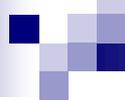


CT STATE DEPARTMENT OF EDUCATION

After School Grant
Program Funding Opportunities
Orientation/Bidders Conference
September 18th, 2009
Dr. Agnes Quinones
After School Program Manager



Agenda

Welcome and Introductions

Dr. Quiñones

General Grant Overview and Q&A

Dr. Quiñones

Wellness Component

Kari Sullivan, Physical Activity, Nutrition and Tobacco Coordinator
Bureau of Health/Nutrition, Family Services and Adult Education, CSDE

Data collection process and objectives

Marla Berrios, APlus Specialist
CT After School Network

NIOST Afterschool Program Assessment System

Betsy Leborious and Kaitlyn O'Leary
21st CCLC Consultants, CREC

Quality Programming and Great Ideas in After School

Ken Anthony, Director of Professional Development
CT After School Network

Break

Parent Involvement in After School

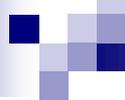
Michelle D. Cunningham, Executive Director
CT After School Network

Q and A / Wrap-up



The purpose is...

- to create programs that provide students with academic, enrichment and recreational opportunities designed to complement their regular school day.
- to provide opportunities for the families of these students to participate in educational programs.



Organizations eligible to apply for after school state funds

- Local education agencies (LEA's).
- Community-based organizations (CBO's).
- Faith-based organizations.
- Other public and private entities.
- A consortium of two or more agencies/ organizations, or entities.
- Partnerships one or more.
- Signatures are required and very important.



After School Funding Allocation

- \$5 MILLION Funds 2 year grants (pending funding each year).
- AWARD GRANTS Range from \$25,000 to a maximum of \$150,000 each year.
- **Fees are allowed.**

Local Organization Must

- Include a description of how the students will travel safely to and from the program (center) and home.





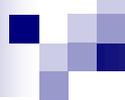
Hours of Operation/Grades

- Effective after school programs should open three hours a day at least four days a week.
- K-12 programs
- Elementary/# of weeks (minimum/24 wks.)
- Middle and High School/# of weeks
- No “drop in” programs
- Students serviced should be the same
- Attendance – 60% or higher (average daily attendance)

Supplement not Supplant



- Grantees must use program funds to supplement and not supplant other Federal, State, and local funds.
- Funding streams— EHS, federal after school funds.



Prevention

- Applications must include activities that offer ***significant*** learning opportunities for children and youth in the community and that contribute to a ***decrease*** in drug and alcohol use, violence and teen pregnancy. This should be delivered through academics, enrichment and recreation components (all/two).



Checklist for Success

- Targeted vision, clear goals and measurable objectives—realistic/practical.
- Identify the services to be provided, the days/hours of operation and who will participate (parents).
- Accurate budget.
- Identify partners—roles/responsibilities/timelines.
- Link program to a community need — students – measurable terms.

Program Priorities

■ Option A

*Academic Component

Literacy – linked to CMT/CAPT

Science, Math – linked to CMT/CAPT

■ Option B

*Science, Technology, Engineering,
Mathematics (STEM)

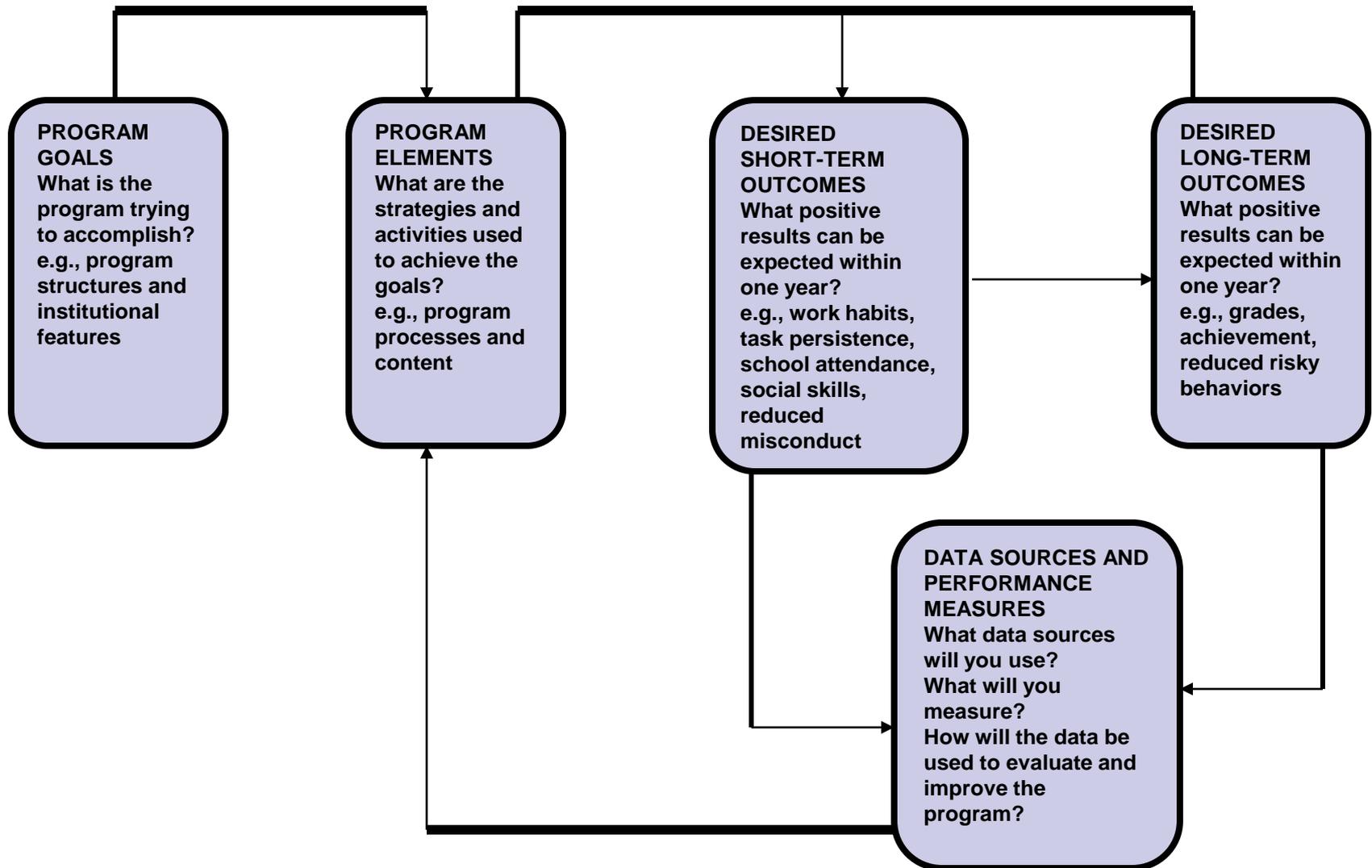
■ Option A and B

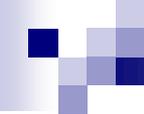
*Wellness Component – recreation goal

■ Option A and B

*Parent Involvement

Logic Model: A Visual Representation of a Theory of Change





Requirements and deadline

- Grant deadline: October 16th, 2009 4:30 p.m.
- Original and three copies
- Cover page must have all required signatures (LEA and Partner-Lead agency)
- Cover page-identify who you are! No acronyms
- Grant review process
- Competition notification and interview process
- Professional development, data collection and evaluation requirements

CONTACT INFORMATION

- Dr. Agnes Quinones, Program Manager
agnes.quinones@ct.gov
860.807.2126
- Marie Aligata, Assistant
marie.aligata@ct.gov
860.807.2061
- State Dept. of Education website:
www.ct.gov/sde: Request for Proposals

CSDE Curriculum Framework Links

- http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/science/PK8_sciencecurriculumstandards2009.pdf
- http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/science/framework/sciencecoreframework2005v2.doc
- http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/science/framework/matrix2005.doc
- http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/math/mathprek-12matrixv2.doc
- http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/math/PK_8_MATH_Curric_STDS_April09.pdf
- http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/language_arts/csdepk_8_elacurriculumstandards_edited.doc
- http://www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/language_arts/2006CT_ELA_Curriculum_Framework.doc



Connecting Wellness & After-School Time

Kari Sullivan

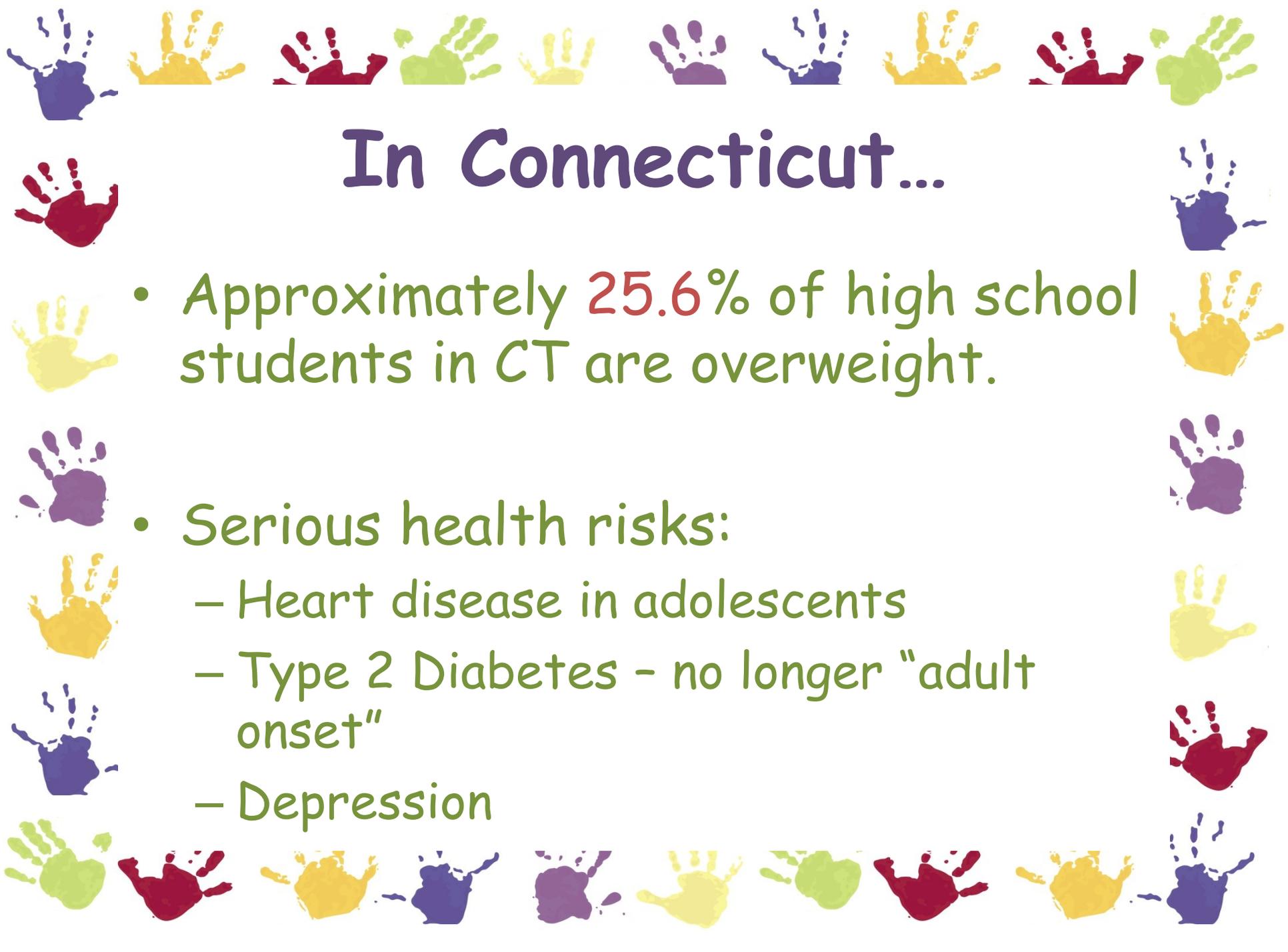
Physical Activity, Nutrition &
Tobacco Coordinator

Connecticut State Department of Education



Why does wellness matter?

- Childhood obesity is a serious public health problem.
- Today, nearly a third of youths, more than 23 million, are overweight or obese.



In Connecticut...

- Approximately **25.6%** of high school students in CT are overweight.
- Serious health risks:
 - Heart disease in adolescents
 - Type 2 Diabetes - no longer "adult onset"
 - Depression



**CAUSES OF
CHILDHOOD OBESITY**



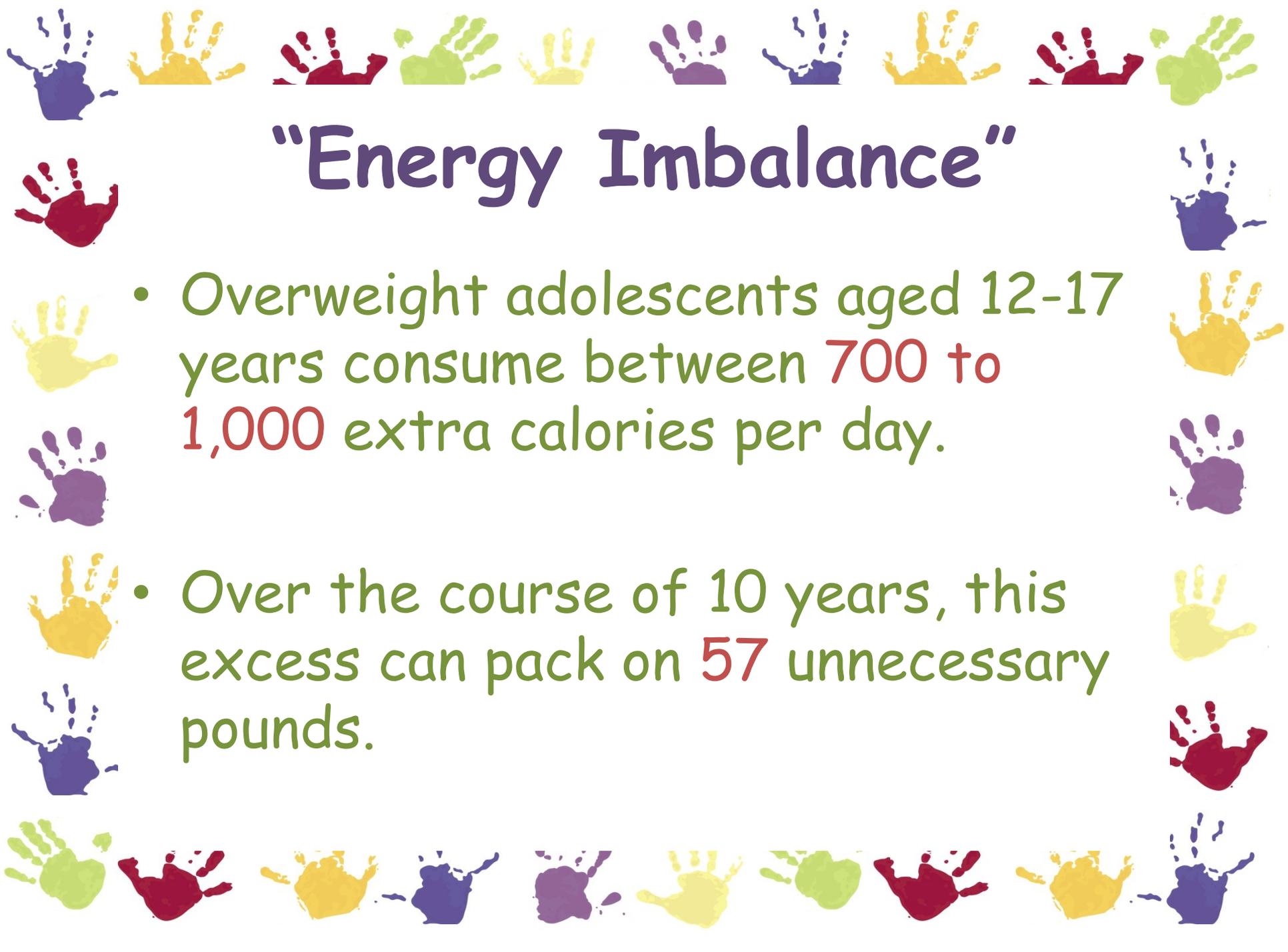
Why has obesity become so prevalent?

Many factors

- Genetics
- Poor diets
- Sedentary lifestyles

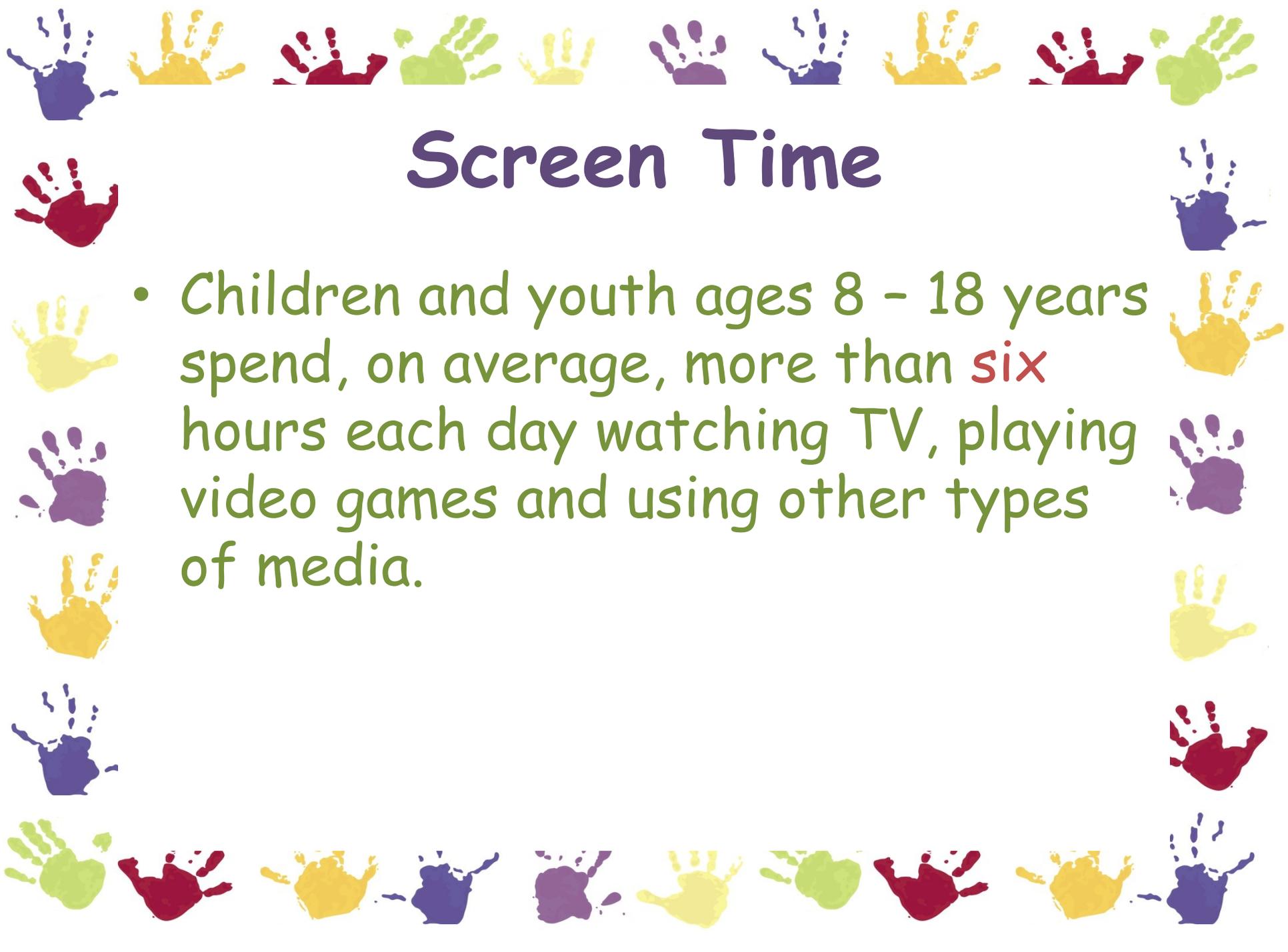
No single factor is responsible.

Each has contributed to an environment in which children participate in fewer physical activities and practice poor dietary habits.



"Energy Imbalance"

- Overweight adolescents aged 12-17 years consume between **700 to 1,000** extra calories per day.
- Over the course of 10 years, this excess can pack on **57** unnecessary pounds.

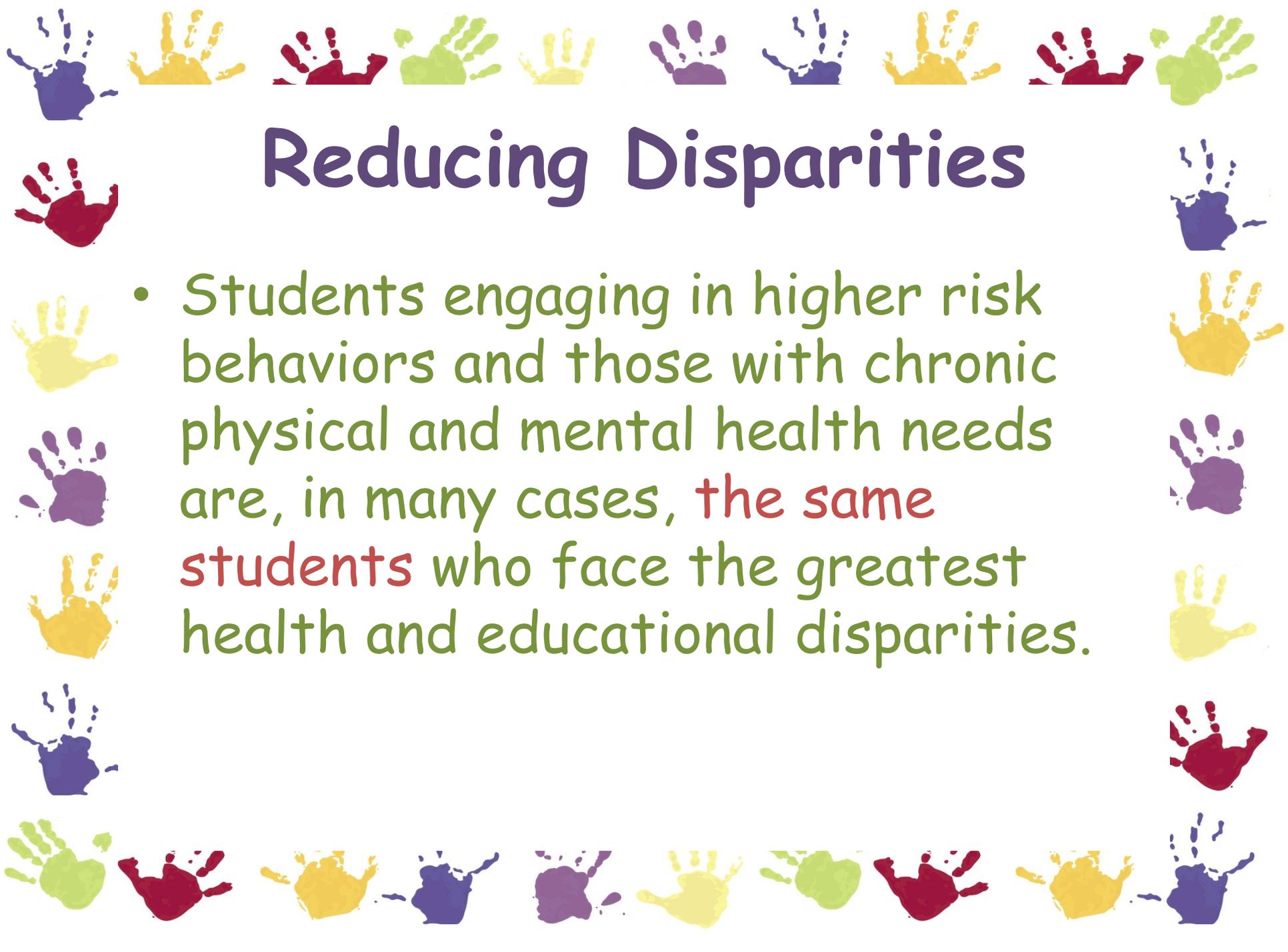


Screen Time

- Children and youth ages 8 - 18 years spend, on average, more than **six** hours each day watching TV, playing video games and using other types of media.



HEALTH AND ACADEMICS



Reducing Disparities

- Students engaging in higher risk behaviors and those with chronic physical and mental health needs are, in many cases, **the same students** who face the greatest health and educational disparities.

A decorative border of colorful handprints in various colors (blue, yellow, red, green, purple) surrounds the central text. The handprints are arranged in a roughly rectangular frame around the content.

Health and Academics

- Prominent health concerns are contributing factors in loss of instructional time including absenteeism, dropout rates and chronic illness.

A decorative border of colorful handprints in various colors (blue, yellow, red, green, purple) surrounds the central text.

Health and Academics

- Research shows that the health and well-being of students is one of the most significant influences on learning and academic achievement.

A decorative border of colorful handprints surrounds the text. The handprints are in various colors including purple, yellow, red, green, and blue, and are arranged in a roughly rectangular pattern around the central text.

Report Card

Data results have shown a negative association between physical activity/unhealthy weight control and academic achievement



Report Card

Students with **higher grades** are less likely to have engaged in behaviors such as:

- Insufficient vigorous physical activity
- Watched TV 3 or more hours per day
- Played video games 3 or more hours per day



HOW CAN AFTERSCHOOL
PROGRAMS HELP?



A Part of the Solution

Just as the causes of childhood obesity are varied and complex, solutions have to be multi-faceted and comprehensive.

Afterschool programs
are a part of the solution.



Afterschool programs:

- Serve many groups of children most at risk for being overweight - specifically minorities and those in poverty;
- Occur during a time of day when children are likely to be sedentary;
- Reach children at the developmental stage when they are forming the health patterns they will carry into adulthood;



Afterschool programs:

- Provide meals and snacks that can serve as nutritious examples for dietary habits;
- Act as liaisons to parents who make critical nutrition and physical activity decisions for their children; and
- Have experience in making learning fun and modifying lessons for the needs of their students.



**INCREASING PHYSICAL
ACTIVITY**



60 Minutes a Day

- Use incentives such as fun contests and activity recorders for setting and reaching daily physical activity goals.
- Integrate physical activity content into other subjects; and
- Use your town's recreational opportunities by taking groups of children to places where they can be active, i.e., parks, zoos, playgrounds.



**PROMOTING
GOOD NUTRITION**



Deliciously Healthy!

- Participate in the After-School Snack Program.
- Use CT Nutrition Standards
- Alternatives to Foods as Rewards
- CSDE List of Acceptable Foods and Beverages

www.ct.gov/sde/healthyconneCTions



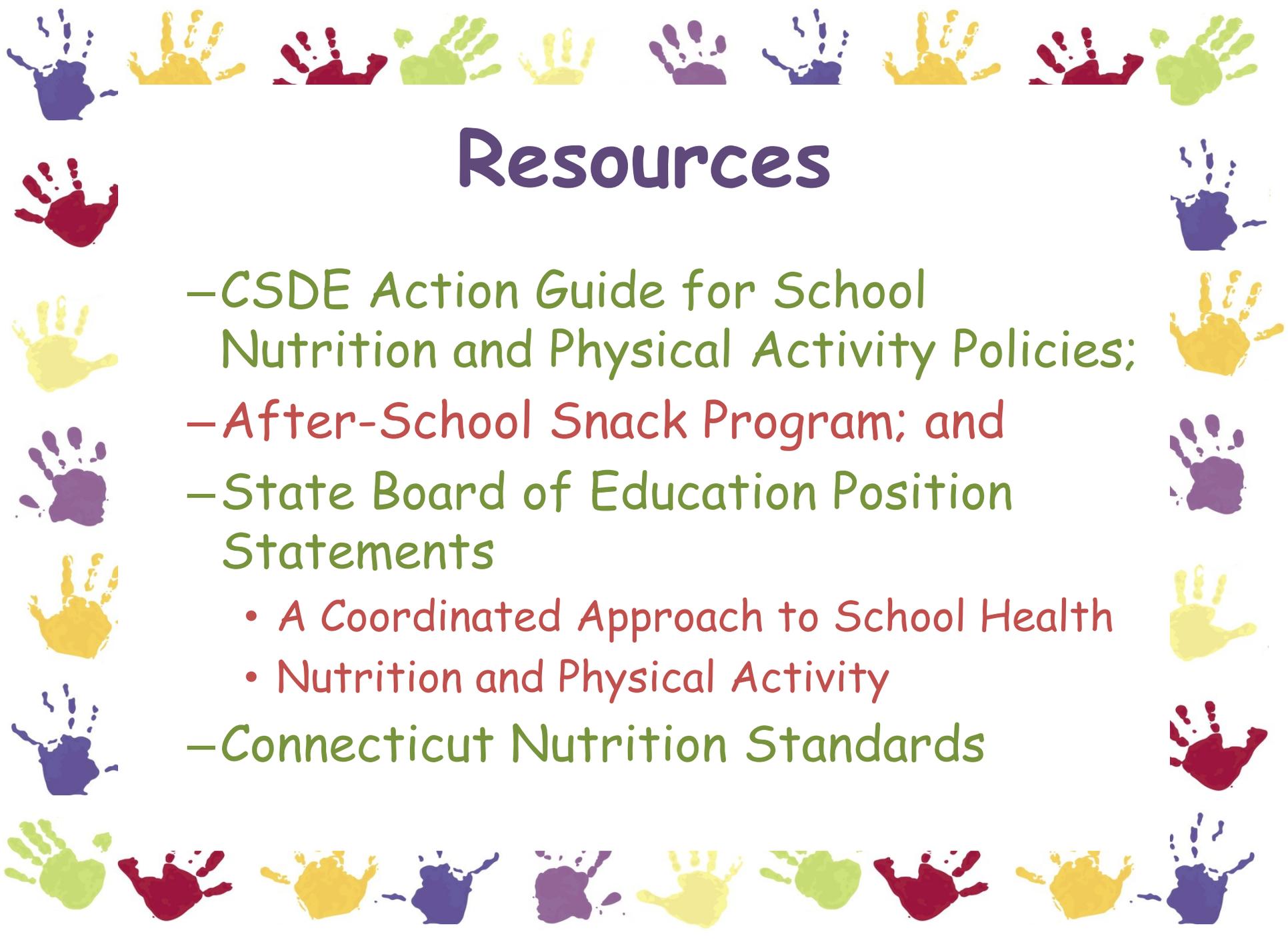
Healthy Food Certification

Is your district
participating in the
Healthy Food Certification
program?



ENGAGING PARENTS TO
ENCOURAGE
HEALTHY CHOICES AT HOME





Resources

- CSDE Action Guide for School Nutrition and Physical Activity Policies;
- After-School Snack Program; and
- State Board of Education Position Statements
 - A Coordinated Approach to School Health
 - Nutrition and Physical Activity
- Connecticut Nutrition Standards



Some final thoughts:

- Work closely with school staff to align efforts and priorities;
- Be aware of and contribute to the ongoing development of the school health improvement plans; and
- Make afterschool fun, active and deliciously healthy!

***Assessment of Afterschool
Program Practices Tool
(APT)***

National Institute on
Out-of-School Time
(NIOST)

What is the APT?

- Two tools which examine program practices to improve quality and reach outcomes
- APT-Q: reflects on aspects of quality that are not easily observed: “behind the scenes” programming - planning practices, frequency of offerings, connections with parents/schools
- APT-O: obtains a snap shot of what afterschool programs look like “in action”

What are the Benefits?

- Research-based, scientifically field-tested instruments designed specifically for afterschool programs
- Helps define and communicate desirable practices to staff
- Reflect on how program may be contributing to youth outcomes
- Stimulates discussion regarding strengths and areas needing improvement
- Guides the creation of program improvement goals

How is a Site Visit Structured?

- Review of Grant
- Pre-observation meeting
- Site Visit: (includes transitions, one academic session, and one enrichment session)
- Report w/ recommendations (emailed and filed)
- Follow Up

What Does the Tool Assess?

- Welcoming and Inclusive Environment
- Positive Behavior Guidance
- High Program and Activity Organization
- Supportive Staff-Youth Relationships
- Positive Peer Relations

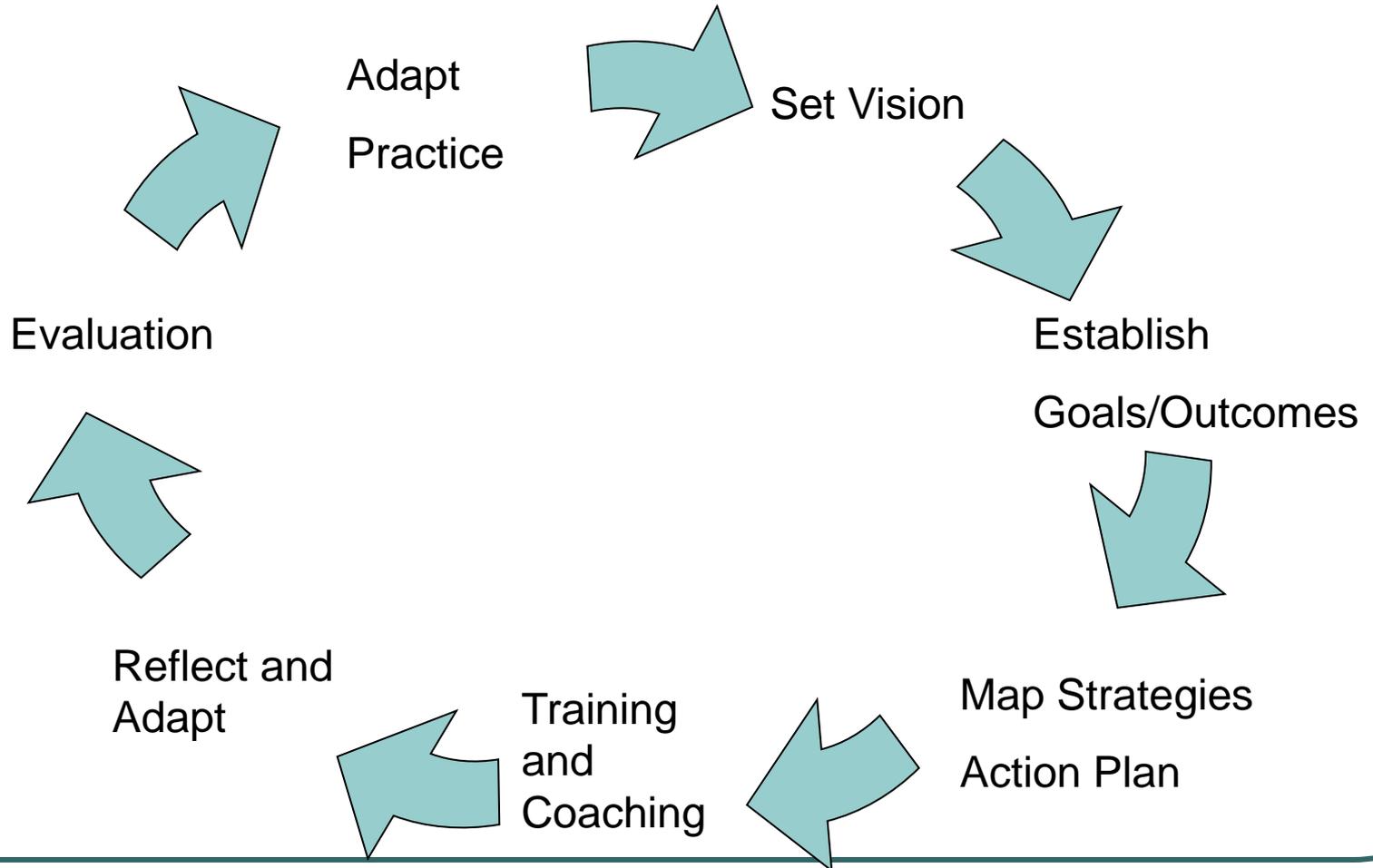
What Does the Tool Assess? (cont.)

- Staff/Program Supports Individual Needs and Interests
- Staff/Programming Stimulates Engagement and Thinking
- Targeted Skill Building/Activities
- Youth are Positively Engaged in Program/Skill Building
- Varied/Flexible Approaches/Programming

What Does the Tool Assess? (cont.)

- Space is Conducive to Learning
- Connections with Families
- Opportunities for Responsibility, Autonomy & Leadership
- Connections with Schools
- Program Supports to Staff

Continuous Improvement Cycle





Connecticut
After School
Network



Ken Anthony, Director of
Professional Development

Quality Programming After School



Connecticut After School Network
12 Melrose Ave.
Branford, CT 06405
(203) 483-1846
www.ctafterschoolnetwork.org

Important Points to Consider

Program Design

-  Do you get input from the children?
-  Is your schedule balanced (multiple options/activities)?
-  Are there opportunities for growth and exploration (for both staff and children)?
-  How are you involving families?
-  What are you doing for Professional Development?

High Quality Program Design

Starting Points

-  What does the community need?
-  What do the students need?
-  What are the outcomes you hope to achieve?
-  How will the program be delivered?
-  Who will the program staff be?
-  How does the program link to the school day?

Program Content

 High quality programs contain the following:

-  Rich content that is engaging
-  Curriculum that is linked to the CT Frameworks
-  Intentionality in the design and delivery

 High quality programs consider:

-  How the transitions will be handled
-  A balance of academic and recreation activities
-  Effective homework help and tutoring

Stealth Learning

- After School programs have the unique opportunity to strengthen the learning of the school day through “stealth” learning
 - Core academic competencies are reinforced through hands on, experiential learning
 - These could be theme based with clear linkages to the school day
 - There is an “after school style” of learning that differs from the school day

After School Scheduling

- How many hours per day/week does the program meet?
 - Does the program support family needs throughout the school year with adequate hours?
- Is there a mix of academic and recreational activities in the schedule?
- Are there planned transition times throughout the afternoon between snack, homework, and enrichment?
- How is the sign out procedure handled for safety?

Scheduling Example 1

	Monday	Tuesday	Wednesday	Thursday	Friday
3-3:30 pm	Snack				
3:30-5 pm	Recreation Time & Academic Enrichment				
5-6 pm	Homework Tutorial				

Scheduling Example 2

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4 <i>Space:</i> Cafeteria	Snack (60 students) Staff: 3 teachers; 4 HS TA*	Snack (60)	Snack (60)	Snack (60)	Snack (60)
4 – 4:30 <i>Space:</i> Cafeteria + 1 or 2 classrooms	K-5 H/W help (60) Staff: 3 teachers; 4 HS TA	K-5 H/W help (60)	K-5 Field Trips, Games or Arts & Crafts,	K-5 H/W help (60)	K-5 H/W help (60)
4:30 – 5:30 <i>Space:</i> 1 classroom	K-2 Enrichment (20) Staff: 1 teacher; 2 HS TA	K-2 Enrichment (20)	Free yard play (60) Staff: 3 teachers; 4 HS TA	K-2 Enrichment (20)	K-2 Enrichment (20)
4:30 – 5:30 <i>Space:</i> 1 classroom	3-5 Art (20) Staff: 1 teacher; 1 HS TA	3-5 Dance (20)		3-5 Art (20)	3-5 Dance (20)
4:30 – 5:30 <i>Space:</i>	3-5 Sports (20) Staff: 1 teacher; 1 HS TA	3-5 Sports (20)	Student Council (10)	3-5 Sports (20)	3-5 Sports (20)
5:30 – 6 <i>Space:</i> Cafeteria	Wrap up Staff: 1 teacher	Wrap up	Wrap up	Wrap up	Wrap up

Scheduling Example 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:40-2:00			Snack <i>After School Teachers</i>		
2:00-3:00			Yard/Board Games <i>After School Teachers</i>		
2:40-3:00	Snack <i>After School Teachers</i>	Snack <i>After School Teachers</i>		Snack <i>After School Teachers</i>	Snack <i>After School Teachers</i>
3:00-4:00	Homework & Literacy activity <i>After School Teachers</i>	Homework & Literacy activity <i>After School Teachers</i>	Homework & Literacy activity <i>After School Teachers</i>	Homework & Literacy activity <i>After School Teachers</i>	Science Friday <i>UC Berkeley</i>
3:00-4:00	Tutoring group <i>UC Berkeley BUILDS</i>	Tutoring group <i>UC Berkeley BUILDS</i>	Tutoring group <i>UC Berkeley BUILDS</i>	Tutoring group <i>UC Berkeley BUILDS</i>	Games and art <i>UC Berkeley BUILDS</i>
4:00-5:00	Computer 4 – 5 th grades <i>Joel Miranda</i>	Martial Arts 4-5 th grades <i>Destiny Arts</i>	Art 1 st -3 rd Grade <i>Sally Brown</i>	Dance 4-5 th grades <i>Destiny Arts</i>	Art 1-3 rd switch <i>Sally Brown</i>
4:00-5:00	Sport <i>and Rec</i>	Sports <i>and Rec</i>	Sports <i>and Rec</i>	Sports <i>and Rec</i>	Sports <i>and Rec</i>
5:00-5:45	Closing activity	Closing activity	Closing activity	Closing activity	Closing activity
5:45-6:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Scheduling Example 4

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4 <i>Space:</i> Cafeteria	Snack (60 students) Staff: 3 teachers; 4 HS TA*	Snack (60)	Snack (60)	Snack (60)	No Program
4 – 4:30 <i>Space:</i> Cafeteria + 1 or 2 classrooms	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	Grade 6 – 7 Homework Help	
4:30 – 5:30 <i>Space:</i> 1 classroom	Grade 6 Paint like Monet	Grade 6 Hip Hop Aerobics	Grade 6 – 7 Painting Seminar	Grade 6 Hip Hop Aerobics	
4:30 – 5:30 <i>Space:</i> 1 classroom	Grade 7 Paint like Picasso	Grade 7 Robotics		Grade 7 Robotics	
4:30 – 5:30 <i>Space:</i>	Grade 8 Service Learning I	Grade 8 Service Learning II	Grade 8 Service Learning I	Grade 8 Service Learning II	
5:30 – 6 <i>Space:</i> Cafeteria	Wrap up Staff: 1 teacher	Wrap up	Wrap up	Wrap up	

Staffing After School

- Best practices nationwide for staffing are 1:10
 - This ratio maintains adequate staffing needed to maintain a high quality program.
 - It is recommended that this 1:10 ratio be supplemented with additional staffing with a group size no larger than 20
 - Children that are enrolled in programs with a low student/staff ratio show gains in academic achievement
- Staff should be a mix of both Certified Staff and Youth Development professionals

Staffing Considerations

- Does your program have consistent staff?
 - Research has indicated that consistency in after school allows children to thrive and grow both socially and academically
- Does your program rely on consultants and contractors to deliver the core content of the program? What are their qualifications?
- Does your staff have opportunities to showcase their talents and passions to the children?
 - Are they able to contribute to the program design?

The keys to a high quality program

Choose the right activities

-  Opportunities for student growth (service learning, academic content delivered after school style, allowing children to have a voice in their program)

Choose the right mix of staff

Create clear linkages to the school day to reinforce the learning

Connections to the Community

- High quality after school programs connect children with their communities
 - Involve parents in the planning and special events
 - Create partnerships with organizations or businesses to add enrichment to the program
 - Create a Quality Improvement Team that involves school officials, community members, parents, and after school staff to evaluate and grow the program

Recruitment and Professional Development

- How does your program recruit staff and vendors? Word of mouth, bidding, etc.?
- What is their level of expertise in the field of after school or delivery of enrichment to youth?
- How well are your staff trained? Who is providing the training? Are they experts in the field?
- One of the key research based outcomes is the direct correlation of high quality programs to the level of professional development staff receive.

What does the CT After School Network offer?

Annual Conferences

-  Fall Conference (November 14th – Farmington Marriott)

-  Middle and High School Conference (February 5th)

-  Spring Conference (March 27th)

Partnering Professional Development

-  4th Annual Childhood Conversations Conference (March 20th – Windsor)

Monthly Conference Calls/Webinars

- Conference calls take place the 1st Monday of the Month starting in October
- They are free and anyone can take part
- They run from 12:00 – 1:00
- They cover relevant topics that all staff (Program Administrators, Site Coordinators, Front-line staff) can benefit from

See schedule for topics and dates

On-site Training and Consultation

 The Network offers trainings on site in over 50 topic areas

 Trainers will come to your site and work directly with your staff

 Network trainers are experts in their subject area and are vetted prior to becoming a trainer for the Network

 Go to www.ctafterschoolnetwork.org/training for more details

Director's Roundtable Luncheons

-  Regional luncheons give Program Directors/Administrators a chance to network
-  Topics emerge from the roundtable and are facilitated by the Connecticut After School Network
-  The Network is offering eight for the coming year starting October 27th in Litchfield

Great Ideas Publication

-  13 examples of well designed programs throughout the state
-  These programs were visited during the course of 2008-09 Network Quality Advising and Training visits
-  The 2010 Great Ideas publication is open to all After School Programs in Connecticut

For more information, contact:

Ken Anthony

Director of Professional Development
Connecticut After School Network

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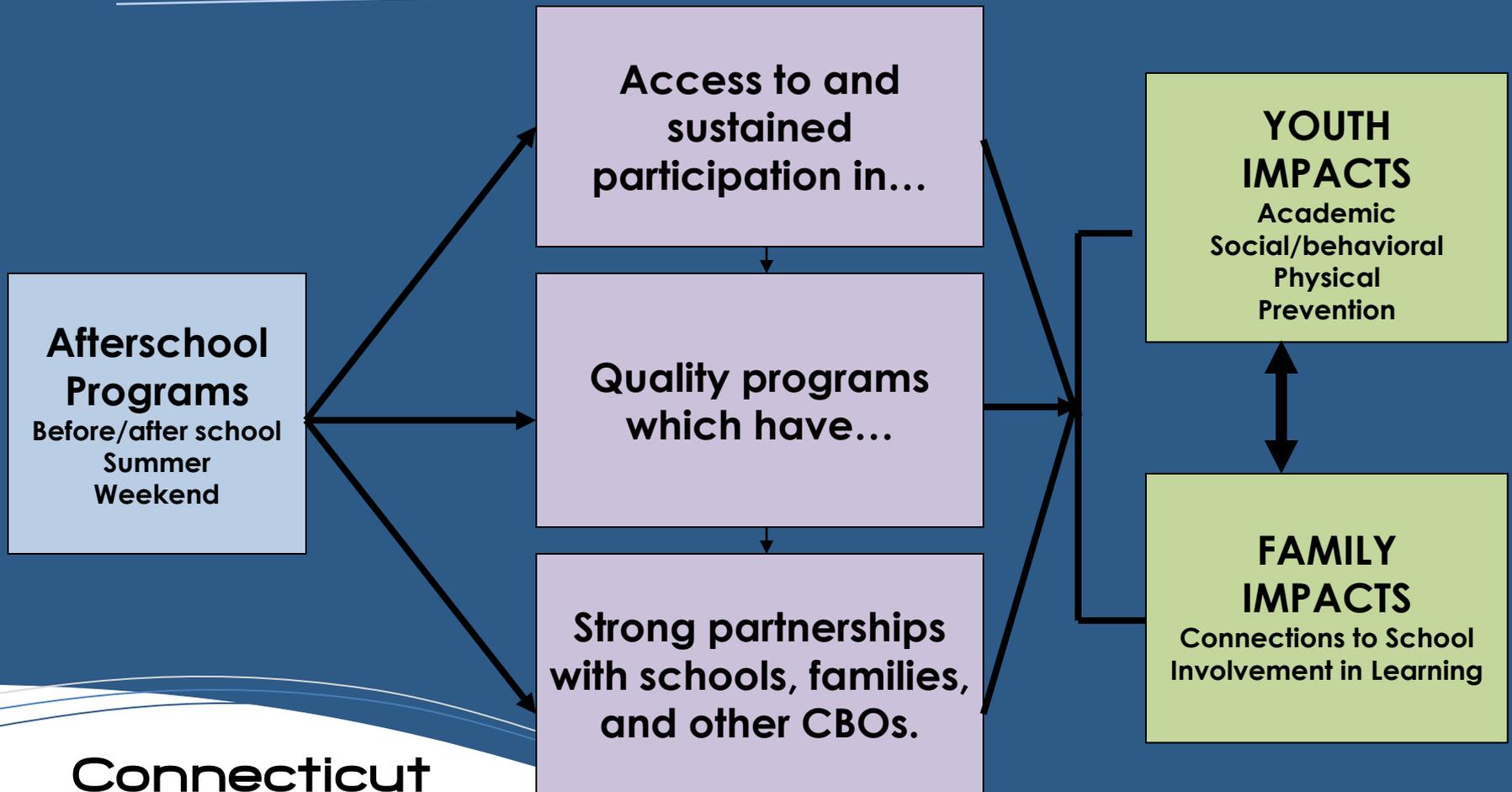
Michelle Doucette Cunningham
Executive Director
Connecticut After School Network

Strong Partnerships After School



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Conditions for Program Success



Connecticut
After School
Network

Strong Partnerships

After school and summer programs are **more likely to exhibit high quality** when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders including:

-  Schools
-  Families
-  Community institutions

School-Afterschool Partnerships

Massachusetts Afterschool Research Study

 Programs with strong relationships to school teachers and principals improved:

-  Homework completion and effort
-  Youth behavior
-  Youth initiative

Connecticut
After School
Network

CBOs as Partners

TASC Evaluation – Features of High-Performing After School Programs:

- ▣ Varied enrichment activities
- ▣ Experiences for mastery and skill building
- ▣ Intentional focus on relationship-building
- ▣ Strong leadership, staff, and supports
- ▣ Sponsoring organization support

Grant Requirement

 All grantees must commit a minimum of two percent of their grant budget to support parent involvement activities including staff training to support parent involvement activities

 $2\% \times \$150,000 = \$3,000$

Scoring Matrix

B. QUALITY OF PROJECT DESIGN	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Offers parents a broad range of activities to promote parent involvement.	10	8	5	2	0
SUBTOTAL SCORE D (maximum 25 points) _____					

Scoring Matrix

D. QUALITY OF MANAGEMENT PLAN	EXCELLENT (well conceived and thoroughly developed)	GOOD (clear and complete)	MARGINAL (requires additional clarification)	WEAK (lacks sufficient information)	INADEQUATE (information not provided)
Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible.	5	4	3	2	0
Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations.	10	8	5	2	0
SUBTOTAL SCORE D (maximum 25 points) _____					

Benefits of Parent Involvement

Students

- ☑ Positive attitude toward school
- ☑ Higher achievement in reading
- ☑ Higher quality homework
- ☑ Positive perception of home-school connection

Benefits of Parent Involvement

Parents

- An understanding of how schools work
- Learning of strategies to help their children be successful in school
- Confidence in helping their children learn
- Positive views of teachers and the school

Benefits of Parent Involvement

Teachers/Schools

- Higher morale
- Improvement in student achievement
- Parental and community support for the school and the afterschool program

Families as Partners

YMCA 21st CCLC in Chinatown, NYC

 When family members participated in the family component of the program their children improved on...

 Homework completion

 School attendance

Epstein's Six Types of Parental Involvement

 Parenting

 Learning at home

 Communicating

 Decision making

 Volunteering

 Collaborating with
the Community

Factors that Influence Home-School Connections

Epstein's Six Types of Involvement

1. Parenting - Basic responsibilities of families.
2. Communicating - Basic responsibilities of schools (programs).
3. Volunteering - Involvement at and for the school (program).
4. Learning at home - Involvement in academic activities.
5. Decision-making - Participation and leadership.
6. Collaborating with the community - coordination of resources and services.

Levels of Involvement in Afterschool



Key Factors in Parental Involvement Process

Motivators of parental/family involvement, i.e.,
“Why do parents decide to become involved?”

Mechanisms of involvement’s influence, i.e.,
“How does involvement ‘work’?”

Context for parental/family involvement, i.e.,
“How welcoming is your program?”

Appropriate uses of funds

- Materials and training to help parents work with their children
- Training for staff on how to reach out to, communicate with and work with parents
- Transportation and child care costs to enable parents to participate in meetings and training sessions.
- Training parents to enhance the involvement of other parents.
- Establishing a parent advisory council.
- Developing appropriate roles for community-based organizations and businesses in parent involvement activities.
- Providing such other reasonable support for parental involvement activities as parents may request.

Ideas for Parent Involvement

- More than just parents at an end of year party
- Incorporates all three levels – participation, engagement and leadership
- Provide a personal touch
- Provide an incentive
- Involve the children
- Make attending convenient and fun

Involve Their Children

- ❖ Ask students to write invitations to their parents - Or have a fold-over invitation printed and have each student add an illustration to the cover.
- ❖ Allow children to attend - Set up an activity for the children while the parents are engaged in the meeting. Recruit a parent-teacher team to plan it and provide adult supervision during the event.

Headlines

- Participation in a well-implemented afterschool program can support a range of positive developmental outcomes
- Three aspects of programming make a HUGE difference:
 - Intentional programming...
 - Lead by well-trained staff who know how to...
 - Partner with families and other providers and educators

For more information, contact:

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