Vision and Strategic Plan

Aspire Hubs in Liberia
Proposed five year implementation framework from launch
October 2026

Executive overview

Carenthic Global Inc. will build Aspire Hubs as a national network of school programs and community learning spaces that connects young people with academic support, mentors, practical skills, and opportunities for further education and work. The program will also give college students paid service experience as After School Coordinators.

Our initial focus is middle school. Programs will run immediately after school on Tuesday, Wednesday, and Thursday during the school semester. Each session will provide 45 minutes of academic support and 45 minutes of mentorship, practical learning, or games. Summer cohorts will allow deeper technical practice and structured work experience for high school students.

Our long term goal is to acquire land and build Carenthic headquarters with offices, workshop space, a technology room, a library, practical learning facilities, and quiet space for homework and individual support. School programming will begin before construction, and experience from those schools will guide the facility design.

Strategic priorities

1. Strengthen academic learning and provide consistent support immediately after school.
2. Support personal development through caring relationships, mentorship, and family engagement.
3. Connect practical skills to summer learning, scholarships, internships, and further training.
4. Develop a trained and supported college student service corps.
5. Expand through school and regional partnerships while maintaining program quality.
6. Establish a permanent headquarters that supports the national network.

Initial operating proposal

The planning baseline is a pilot in three middle schools, with 40 students and at least four coordinators at each school. This represents 120 students and 12 coordinators. Site numbers, costs, dates, and performance thresholds are proposed for validation before launch. Growth will follow delivery quality, community demand, available supervision, and secured funding.

This plan sets out the delivery model, staffing, partnerships, facilities, governance, financing, implementation sequence, and measures of progress. It is intended to guide leadership decisions, school partnerships, and fundraising discussions.

1 Vision and Foundations

Why Carenthic Exists

Carenthic grew from a love of education that began in Liberia. As a child, our founder shared what she learned at school with neighborhood children using a small blackboard. Later, a mentor connected her to the opportunity to study Early Childhood Education at Folcroft Technical High School, free of charge based on her grades. She had not known that opportunity existed.

That experience shapes Aspire Hubs. Young people need support to build their abilities, learn what opportunities are available, and take the steps needed to access them. We want that support to become a dependable part of growing up in the communities we serve.

Vision

A Liberia where every young person can develop their abilities, continue learning, and access meaningful opportunities to build an independent future and contribute to their community.

Mission

We connect children and young people with academic support, caring mentors, practical learning, and pathways to further education and work through school programs, summer cohorts, and community learning spaces.

How change will happen

Regular academic support helps students strengthen foundational skills and study habits. Mentorship helps them develop confidence, relationships, and direction. Practical projects let them explore interests and demonstrate abilities. Application support and employer partnerships help turn those abilities into access to training, education, and work.

College students gain income and professional experience while delivering these services. With training and supervision, they become a continuing source of local leadership. Alumni can later return as mentors, instructors, employers, and supporters.

Principles for delivery

1. Access: design participation around students who face barriers to resources and opportunities.
2. Dignity: recognize students and families as capable partners in their own progress.
3. Learning: combine academic foundations with relevant practical experiences.
4. Responsibility: provide trained adults, reliable delivery, and clear accountability.
5. Local ownership: develop programs with schools, caregivers, students, and community partners.
6. Continuity: help each participant identify and pursue a realistic next step.

Scope and planning basis

The first five implementation years are counted from program launch. The sequence is middle school, then high school, then an adapted elementary program. The elementary curriculum will emphasize foundational knowledge and basic skills. The core school program is proposed to be free to participating students. These choices will be reviewed through school and community consultation before enrollment.

2 Research and network design

Lessons from AmeriCorps

AmeriCorps State and National supports organizations that engage members in community service. Members may receive a living allowance and other benefits, and eligible members earn an education award after completing service. Its funding model includes organizational responsibilities for program design and measurable results. [1, 2]

For Carenthic, the useful design features are defined service terms, financial support, training, supervision, and documented progress. Aspire will create its own locally funded arrangements. This plan does not assume that AmeriCorps funding or benefits are available for service in Liberia.

Lessons from Youth and Opportunity United

Youth & Opportunity United, known as Y.O.U., combines academic support, enrichment, and social and emotional learning. Its program progresses from exposure in elementary school to exploration in middle school and experience in high school. Its headquarters supports specialized learning through facilities such as a makerspace, demonstration kitchen, and gardens. [3]

Y.O.U. also connects youth programming with family engagement and professional support services. Serve Illinois lists Y.O.U. among programs using AmeriCorps members for afterschool and summer tutoring and enrichment. [4, 5] Aspire adapts these ideas to local staffing, schools, resources, and opportunities in Liberia.

Three connected delivery settings

Setting	Primary function	Operating approach
School Aspire Hub	Consistent access close to students	Use partner school space for the semester program.
Community Aspire Hub	Shared equipment and specialist learning	Serve a cluster of schools through workshops, summer cohorts, and study support.
Carenthic headquarters	National support and flagship learning	Coordinate training, curriculum, partnerships, evaluation, and specialized facilities.

A common standard with local flexibility

Every school hub will use the same core schedule, attendance process, coordinator training, student support arrangements, and progress measures. Practical subjects, language support, and local partnerships can vary by community. A regional supervisor will review adaptations so the program remains consistent without ignoring local conditions.

Shared equipment kits and visiting instructors will reduce the need to purchase every tool for every school. Where connectivity is limited, coordinators will use printed materials, downloaded content, and learning activities that work offline.

Liberia's 2025 Government, EU, and UNICEF education initiative emphasizes better coordination between education and skills development and stronger links to labor market needs. Our partnership and information systems should support that direction. [6]

3 School semester operations

The school hub is the main point of access. Programs will begin immediately after dismissal and run for 90 minutes on Tuesday, Wednesday, and Thursday during the semester. Schools with different shifts will agree to an equivalent schedule that preserves learning time and safe travel.

Day	First 45 minutes	Second 45 minutes
Tuesday	Homework, literacy, numeracy, and study support	Mentorship, emotional development, physical wellbeing, and life skills
Wednesday	Homework and targeted academic help	Practical projects and technical or creative exploration
Thursday	Homework, revision, and learning support	Games, movement, strategy, teamwork, and reflection

Academic support

Coordinators will organize students into small groups and identify the work each student needs to complete. Students without homework will have reading, numeracy, or extension activities. The purpose is to improve understanding and independent learning, supported by communication with classroom teachers.

The initial planning ratio is ten students per coordinator during academic work, based on 40 students and four coordinators. Ratios must be reduced where student needs, space, equipment, or activity risks require closer supervision. A trained substitute system will cover coordinator absences.

Daily delivery

1. Prepare materials and confirm staffing before students arrive.
2. Record attendance, check student wellbeing, and organize the academic groups.
3. Deliver the academic block and check what students have understood.
4. Move into the scheduled development activity with materials ready.
5. Close with reflection, cleanup, and the agreed dismissal process.
6. Record follow up needs, incidents, supplies used, and the next session plan.

Transitions and cleanup are included within the 90 minutes. Projects must therefore be designed in manageable stages. Any snack arrangements should support participation without materially reducing the academic block.

Semester capacity

A 16 week planning semester provides 48 sessions and 72 scheduled hours per student: 36 hours of academic support, 12 of mentorship, 12 of practical learning, and 12 of games and collaborative learning. Actual delivery will follow school calendars, holidays, examinations, and attendance.

School agreement

Each partner school will identify a contact person and agree on space, storage, sanitation, student recruitment, teacher communication, dismissal, and reporting. Carenthic will define staffing,

materials, supervision, and funding responsibilities before the site opens. Coordinators will review operations weekly, and the supervisor will visit sites on a published schedule.

4 Mentorship and Practical Curriculum

Mentorship with continuity

Every student will have a consistent coordinator who understands their goals and notices changes in attendance or participation. Tuesday sessions will use discussion, role play, storytelling, journals, and visiting speakers. Topics will include self awareness, emotional regulation, healthy relationships, physical wellbeing, responsibility, and future planning.

Each student will maintain an Aspire Growth Plan with an academic goal, a personal development goal, and an interest to explore. Coordinators will review it at the beginning, middle, and end of the semester. Mentorship provides supportive guidance; professional health and counseling needs will follow the referral process.

Practical learning pathways

Pathway	Examples of introductory projects	Progression
Household products	Measurement, product labels, packaging, supervised soapmaking demonstrations	Safe production, quality, and costing
Sewing and textiles	Hand stitching, repairs, simple bags, design	Machine sewing and garment construction
Baking and food	Measurement, hygiene, recipes, packaging	Kitchen practice and hospitality
Digital and websites	Typing, documents, research, simple web pages	Spreadsheets, website projects, technical study
Marketing and enterprise	Audience research, posters, pitches, simple budgets	Campaigns and supervised business projects
Film and media	Scripts, storyboards, filming, editing	Portfolios and production placements
Drama and dance	Expression, rehearsals, performance, teamwork	Public productions and arts mentorship
Agriculture and environment	Gardens, composting, observation, records	Food production and agribusiness learning

Teach through connected projects

Offer one or two sequences per semester so students can practice and finish work. A film sequence could move from a story idea to a script, storyboard, recording, editing, and screening. Every sequence should include a demonstration, guided practice, a finished product, and student reflection.

Twelve scheduled practical hours provide introductory exposure. Advanced skill development will continue through summer cohorts or training partners. Activities using chemicals, heat, sharp tools, or machinery require appropriate facilities and trained instructors.

Game day

Thursday activities will include puzzles, mathematics games, cooperative sports, drama improvisation, and student designed challenges. Rotate leadership, include students with different abilities, and use a short reflection to connect play with communication, persistence, and teamwork.

5 Student Pathways and Opportunity Access

Aspire Hubs will support progression without fixing a student's future too early. Young people should be able to explore different interests and move between academic, technical, creative, and entrepreneurial pathways.

Stage	Learning emphasis	Evidence of progress
Elementary	Reading, numeracy, curiosity, communication, play, and basic skills	Confidence, participation, and foundational learning
Middle school	Academic support, broad practical exploration, teamwork, and digital foundations	Completed introductory projects and clearer interests
High school	Deeper technical learning, portfolios, applications, and supervised work experience	Training access, placements, and transition plans
College coordinators	Paid service, facilitation, professional development, and leadership	Demonstrated skills, references, and career progression
Alumni	Continued guidance and opportunities to contribute	Further learning, work, mentorship, and community service

The Aspire Opportunity Desk

The Opportunity Desk will connect students with scholarships, training, internships, competitions, and education pathways. A central register will record verified opportunities, eligibility requirements, deadlines, named contacts, and application outcomes. Each school will also have an accessible physical noticeboard.

1. Identify and verify an opportunity and its requirements.
2. Help the student assess interest, eligibility, and practical barriers.
3. Support preparation of forms, documents, personal statements, or a portfolio.
4. Submit the application and track confirmation and deadlines.
5. Follow through on interviews, acceptance, participation, and the next step.

Application clinics will offer individual help with forms, email, interviews, and document preparation. The program will measure opportunities accessed as well as information shared. Opportunity Desk staff will never present an application as a guaranteed award or placement.

Enrollment and Inclusion

The core school program will prioritize students facing barriers to learning and opportunity. Grades alone will not determine entry. Schools will use a transparent process with student interest, family consent, and an agreed approach where demand exceeds capacity.

Plan for disability access, language needs, household responsibilities, safe transport, and unequal access to devices. All practical pathways will be open regardless of gender. Community hubs can later develop separate routes for young people outside school, with appropriate staffing and resources.

Student Voice

Each hub will form a small student advisory group to suggest activities, identify attendance barriers, and review the program. Students will share projects at a semester showcase and help decide what they want to learn next.

6 The Aspire Service Corps

College students will serve as After School Coordinators within the proposed Carenthic Aspire Service Corps. The role will combine meaningful paid service with structured learning and supervision. Initial placements will last a semester or school year, with renewal based on performance and availability.

Primary responsibility	Duties
Site coordination	Daily organization, school communication, attendance, and materials
Academic support	Small group learning, homework routines, and teacher feedback
Mentorship and family contact	Student check ins, caregiver communication, and referral follow through
Practical learning and recreation	Project preparation, visiting instructors, games, and portfolios

These responsibilities will be shared across the four coordinators. All four will participate in student support. A program supervisor will coach the team, observe delivery, and handle decisions that should not rest with college students alone.

Recruitment and Preparation

Recruit through colleges and universities across relevant fields, including education, social work, business, agriculture, media, and technology. Selection will consider reliability, communication, commitment, availability, and suitability for working with children. Screening, references, and written role expectations will precede placement.

Initial training, held during the summer break, will cover tutoring, child development, positive discipline, inclusion, professional boundaries, activity facilitation, child protection, reporting, and emergency procedures. Coordinators will practice delivery before working independently and receive refresher training during the semester.

Workload and Support

The planning workload is 10 to 12 hours weekly. This includes 4.5 hours of student programming plus preparation, meetings, records, setup, cleanup, and family communication. Supervisors will review actual hours during the pilot and align stipends with the full role.

Each coordinator will receive a written agreement, a reliable stipend, transport and communication support, training, and a documented skills record. Carenthic will seek funding for a completion scholarship or tuition contribution. That benefit will be promised only after funding and eligibility terms are established.

Supervision and Progression

Teams will meet weekly on Friday. Supervisors will observe sessions, review student support needs, verify attendance and payments, and address workload concerns. A trained substitute pool will cover examinations and absences. Visiting specialists will teach technical activities that require additional expertise.

Coordinators can progress to lead coordinator, trainer, regional supervisor, or alumni mentor roles. Performance reviews will consider reliability, safe practice, facilitation, communication, and learning. Student examination results alone will not determine coordinator performance.

7 Summer Cohorts and Work Experience

Summer cohorts will provide the sustained practice that cannot fit within a weekly 45 minute practical block. Start with two or three pathways supported by qualified instructors, suitable equipment, and committed partners. High school participants will receive clear information about what a cohort teaches and what progression it offers.

Period	Learning focus	Expected output
Week 1	Orientation, assessment, safety, teamwork, and goals	Individual learning plan
Weeks 2 through 5	Technical instruction and repeated practice	Demonstrated skills and project work
Weeks 6 and 7	Supervised project or confirmed workplace experience	Completed assignment and supervisor feedback
Week 8	Portfolio, demonstration, review, and next steps	Skills record and transition plan

An illustrative timetable of four hours a day, four days a week, for eight weeks provides 128 scheduled hours. Instruction and placement hours must fit within that total or be separately identified. Actual cohort length and timetable will follow school holidays, age, travel, and partner availability.

Three levels of employer engagement

1. Workplace exposure: visits, demonstrations, and conversations with professionals.
2. Supervised projects: a defined assignment for a business or nonprofit, completed with instructor support.
3. Short internships: a structured placement with appropriate tasks, a named supervisor, agreed hours, and Carenthic check ins.

Placement Standards

Secure written commitments before recruiting students into an internship track. Each placement will identify the learning goals, permitted tasks, supervision, schedule, transport arrangements, feedback process, and contact for concerns. Carenthic will review the setting and confirm age appropriate arrangements and applicable local requirements before placement.

Seek paid internships or participation support so access does not depend on a family's income. Where placements are unavailable, provide supervised projects that produce credible work for a portfolio. Capacity will be advertised honestly.

Demonstration and Progression

A participant should finish with a project, evidence of skills, feedback, and a realistic next step. Certificates will describe learning completed. Recognized qualifications or accredited training will be offered through appropriate authorized partners.

Follow up after the cohort will track whether participants enter additional training, return to school, obtain another placement, or use their skills in a supported project. Entrepreneurship activities should teach costing, customer understanding, record keeping, and responsible planning before introducing sales or small grants.

8 Partnerships and Family Engagement

Partnerships will be organized around specific contributions, named contacts, and clear delivery dates. Carenthic will keep a register of commitments and review whether each partnership is helping students access learning or opportunities.

Partner group	Primary contribution
Schools	Space, designated contact, recruitment, teacher coordination, and dismissal arrangements
Colleges and universities	Coordinator recruitment, training support, faculty advice, and possible academic recognition
Technical institutions	Specialist instruction, assessment, and progression into further training
Businesses and artisans	Demonstrations, project briefs, equipment access, placements, and feedback
Nonprofits and professional services	Specialist workshops, referrals, community projects, and qualified support
Technology partners	Devices, connectivity, maintenance, and technical mentors
Diaspora professionals	Career talks, remote mentorship, introductions, and sponsorship
Education and youth authorities	Coordination with public priorities, local education structures, and existing programs

Agreements that can be delivered

Each agreement will state the contribution, responsible person, delivery schedule, student group, resources required, and review process. Where students visit an external site, the agreement will also address supervision, transport, communication, and how concerns are handled. Partnership status will be recorded as prospective, agreed, active, or completed.

Families as Partners

Caregivers will receive an orientation explaining the schedule, learning approach, coordinator contacts, consent process, and safe collection or dismissal arrangements. Regular communication will cover attendance, progress, and upcoming activities. When a student misses sessions, staff will first seek to understand the barrier and identify practical support.

Each school hub will offer at least one family learning or showcase event during the pilot semester. Caregiver feedback will inform scheduling, communication, and participation support. Longer term, family workshops can cover supporting learning at home, education pathways, and recognizing trustworthy opportunities.

Community Contribution

Students may apply their learning to approved community projects, such as a short film, a school garden, a reading activity, or a simple website for a local organization. Projects will have learning goals and appropriate supervision. Community members can contribute expertise, but the program will retain responsibility for quality and student wellbeing.

9 Headquarters and shared facilities

The long term goal is to acquire suitable land and build Carenthic headquarters as both an organizational base and an Aspire Learning Center. It will support the school network through training, shared resources, specialist learning, and opportunity services. Construction will follow a tested program and a sustainable operating plan.

Space	Purpose and design consideration
Offices and meeting space	Management, finance, partnerships, staff collaboration, and confidential records
Flexible workshop room	Coordinator training, seminars, caregiver meetings, and presentations
Technology and library room	Computers, books, research, digital learning, and applications; separate quiet and active zones
Practical learning room	Sewing, design, making, and project work with appropriate ventilation and secure tools
Demonstration kitchen	Baking, food preparation, hygiene, and hospitality instruction
Homework and individual support room	Quiet study, tutoring, and booked academic support
Private consultation room	Family conversations, mentoring, and qualified visiting support with appropriate visibility
Opportunity Desk	Scholarships, applications, training information, and career guidance
Storage and essential facilities	Secure equipment storage, accessible toilets, drinking water, handwashing, and cleaning
Outdoor learning area	Games, movement, performances, and a garden where space permits

Development Sequence

1. Define demand, location criteria, access needs, and the annual operating budget.
2. Complete professional land, ownership, site, and construction reviews before acquisition.
3. Secure acquisition and construction funding through a separate capital campaign.
4. Build essential learning and administrative spaces first, allowing later expansion.
5. Commission facilities, train staff, and open only with funded operations and maintenance.

The design must address power reliability, backup capacity, connectivity, ventilation, accessibility, equipment security, and maintenance. Food preparation and hazardous or noisy activities need appropriate separation from quiet study. Architectural work will determine size, layout, cost, and expansion options.

Before a permanent facility is ready, rented or partner space can support workshops and summer cohorts. Community hubs and mobile equipment teams can later extend access beyond the headquarters location.

10 Governance and Program Protection

Clear ownership

The proposed oversight structure assigns leadership responsibility without assuming every role requires a separate hire at launch. Functions may be combined where workload allows, but payment approval, records, and review should remain appropriately separated.

Function	Accountability
Board or governing body	Strategy, annual budget, major commitments, capital decisions, and performance review
Executive leadership	Partnerships, fundraising, organizational delivery, and reporting
Program lead	Curriculum, site readiness, coordinator supervision, quality, and student outcomes
Site supervisors and coordinators	Daily delivery, attendance, family communication, and follow up
Finance and operations	Budget tracking, timely payments, purchasing, assets, and records
Designated safeguarding lead	Concerns, referrals, staff guidance, and incident follow through
Monitoring responsibility	Data quality, participant feedback, evaluation, and improvement actions

Protecting students and participation

Before launch, every site will have staff screening, caregiver consent, attendance records, a dismissal process, a code of conduct, and a clear route to raise concerns. Individual support will take place in appropriate observable settings. Staff will understand professional boundaries, permitted communication, and how to report a concern promptly.

Collect only necessary participant information, control access to records, and obtain separate permission for photographs or public stories. Refer health and counseling needs to qualified services. Coordinators will receive guidance on responding supportively without taking on clinical responsibilities.

Priority Risks and Responses

Risk	Management response
Funding delays	Fund a full semester before enrollment; monitor cash and protect stipend payments.
Coordinator absence	Maintain substitutes and plan around college examinations.
Low attendance	Contact families, examine barriers, and adapt support before expanding enrollment.
Unsafe practical activity	Use trained instructors, suitable facilities, and activity specific supervision.
Unfulfilled placements	Confirm capacity in writing and retain supervised project alternatives.
Expansion outpaces quality	Require supervision, funding, and delivery evidence before adding sites.

11 Financial Strategy and Sustainability

The financial plan will cost the complete service, including supervision and support. Stipends alone do not represent the cost of a functioning hub. Before launch, Carenthic will obtain local quotations, confirm the coordinator workload, and approve a semester cash budget.

Cost group	Budget basis
Coordinator support	At least four stipends per school, funded months, transport, and communication
Supervision and instruction	Program management, site visits, specialist sessions, and substitute coverage
Student participation	Snacks, water, transport assistance, and accessibility support
Learning materials	Books, printing, games, practical supplies, and project materials
Equipment	Devices, tools, storage, repairs, replacement, and connectivity
Staff development	Recruitment, initial training, refresher training, and coaching
Shared operations	Finance, administration, monitoring, safeguarding, and partnership coordination

Costing the pilot

School semester cost equals four coordinator stipends multiplied by funded months, plus direct school costs and an allocated share of supervision and central support. The three school pilot adds the cost of all three sites and any startup costs not already included. Avoid counting shared costs twice.

Report both cost per enrolled student and cost per regular participant. Define regular participation before launch, and report the attendance threshold alongside that measure. Separate equipment purchases from recurring costs so future budgets reflect maintenance and replacement.

Funding Mix

Seek school semester sponsorships, recurring individual and diaspora donations, corporate support, foundation grants, university contributions, and equipment partnerships. Summer cohorts should have their own budgets and confirmed delivery capacity. Coordinator completion scholarships should use a separately funded allocation.

Donor packages can fund a school semester, a technical cohort, coordinator training, or an equipment kit. Each package should include the full share of support needed to deliver it and specify the report the donor will receive. Public recognition and student stories will follow consent arrangements.

Financial Controls and Resilience

Review cash monthly, pay coordinators on agreed dates, document purchases, reconcile accounts, and maintain an equipment register. Track restricted funds by purpose. Establish a reserve target once recurring costs are verified and build toward it through unrestricted fundraising.

Headquarters acquisition and construction will have a separate capital budget. Opening the building also requires funding for staffing, utilities, security, repairs, and replacement. Any future earned income from rentals or adult workshops should be assessed separately and should preserve access for youth.

12 Implementation and Expansion

Growth will proceed through defined stages. Year references begin at launch, and the ranges below are planning stages rather than enrollment or fundraising commitments. Carenthic will approve expansion only after reviewing demand, funding, supervision, and program quality.

Stage	Main work	Decision to advance
Preparation	Consult communities, select schools, cost delivery, recruit partners, and develop training.	Written site arrangements and funded semester readiness
Year 1	Pilot three middle schools with 120 students and 12 coordinators; review and improve delivery.	Reliable sessions, participation, safe practice, and verified costs
Year 2	Consolidate delivery, add selected sites, and test summer technical cohorts and high school pathways.	Enough qualified instructors and confirmed placements or projects
Years 3 and 4	Develop regional supervision, shared resources, and an adapted elementary model.	Quality can be maintained across different local settings
Year 5 and beyond	Expand the national network and develop permanent facilities as funding permits.	Sustainable regional capacity and funded facility operations

First 90 days

Period	Deliverables	Lead responsibility
Days 1 to 30	School and family consultations; site criteria; local skills and opportunity mapping; initial costs.	Executive leadership and program lead
Days 31 to 60	School agreements; college recruitment; curriculum modules; partner commitments; approved budget.	Program lead, finance, and partners
Days 61 to 90	Coordinator training; materials; enrollment and consent; baseline assessment; readiness review.	Program lead and site teams

Launch Requirements

Each site must have a funded semester, four prepared coordinators with absence coverage, an agreed timetable, usable space, materials, records, family communication, and a supervisor. A concern reporting and dismissal process must be in place. A site that is not ready should complete those steps before enrollment begins.

Expansion beyond the first schools

Test the model in more than one local setting before wider replication. Develop a standard site guide, training package, materials list, cost template, and monitoring process. Regional teams can share specialist instructors and equipment. Mobile workshops and community hubs can later reach locations that cannot maintain their own technical facilities.

13 Results and Continuous Improvement

Aspire Hubs will measure access, learning, and progression for students and coordinators. Information should help teams improve delivery and explain results honestly to families, schools, and funders. Counts of sessions or certificates will be reported alongside evidence of participation and learning.

Measure	Method and timing	Responsible function
Attendance and retention	Session registers; monthly review of participation and reasons for absence	Site team
Academic progress	Selected reading or mathematics checks at entry and semester end; homework habits	Academic lead with school input
Personal development	Growth Plan reviews, student feedback, and structured observations	Mentorship lead
Practical skills	Project records and demonstrations against clear criteria	Instructor and coordinator
Opportunity access	Applications, offers, participation, and follow through	Opportunity Desk
Coordinator development	Training records, reviews, retention, and progression	Program supervisor
Delivery and costs	Sessions delivered, visits, incidents addressed, and costs per participant	Program lead and finance

Proposed pilot management thresholds

Before launch, leadership should adopt explicit thresholds and revise them only through a documented review. Suggested starting thresholds are delivery of at least 90 percent of planned sessions; completion of training and screening by every coordinator; and at least 75 percent of enrolled students attending 75 percent of delivered sessions. These are planning targets, not achieved results or established external benchmarks.

Every participant should have a Growth Plan and an opportunity to demonstrate a completed practical project. Set academic improvement targets after selecting assessments and reviewing the starting levels. Track results by relevant participant groups to identify barriers, while protecting privacy and avoiding identifiable public reporting.

Review cycle

1. Weekly: site teams review attendance, learning needs, supplies, and follow up.
2. Monthly: supervisors review delivery, family feedback, staffing, spending, and unresolved concerns.
3. At semester end: assess learning, projects, participation, costs, and partner commitments.
4. Annually: leadership reviews strategy, funding, site quality, and expansion readiness.

Early evaluation will establish whether the program can be delivered reliably and whether participants improve. Claims that Aspire caused an outcome require a stronger evaluation design. As the program grows, seek an evaluation partner to examine longer term education, training, and employment transitions.

Expansion decisions will consider results together with staffing capacity, community demand, and finance. Where results are weak, the first response is to identify the cause, improve delivery, and review again before adding sites.

14 Implementation Decisions and References

Decisions to finalize before launch

1. Approve the mission, strategic priorities, and pilot scope.
2. Confirm the first schools, student selection process, and academic calendar.
3. Set coordinator stipend levels, workload, contracts, training, and supervision.
4. Choose the first practical pathways and confirm qualified instructors and facilities.
5. Approve the full semester budget, funding commitments, and payment schedule.
6. Confirm referral arrangements, student protection procedures, and reporting responsibilities.
7. Select assessments, adopt pilot thresholds, and assign the review calendar.
8. Develop headquarters location criteria and a separate capital and operating feasibility plan.

Research references

The references below inform the design. The operating arrangements and pilot assumptions in this plan are proposed for Carenthic. Source pages were reviewed on October 22, 2026. Y.O.U. pages contain differing enrollment and fee descriptions, so this plan does not rely on those figures.

[1] AmeriCorps. Fiscal Year 2026 AmeriCorps State and National Competitive Grants. Official program description and member benefits. View source

[2] AmeriCorps. Fiscal Year 2026 State and National Notice of Funding Opportunity. Program design, performance measures, and funding structure. View source

[3] Youth & Opportunity United. Out of School Time Program. Academic support, enrichment, age progression, and specialized facilities. View source

[4] Youth & Opportunity United. Goals and Strategies; Mental Health and Community Based Services. Family engagement and professional support. View source

Related Y.O.U. service description. View source

[5] Serve Illinois. Chicago AmeriCorps Programs. Y.O.U. member roles in tutoring and enrichment. View source

[6] UNICEF Liberia. Government of Liberia, European Union and UNICEF Launch Partnership to Transform Liberia's Education and Youth Development Through Data Driven Solutions. April 21, 2025. View source