complete a grant proposal for the



implementation of the mentoring program and development of the youth council in the ethnic enclave of Los Angeles Chinatown. The program is designed to improve Chinese immigrant youths' adjustment to mainstream culture, family relationships, and overall mental well-being. It hopes to plant the seed that breaks the cycle of generational poverty and enhances equal opportunity

for upward mobility. Implications for social work are discussed. The actual submission and/or funding of this grant was not a requirement for the successful completion of the project. An After School Program for Students with Attention Deficit-hyperactivity Disorder John Wiley & Sons The purpose of this project was to design a program, identify potential funding sources, and

write a grant to fund an after school program at one Southern California middle school. An extensive literature review increased knowledge about the benefits of after school programs and provided information about evidence-based quality after school programs that the grant writer then used to design a best-practices program. A search for potential funding

sources via the Internet and a grant database, FC Search, resulted in the selection of The 21st-Century Community Learning Centers as the best funding source for this project. A grant was then written to support an after school program at Bancroft Middle School. *An After-school Educational and Enrichment Program for Adolescents in Foster Care* Wiley + ORM  
The second

World Ocean Assessment is a collaborative effort of hundreds of experts from all regions of the world, a comprehensive and integrated assessment of the state of marine environment. *After School Youth Program for Underserved Minorities* Corwin Press  
Abstract: The purpose of this grant proposal is to obtain funding for the creation of an after school program for at-risk youth

of underserved populations. The literature review increased knowledge about the problem behaviors exhibited by at-risk youth that may interfere with positive behaviors, academic achievement, and overall well-being. The problem behaviors are, but not limited to, risky sexual behaviors at a premature age, drug use, aggressiveness, defiance, detachment from school,

lack of supervision, and behaviors that may be linked to mental health issues. An extensive search for a potential funder resulted in the Annenberg Foundation. The Annenberg Foundation has funded many projects that involve the education and development of youth. A grant proposal was written to support the population served by Olive Crest, a non-profit organization

dedicated to the well-being of abused or neglected children. **"Making the Grade"** Corwin Press Abstract: The purpose of this project was to design an after school program for elementary school level children who are in foster care, identify potential funding sources, and write a grant to fund an after-school and extracurricular activities for elementary school children in

foster care. The program was developed to improve youth's academic achievement and peer-relationships by providing a comprehensive after-school program for foster children. A search for potential funding sources via the Internet and grant database, FC Search, resulted in the selection of the Variety the Children's Charity as the funding source for this project. A

grant was then written to support an after-school and extracurricular activity program for Families Uniting Families Foster Family Agency in Long Beach, California. Actual submission and/or funding of the grant was not required for the successful completion of this project.

**Reaching Low-income Children with the Arts**

Strengthen programs of family and community

engagement to promote equity and increase student success!

When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, the fourth edition of the bestseller *School, Family, and Community Partnerships: Your Handbook for Action*, presents tools and guidelines

to help develop more effective and more equitable programs of family and community engagement. Written by a team of well-known experts, it provides a theory and framework of six types of involvement for action; up-to-date research on school, family, and community collaboration; and new materials for professional development and on-going technical assistance.

Readers also will find: Examples of best practices on the six types of involvement from preschools, and elementary, middle, and high schools Checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress CD-ROM with slides and notes for two presentations: A new awareness session to orient colleagues on

the major components of a research-based partnership program, and a full One-Day Team Training Workshop to prepare school teams to develop their partnership programs. As a foundational text, this handbook demonstrates a proven approach to implement and sustain inclusive, goal-linked programs of partnership. It shows how a good partnership program is an essential

component of good school organization and school improvement for student success. This book will help every district and all schools strengthen and continually improve their programs of family and community engagement. **After Hours School Programs to Increase Academic and Social Skills**  
Abstract: Homeless students face adversities in academics, health, and home stability

as well as being susceptible to risk factors, including academic failure, truancy, continued homelessness, and malnutrition. Afterschool care programs are designed to promote social wellbeing as well as a form of stability for children. The purpose of this project was to write a grant for Project Hero to increase their afterschool care program from one day a week to five

days a week for the homeless population. The amount requested would allow for the program to offer assistance to the homeless students with school supplies, nutrition, health exams, mentoring, and tutoring. Funds would be provided to Project Hero through the Magnolia School District, which strives to enrich the lives of underprivileged children and families by

maximizing their academic achievement and developing positive social interaction in order to increase the esteem in their students.

**Grant  
Writing for  
School  
Leaders**

Abstract: The purpose of this project was to write a grant proposal for an after school mentoring program at Julian Nava Learning Academy located in South Los Angeles, California. This

after school mentoring program has an emphasis in performing arts. Through a creative nontraditional strength based approach, this program seeks to increase protective factors for the youth by providing them with education, support and guidance. Students in this program will be exposed to multicultural connections through the disciplines of fine arts such as theater,

music and dance. Youth in this program will be benefited as they will have a safe place where they will be able to have healthy social interactions during the after school hours. Although, writing a grant for an after school mentoring program with an emphasis in performing arts is innovating, the submission of the grant for funding is not an actual requirement for the

successful completion of the project. Beginning to Read  
Abstract: The purpose of this project was to design a mentorship program, identify potential funding sources, and write a grant to fund an after-school program for Los Angeles Department of Children and Family Services (DCFS) foster youth to increase their chances of becoming college bound. This mentorship

program targets eligible youth in the high-risk, Independent Living Program with open cases in the DCFS Santa Fe Springs office. An extensive literature review increased awareness about the benefits of after-school programs and provided information about evidence-based quality of after-school programs that the grant writer then used to design a best-

practices program. A search for potential funding sources via the Internet and grant databases resulted in the selection of the Stuart Foundation as the best funding source for this project. A grant proposal was then written to support an after-school program at the Santa Fe Springs office. *Investment in After-school Programs* Abstract: The purpose of this project was to write a

grant to fund a youth center for at-risk youth that would provide them with adequate social services support and prevention programs. The purpose was to identify potential funding sources and to complete a grant application to fund this after-school program. The program was designed to provide 14-19 year olds with opportunities for success by providing academic, social and communicatio



n skills building. The funds will help to implement individual, group, personal, familial, social and academic support. The program is aimed at providing services that are not available to the youth within the local community. The program was developed to increase the likelihood of positive outcomes among the youth involved. Actual submission

and/or funding of the grant was not required for the successful completion of this project. After-school Enrichment Program: A Grant Proposal Abstract: In the United States today, the hours immediately following school are the most likely time of victimization and engagement in negative risky behaviors, as children and youth are often left alone, unsupervised, and without

constructive activities. Afterschool programs have been found to develop resiliency in at-risk youth by providing a safe environment for increasing academic attainment, opportunities for personal growth, and the development of supportive and significant relationships. The purpose of this grant proposal project was to develop an expansion program for MYTHIRDPLAC E, a

community-based afterschool mentorship program, so that it may become a community resource for youth involved in the public child welfare system. Variety of Southern California was identified as a potential source of funding for the proposed project. The actual submission and/or funding of this grant were not a requirement for the successful completion of the project.

### **Building Effective Afterschool Programs**

Abstract: There is evidence that suggests participation in cultural enrichment programs can help youth develop better academic and social skills and improve mental and physical health. The purpose of this project was to enhance existing cultural afterschool program for children, seek a potential funding source to

implement the program, and write a grant to fund the after-school cultural art program for Culture Shock LA. The program was designed using best practices. It teaches theater, art, and dance within a small group context using positive youth development strategies. Social work implications are discussed.

**The Principal's Guide to Afterschool Programs, K-8**

Abstract: The

purpose of this grant proposal is to seek the funding needed to support the personnel necessary to provide a quality after-school care, musical theatre, enrichment program for 2 low performing elementary schools in the Long Beach Unified School District. The Children's Theatre of Long Beach's overall goal is to promote the wellness of the whole child. Based in the theoretical

framework of positive youth development, the program has three aims 1) to increase student self-esteem, 2) to increase student engagement in school, and 3) to increase parental involvement. A review of relevant research suggested that achieving these goals may also improve academic performance. Actual submission and funding is not a requirement for this

project.  
**Normalizing Life Through Participation in After School Activity Programs**  
Find, apply for, and win grant dollars for the classroom  
This accessible guide offers a proven, step-by-step process for researching, writing, applying for, and winning education grants. The book educates readers on the basics of grant writing, including what sources are the most

reliable for securing education funding. It also serves as a practice tool, with worksheets, proposal templates, real-world examples, and advice from grant-winning teachers to help instill confidence about navigating this somewhat daunting process. Offers a proven formula for winning education grants in clear, step-by-step instructions. Includes a

wealth of handy tools, worksheets, templates, and teacher-tested advice. Outlines the four main components of money-generating education grants. Based on UNITE's celebrated "Grant Writing Teacher" Professional Development series. The book's step-by-step process is filled with illustrative examples of successful grant proposals. **The Principal's Guide to**

### **Afterschool Programs K-8**

**Abstract:** Students in alternative education face several educational barriers and are more susceptible to risk factors, including the risk of educational failure, substance abuse, juvenile delinquency, homelessness, or teen pregnancy. After-school programs are an empirically demonstrated deterrent to these risk factors. The purpose of

this project was to write a grant to obtain operational costs in order to re-implement an after-school program which was no longer funded for alternative education students. The amount requested would be used for a youth development-based model

for the after-school program. Activities proposed consisted of tutoring, a built-in mentoring component, sports recreation, art modules, and community service-learning opportunities. Funds would be provided to ACCESS Safe Schools and Support

Services, which strives to inspire and encourage its students to discover their strengths and develop character in order to maximize their academic achievement by providing them with opportunities to develop positive factors in their lives.