

Directory of Providers for Dropout Prevention

September 2020

TABLE OF CONTENTS	
Item	Description
A.	Introduction
B.	Accessing the Contracts
C.	List of Providers for Dropout Prevention
D.	Statement of Work
E.	Summary of Services and Prices
	City Year, Inc.
	Communities In Schools of Los Angeles
	Living Advantage, Inc.

A. Introduction

The District issued a Request for Proposals (RFP) with the goal of assembling a "bench" of vendors to implement a dropout prevention program for the purposes of providing positive behavioral changes and helping students stay in school.

Three (3) professional firms currently provide an array of services in their areas of expertise.

B. Accessing the Contracts

Principals, Administrators and other responsible staff schools should review the selection of approved vendors to obtain descriptions of services, itemized lists of goods, and pricing. Quotes must be within the guidelines contained within this directory.

Ariba Purchase Requisitions (PR) must reference the Vendor Number and Contract Number listed in this Directory.

The product category for this contract is **96102 – Professional Services**. This product category must be used when creating the PR in order for the PO to reference the Contract.

Please direct questions or requests for assistance with this process to the Buyer assigned to your region.

Step-by-Step Instructions

1. Contact a vendor that offers the services of interest to you. Obtain a quote, scope of work, and a timeline (or delivery schedule). If the services will occur over multiple weeks or months, include an invoice as well.
2. Create a Purchase Requisition using product category 96102. Reference the Vendor Number and Contract Number listed in this Directory. Be sure to attach the quote, scope of work and timeline.
3. Once the vendor confirms they have received the PO, they may begin providing services.

C. List of Providers for School Enrollment Strategies and Resources

Firm Name	Contract Number	Vendor Number	Contact Email
City Year, Inc.	C652	1000005741	esantiago@cityyear.org
Communities In Schools of Los Angeles	C2945	1000003399	katelynto@cislosangeles.org
Living Advantage, Inc.	C1240	1000008198	info@livingadvantageinc.org

D. Summary of Services and Prices

The purpose of this intervention program is to provide personalized support for students who are in need of intensive academic interventions to improve their academic success. Contractors will provide supplemental support to schools that have students identified as needing to receive supports to stay in school.

EXHIBIT A: Statement of Work

City Year Los Angeles implements our dropout prevention program in Los Angeles Unified School District (LAUSD), which provides academic and positive behavioral supports, and helps students stay in school and on track to graduate. City Year provides academic enrichment and intervention to students by deploying highly trained AmeriCorps members to LAUSD schools to serve as tutors, mentors and role models for students who have demonstrated risk factors that may lead to dropping out. Like LAUSD, our goal is to help students reach graduation, college and career ready. Through our Whole School Whole Child program, we engage students in five key ways:

- (1) Attendance Support
- (2) Behavior Coaching
- (3) Targeted Academic Intervention
- (4) Whole School Events
- (5) Extended Day Programming

Whole School Whole Child

City Year Los Angeles' program plan is to continue the effective execution of our Whole School Whole Child program in LAUSD schools. Through Whole School Whole Child, City Year Los Angeles AmeriCorps members (ACM) provides five core services to LAUSD students: academic support attendance coaching, behavior mentoring, positive school climate services, and extended day programming. City Year AmeriCorps members arrive at their school sites before the first bell rings, support students throughout the day and stay at school until the last student leaves our after-school program. City Year understands that a student's success in school is about more than mastering curricular content; his or her ability to be present engaged, and in control of their learning play an inextricable role in long-term achievement. For that reason, City Year provides a continuum of services to students as detailed below.

Academic Support: AmeriCorps members provide students with differentiated one-on-one and small group academic supports. Though we predominantly focus on English and math, AmeriCorps members also support social studies and science classrooms, among other subjects, in acknowledgement of the ways in which English and math are fundamentally integrated within all ongoing learning.

Attendance Coaching: City Year focuses on helping chronically absent students get to school every day, on-time, ready to learn. This work includes creating a welcoming learning environment that encourages students to attend school, as well as working with students individually to set goals, monitor progress, and devise a strategy for improvement. We also contact students' families when they're absent and provide attendance incentives to encourage positive change, such as earned participation in school dances or pizza parties.

Behavior Mentoring: AmeriCorps members work with teachers and administrators to identify the students who would benefit most from targeted social-emotional supports and provide "near-peer" mentorship to these students throughout the year. AmeriCorps members meet with students consistently, helping them to develop critical behavioral skills that will successfully carry them through school, work, and life. Areas of focus include goal-directed behavior, teamwork, and optimistic thinking.

Positive School Climate: City Year AmeriCorps members work to create a positive culture at each of our partner schools. We believe that each child deserves to feel seen, connected, and cared for. Initiatives include school-wide academic enrichment events, enthusiastic morning greetings, and culture-building activities during lunch and between classes.

Extended Day Programing: AmeriCorps members continue their work in the extended day space, building on students' academic progress with supplementary tutoring time. Additionally, our extended day programming incorporates enrichment and activities developed based on the individual needs of each school and student community.

Tiered Approach Prevention

Through City Year Los Angeles' Whole School Whole Child program, we deploy AmeriCorps members (ACMs) to serve as tutors, mentors, and role models to support LAUSD students. We use a Response to Intervention (RTI) model and provide two tiers of support in each of our three areas of focused intervention: academics, behavior, and attendance. City Year does not offer Tier 3 support as it requires additional specialized training that our AmeriCorps members do not receive.

Academics - Tier 2 Support: Working in partnership with teachers and school leaders, City Year uses previous year data, assessments and observation to identify a caseload- or "focus list"- of students that would benefit from targeted academic intervention. These math and literacy/ELA interventions are focused on helping students build the prerequisite skills needed to succeed on grade level and support students in effectively completing grade level assignments.

Focus lists are finalized in October with six students selected to receive literacy tutoring and five selected for math tutoring. Throughout the course of the school year, each focus list student receives a minimum of 15 hours of targeted intervention one-on-one or in small groups. Tutoring sessions typically occur during class time with students working with the AmeriCorps member in another room (i.e. library or City Year room) or in a station or back of the classroom. Literacy tutoring typically includes differentiated session plans developed by City Year built on classroom content using the teacher's objective. Math tutoring typically includes math fluency activities (i.e. computational fluency, operations), numbers, operations and algebraic thinking skills identified by a students' results on the HMH Math Inventory, and classroom content using the teacher's objective.

Academics - Tier 1 Support: Throughout each school day, ACMs provide whole class Tier 1 Academic support when they are not providing Tier 2 Interventions or doing preparatory work. Tier 1 Academic support can occur in any academic classroom. Common activities during this time include circulating to support student redirection, asking or answering questions to keep students on task or improve understanding, modeling positive behaviors and short periods of academic tutoring. The most common model is for ACMs to follow a cohort of students throughout the school day (in schools where cohorts of students stay together) so that AmeriCorps members have strong relationships with all students, not just those on their focus lists.

Social Emotional Development (Behavior & Attendance) - Tier 2 Support: Tier 2 Social Emotional Development (SED) interventions are focused on attendance and behavior. Each ACM will provide attendance and behavior coaching and mentoring to a focus list of five students, checking in with students regularly to support improved outcomes in these areas. Activities include mentoring conversations and goal setting with these students.

City Year uses the Clover Model, a framework developed by Dr. Gil Noam of the PEAR Institute: Partnerships in Education and Resilience (affiliated with McClean Hospital and Harvard Medical School). The Clover model highlights four essential elements, or "leaves" that people of all ages need to thrive, learn and grow: Active Engagement; Assertiveness; Belonging; and Reflection. The Clover framework provides a common language and fosters an environment for both students and adults to talk about student development, strengths and needs. The model empowers adults to form positive relationships with students, implement a range of youth development practices throughout the school day, and foster students' social-emotional development.

SEL focus list student selections are made by ACMs in conjunction with a partner teacher and/or administrator recommendations. Selection should be informed by data including a prior year Average Daily Attendance Rate (ADA) and an initial administration of the Devereux Student Strengths Assessment (DESSA), a standardized, norm-referenced behavior rating scale that assesses the social-emotional competencies that serve as protective factors for children.

Social Emotional Development (Behavior & Attendance) - Tier 1 Support: City Year seeks to support regular school attendance while accelerating the development of capable, committed learners who are school-connected and community-minded by providing recognition programs for the entire school body and classrooms (Tier 1 supports). Teams may provide Tier 1 attendance supports including attendance recognition and appreciation programs in conjunction with the school partner, phone calls home for absent students, and morning greeting to enhance positive school climate and promote on-time arrival.

In addition, City Year seeks to support school partners in creating a safe and nurturing school environment and provide opportunities for students to develop social emotional learning skills to increase the number of pro-social behaviors exhibited within the school community. We achieve this through school wide supports such as Morning Greeting where all students are welcomed to campus at the start of the day. Teams may provide Tier 1 behavior supports such

as community service projects, talent shows, and leading campus-wide initiatives around anti-bullying, kindness, and more.

Early Intervention

City Year Los Angeles serves students beginning in third grade, as key research shows that students can begin to exhibit risk factors tied to dropping out at that time. We aim to serve in schools for multiple years so that we provide a "continuum of care" and students receive support during key transition years of their educational experience, especially in third through ninth grades, where research shows students are most likely to fall off track. Our research shows that students benefit from our services when they receive them year over year and we therefore prioritize providing services in the same schools and in feeder patterns of schools whenever possible. It is our goal to help keep students on track to graduation by intervening, early, effectively, and consistently.

Improve Grades

City Year's targeted academic intervention is focused on helping identify which key fundamentals students are missing in order to succeed in their classes and achieve passing grades. Once these fundamentals are identified, AmeriCorps members create individualized "planned interventions" to help students understand and master concepts that are essential building blocks for their ongoing advancement, such as understanding fractions before multiplying fractions. Additionally, AmeriCorps members offer academic coaching which helps students develop skills that can contribute to better grades including on-time homework completion and submission, organizing your backpack and notes to not lose assignments or key information for a test and self-advocacy with teachers for extra credit opportunities.

Improve Behavior

City Year Los Angeles is deeply invested in developing students' social emotional skills, which has a notable positive impact on overall student behavior. We use the Devereux Student Strengths Assessment (DESSA) to guide our work in this area, developing student skills on eight key social emotional areas: Personal Responsibility, Decision-Making, Optimistic Thinking, Relationship Skills, Goal-Directed Behavior, Self-Awareness, Social-Awareness, and Self-Management. City Year AmeriCorps members meet regularly with students to provide differentiated coaching, leveraging their closeness in age (our AmeriCorps members are between the ages of 17-25, and uniquely poised to relate to students while also preserving adult authority) to meaningfully set goals, oversee progress, and create spaces for positive reinforcement.

Extended Day/Afterschool Programming

City Year implements Extended Learning Time after school every Monday-Thursday. Our Extended Learning Time program seeks to do the following:

- Provide safe and structured activities, academic support, and opportunities for youth to build relationships in the afterschool space;
- Support students in developing the knowledge, skills, and values that promote their ability to be active learners and civic leaders;
- Cultivate student voice and galvanize their capacity to support positive community

- change; and
- Engage students in unique experiences and programming that spark interest, curiosity and joy.

The most commonly provided programs that occur after school are homework help, tutoring, mentoring, and enrichment activities relating to leadership, arts, recreation, academics and social justice. City Year's extended learning program is open to all students on campus, although we actively recruit our focus list students to participate in order to maximize time spent receiving additional support.

Provide an On-Site Comprehensive Dropout Prevention Program

We recognize that students need to both "catch up" and "keep up" with classroom content and our Whole School Whole Child program meets both needs. Our curriculum is based around the ACMs' focus on providing both Tier 1 and 2 supports to students.

Tier 1 support occurs through whole-class academic support and whole school events. Tier 2 support is a targeted intervention approach focused on core subjects and individualized to fit the needs of Focus List students. ACMs also support teacher-directed instruction including foundational and new skills development aligned to Common Core State Standards (CCSS). City Year Los Angeles supports students in 3rd -10th grade, and our curriculum varies based on the age, grade level, and developmental stage of each students we serve. Examples of strategies used, and skills addressed in each of our areas of intervention are detailed below.

English/Language Arts (ELA)

Example strategies used:

- Reinforcement of school-specific strategies
- Question, Answer, Response
- Cluck & Clunk
- Get the Gist
- Graphic organizers
- Guided reading frameworks

Skills addressed:

- Reading fluency
- Comprehension
- Inference and synthesis
- Connections (text, self, world)
- Text visualization

Math

Example strategies used:

- Reinforcement of school-specific strategies
- Stretch It
- Right is Right

- Normalize Error

Skills addressed:

- Arithmetic fluency
- Algebraic functions
- Fraction

Behavior

Example strategies used:

- Reinforcement of school-specific strategies
- Creation of goals attainable & reasonable to students; rooted in DESSA competencies
- Accountability and scaffolding of goals provided weekly via Check-In/Check-Out process

Competencies addressed (as defined by the Devereux Student Strengths Assessment (DESSA):

- Personal Responsibility
- Decision-Making
- Optimistic Thinking
- Relationship Skills
- Goal-Directed Behavior
- Self-Awareness
- Social-Awareness
- Self-Management

Attendance

Example strategies used:

- Reinforcement of school-specific strategies
- Creation of goals attainable & reasonable to students; rooted in DESSA competencies
- Accountability and scaffolding of goals provided weekly via Check-In/Check-Out process

Virtual Course Performance Services- ELA and Math

City Year Los Angeles has developed a variety of options to implement our course performance interventions virtually or as hybrid blended learning options. Our main priorities are to support teachers in their virtual settings, help create differentiation in the virtual and in-person environments and support the potentially widening skill gaps of our students. Our approach and some key strategies for virtual course performance support are detailed below.

Level 1: Getting started

- Respond to Questions in Zoom Chat - Responds to questions from students that arise in the chat feature
- Ask Follow-Up Questions in Zoom Chat - In coordination with the Partner Teacher (PT), ACM asks follow-up questions using the chat feature after teacher's initial question to push student thinking and increase participation
- Provide Definitions of Key Concepts/Vocabulary in Zoom Chat - During PT's lesson, when appropriate, ACM can provide definitions in the chat feature for key concepts/vocabulary that are integral to understanding the topic of instruction
- Follow-Up E-mail to PT - Based on student questions and responses in Zoom Chat, ACM shares trends and specific learning needs with PT in follow-up e-mail
- Student Engagement Support - Support teacher in identifying "raised-hands," praising students for positive participation and sustained engagement/attention, implementing the "mute" feature when necessary, and reinforcing virtual classroom norms
- Observing for Academic Strengths and Challenges - Using both the chat feature and student verbal participation, ACM should be recording observations to inform Math and ELA Focus List Selection

Level 2: Developing

- Lead Small Groups in Break-Out Spaces in Zoom around Class Assignment - In collaboration with PT, ACM works with small groups of students on classwork in Zoom break-out spaces; later shares student progress with PT
- Lead Whole-Class Warm-Up as Chosen by PT - In collaboration with PT, ACM delivers a warm-up activity for the whole class that has been selected by the PT or comes directly from the day's lesson
- Ask Follow-Up Questions in Zoom Chat Targeting Focus List Students - In coordination with PT, ACM asks follow-up questions using the chat feature after teacher's initial question to push student thinking and increase participation
- Targeted Student Engagement Support for Focus List Students - ACMs encourage FLSs to raise hands/participate, praise students for positive participation and sustained engagement/attention, reinforce virtual classroom norms when necessary
- Provide Additional Examples of Class Content for Focus List Students - ACMs can follow a PT's example to model additional examples or connect to past content using the chat feature for FLS
- Deliver Small-Group or 1:1 Academic Coaching around Class Content to Focus List Students - Specifically targeting FLSs, ACMs provide Academic Coaching support around grade-level class content to small groups of students or 1:1 in Zoom break-out spaces
- Host Virtual Clubs, Homework Help or Other Enrichment - In collaboration with Admin and PTs, ACMs would recruit students and facilitate guardian consent for student participation in recurring, "after-school" academic Zoom meetings; ACMs would be responsible for the design and creation of the content and

climate of these Math or ELA-focused spaces

- Classroom Support - As in previous years, ACM provides academic coaching support with social distancing measures in mind

Level 3: Pursuing Excellence

- Deliver Planned Interventions in Zoom Break-Out Spaces - In collaboration with PT, ACM creates and delivers intervention focused on a skill gap with one or a small group of FL students
- Push-In or Pull-Out - ACM works 1:1 or with a small group of students, informed by their individual learning needs and interests, either on classroom content (academic coaching) or around a skill gap (planned interventions)

Virtual Social Emotional Development Services - Attendance and Behavior

City Year Los Angeles also intends to offer a variety of hybrid options to our partners as part of our attendance and behavior services. Partners will have the opportunity to identify what they are looking for in Social Emotional Development (SED) virtual services. Our main priorities are to help support a positive school culture while socially distanced, helping improve school attendance after a long period out of the physical school space, and supporting our students' social emotional growth in what may feel like new settings to them. Our approach for virtual services in attendance and behavior are detailed below.

Level 1: Getting Started

- Power Greeting - Live or pre-recorded morning power greeting bringing some joy and belonging to the virtual space
- Celebrations - ACMs identify or support school with whole school celebrations such as "x numbers of days at school," spirit day/s, student spotlights on FERPA compliant social media platforms
- Phone Calls Home - With permission from school, ACMs could call home to for students who are absent
- Observing for (or lack of) Growth Mindset/Optimistic Thinking - ACMs observe/monitor some of these characteristics to share with partner teacher and inform their planning/lessons etc.

Level 2: Developing

- Ask Follow-Up Questions in Zoom Chat - In coordination with PT, ACM asks follow-up questions using the chat feature after teacher's initial question to push student thinking and increase participation
- SED Check ins and Goal Setting - Weekly check in, pulse check on how things are going, plus goal setting related to a DESSA competency
- Lunchtime & recess hangouts - ACMs will support during lunch and recess with hosting activities or checking in with students

Level 3: Pursuing Excellence

- Virtual Lunch time/recess hangouts - Space for students to eat a snack/lunch together, maybe play some music, build trust and belonging in the same way it would have happened on a school campus at the lunch benches or in City Year room

Evaluation

As a rigorously data-driven organization, City Year Los Angeles uses student-level data to ensure we are reaching the students who need us the most and providing them with targeted, individualized services. We employ a full-time Data Analytics Team that is responsible for aggregating and analyzing our impact and is capable of performing highly complex data manipulation which allows City Year the in-house capacity to determine which students need our help the most and provide real time analysis of progress that helps us deliver the most appropriate interventions to our students.

We measure academic impact using the Houghton Mifflin Harcourt (HMH) Inventories. These assessments measure a student's capability in a subject at the beginning of the year and uses this data to generate an individualized growth goal for that student. Growth expectation is the average amount a student at a particular level is expected to improve academically through the course of the year. We measure our impact based on whether a student meets or exceeds this expected growth goal on the HMH Inventory exam. Students take the Inventories in the fall, winter and spring.

As part of our service agreement with the district, we monitor student grades and attendance through our access to LAUSD's data system MiSiS and MyData. Academic data is used to determine the students selected for our focus lists. We then isolate the specific skills students need help with, ensuring our interventions remain targeted and individualized.

At the schoolhouse level we track student interventions, attendance, grades, assessments and behavior in real time to help inform the service our AmeriCorps members provide to students. Our extensive data agreement with our district partners gives us access to the Student Information System for every school we serve. We use this data along with the data we collect throughout the school year through academic and social emotional student inventories to consistently provide our students with support in the areas they would most benefit from during the school year. Rather than assuming what a student might need we are able to maintain targeted interventions while also tracking the students' progress to ensure that our approach is working.

We also gather feedback from our partner teachers and principals to gauge our impact on students via a survey sent out at the midpoint and end of the year. Through the surveys, teachers and principals assess their overall satisfaction with City Year and evaluate the impact of our service on students, staff and school culture.

In order to ensure we are constantly evaluating our effectiveness at the school-wide level, we are committed to ensuring the following at each of our partner schools:

- A City Year staff member will participate as a member of school's leadership team, as appropriate.

- City Year AmeriCorps Members and staff members will participate in teacher team meetings, including subject area and cross-subject area teams.
- City Year team will participate in regular coordinated data review meetings with school staff (e.g. Early Warning Indicator meetings).
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-monthly.
- City Year AmeriCorps Members will meet with their partner teacher(s) weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.

City Year Los Angeles is also committed to our findings and program data. As part of our data sharing agreement with the district, we commit to:

- Periodically review student progress in coordination with representatives from each school partner's student support team (or reasonable proxy) and make decisions regarding student participation in the partnership's targeted interventions;
- Complete periodic reports on behalf of the partnership to City Year's stakeholders, including the school district and AmeriCorps;
- Share evaluation reports from evaluations commissioned by City Year;
- Track key output data related to City Year's core services;
- Provide a primary data collection liaison/data coordinator to LAUSD to ensure that the school and/or the school district provide all necessary student-level data in a timely basis, in accordance with district policies and procedures;
- Help facilitate the completion of surveys and report outcome data in a timely manner to help facilitate internal or external reporting on City Year's impact; and
- Facilitate and/or support the collection of student-level data.

City Year is committed to establishing conditions for success with each of our partner schools to ensure the effective execution of our dropout prevention services. These conditions for success include:

- The City Year team will attend summer training and on-going professional development opportunities. School partners provide training for AmeriCorps Members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- School partners provide an orientation to the any/all school climate and student engagement initiatives, social emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies.
- School partners introduce the AmeriCorps Members to any outside afterschool

program providers and/or orient them to afterschool program curricula.

- In partnership with City Year, school partners design and implement an orientation for the school staff and the City Year team. City Year participates in the school's orientation for faculty and staff during which the City Year team hosts an orientation for the partner school's faculty and staff to introduce the teachers and school staff to the City Year AmeriCorps Members, build team and share a plan for the year. School partners commit to introducing the AmeriCorps Members to the school's vision and basic operations.
- School partners inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff.

Monitoring Success

- A City Year staff member will participate as a member of school's leadership team, as appropriate.
- City Year AmeriCorps and staff members will participate in teacher team meetings, including subject area and cross-subject area teams.
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-weekly.
- City Year AmeriCorps members will meet with their partner teacher(s) at least bi-weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.

Preparation and Training

In order to launch the partnership successfully and prepare City Year AmeriCorps members to be an integrated part of the school's instructional program:

- The City Year team will participate in summer training and on-going professional development opportunities, which will be discussed and scheduled by the school liaison and City Year staff. The School Partner will provide training for AmeriCorps members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- The School Partner will provide an orientation to the any/all of the school's climate and student engagement initiatives, socio-emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies. This will happen virtually if necessary.
- The School Partner will introduce the AmeriCorps members to any outside afterschool program providers and/or orient them to afterschool program curricula. This will happen virtually if necessary.
- The School Partner and City Year will design and implement an orientation for the school staff and the City Year team. City Year will participate in the school's orientation for faculty and staff during which the City Year team will host an orientation for the School Partner faculty and staff to introduce the teachers and school staff to the City Year AmeriCorps members, build team and share a plan for the year. The School Partner will introduce the AmeriCorps members to the school's vision and basic operations. This will happen virtually if necessary.

- The School Partner will inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff. This will happen in person if necessary.

Material Support

School agrees to provide the City Year Team with:

- Consistent tutoring space, which includes tables or desks and chairs, that is reasonably free of distraction.
- Dedicated closed-door planning and meeting space including a secure storage space for personal belongings and service-related materials.
- Dedicated space to lead after-school/enrichment activities.
- Regular access to an adequate number of computers, internet and telephones that have external access capabilities, following the school's established protocols.
- Access to copier and office supplies as necessary to support the team.
- Access to service-related supplies and materials, including text and library books, teacher guides, curriculum support materials, intervention program materials, test prep materials, worksheets, hands-on materials, etc.
- Bulletin board(s) to communicate City Year programs and/or impact data.

Addendum to EXHIBIT A: Statement of Work in Response to COVID-19

The following is intended to provide interim guidance on service delivery recognizing that pandemic community transmission conditions may shift over time.

City Year Sites, with support from City Year National Head Quarters, will collaborate with local communities to provide schools, students and AmeriCorps members throughout this uniquely challenging time. City Year will collaborate with schools/districts, to deploy the Whole School, Whole Child services with adjustments that reflect the schools' status in the context of the local public health situation. In this context, City Year will emphasize the importance of safety, relationships, connection to learning, and the value of community and belonging. During times of uncertainty and anxiety these are the foundations upon which young people can continue to develop, grow and learn, especially in the face of adversity.

The parties acknowledge provisions of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) which encourages payment to contractors during the period of any coronavirus-related disruptions or closures "to the greatest extent practicable."

Virtual Learning Guidelines

- In compliance with the provisions of the Family Educational Rights and Privacy Act (FERPA), the services City Year provides have always been in coordination with and under the supervision of schools and districts, including administration of after-school programs in those schools. While the means of delivering these services may change with "virtual learning," City Year will continue to coordinate with our school/district partners, and complement the learning environments they create, as we would if schools were open for in person learning. To that end Districts/schools will lead in convening all virtual learning spaces for students: City Year and AmeriCorps Members, in collaboration with schools, will support but cannot lead virtual efforts with students, including enrichment activities that might take the place of after-school programming.
- City Year will collaborate with schools to address information and data security issues, including any restrictions related to use of online platforms, communication with students, and record handling and retention of personally protected information. Relevant restrictions may include, without limitation: (i) handling of email addresses or other communication for students which require special protection, or (ii) access to data for students not on our focus lists that we wouldn't typically have access to. Virtual service with students is encouraged if a school or district sets up an online learning space where our AmeriCorps members may log onto the platform to interact with students and that learning space also includes a school or district staff member

In-Person Gatherings:

- In transitioning from virtual learning to "in person gatherings," the parties agree to collaborate on a mutually agreeable timetable for such transition and safety conditions, guidelines and procedures for re-entry into schools. In doing so, City and the schools will rely upon relevant laws governing health and safety, including without limitation, guidance issued by OSHA, CDC, and local public health and safety agencies and authorities
- Once the parties have mutually agreed to the timeline for transition from virtual learning to in person gatherings, and relevant safety conditions, guidelines and procedures, City Year will provide its staff and AmeriCorps members with the necessary supplies to follow cleaning guidelines in designated City Year spaces in schools.

- If the parties are unable to reach agreement, the parties should engage in good faith discussion to modify the terms and provisions of the Agreement as set forth in Section 9 - Excused Performance; Force Majeure Event.
- If an AmeriCorps member is in self-isolation during a period of in-person gatherings and service and feels able to participate, the manager will work with the school and corps member to determine if there is any appropriate way for the AmeriCorps member to continue to support students virtually during this time.
- If an AmeriCorps member is in self-isolation during a period of shelter-in-place and feels able to continue supporting distance learning with students, they may continue this service under the teacher's guidance and manager's supervision; and likewise, for City Year's learning and development activities with their manager, team and corps.

EXHIBIT B: AmeriCorps List of Various Non-Allowable Activities

Prohibited Activities (See 45 CFR § 2520.65)

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or the Corporation for National and Community Service (“CNCS”), staff and members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting, or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
8. Providing a direct benefit to—
 - a. A business organized for profit;
 - b. A labor union;
 - c. A partisan political organization;
 - d. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and e. An organization engaged in the religious activities described in paragraph 7. above, unless CNCS assistance is not used to support those religious activities;
9. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services; and
11. Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while engaging in any of the above activities on their personal time. All locations where members serve should post a list of the prohibited activities.

Nonduplication and Nondisplacement (See 45 CFR §§ 2540.100)

E. Nonduplication.

- a. Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

F. Nondisplacement.

- a. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
- b. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
- c. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
- d. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
- e. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
 - i. Will supplant the hiring of employed workers; or
 - ii. Are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
- f. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any—
 - i. Presently employed worker;
 - ii. Employee who recently resigned or was discharged;
 - iii. Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
 - iv. Employee who is on leave (terminal, temporary, vacation, emergency, or sick); or
 - v. Employee who is on strike or who is being locked out.

Restrictions on fundraising by members (See 45 CFR §§ 2520.40-.45)

- a. AmeriCorps members may raise resources directly in support of your program's service activities.
- b. Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:
 - 1. Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
 - 2. Writing a grant proposal to a foundation to secure resources to support the training of volunteers;
 - 3. Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
 - 4. Securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
 - 5. Seeking donations from alumni of the program for specific service projects being performed by current members.
- c. AmeriCorps members may not:
 - 1. Raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
Write a grant application to the Corporation or to any other Federal agency.

45 CFR §§ 2520.40. An AmeriCorps member may spend no more than ten percent of his or her originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities, as described in §2520.40.

EXHIBIT C: Price Schedule

Elementary School

Team Size	Cost
6	\$78,607.20
7	\$87,578.40
8	\$96,549.60
9	\$105,520.80
10	\$114,492.00
11	\$123,463.20

Secondary School with Half-Time Program Manager

Team Size	Cost
4	\$52,479.60
5	\$62,502.00
6	\$72,524.40
7	\$82,546.80
8	\$92,569.20
9	\$102,591.60
10	\$112,614.00
11	\$122,636.40
12	\$132,658.80

Secondary School with Full-Time Program Manager

Team Size	Cost
6	\$81,199.20
7	\$90,602.40
8	\$100,005.60
9	\$109,408.80
10	\$118,812.00
11	\$128,215.20
12	\$137,618.40
13	\$147,021.60
14	\$156,424.80
15	\$165,828.00
16	\$175,231.20

Secondary School in IES Study with Full-Time Program Manager

Team Size	Cost
6	\$60,000.00
7	\$70,000.00
8	\$80,000.00
9	\$90,000.00
10	\$100,000.00
11	\$110,000.00
12	\$120,000.00

Communities in Schools of Los Angeles

Exhibit A, Statement of Work

Comprehensive Approach

a. Program Components

CISLA proposes a three-tier approach to dropout prevention services, inclusive of School-wide Interventions, Targeted Interventions, and Individualized Interventions. The combination of these activities provides a comprehensive approach to empowering students to stay in school and achieve in life. Working on campus, Site Coordinators provide evidence-based interventions before, during, and after school, evaluating students' risk factors and then connecting them with local agencies, businesses, health care providers, and parent and volunteer organizations to address their unmet needs. Even during the current circumstances of the pandemic, CIS Site Coordinators continue to provide case management and basic needs support for students and families via phone or virtual platforms in order to connect them to resources and agencies that address their current social-emotional needs.

Detailed descriptions of all three tiers of services are as follows:

Tier 1: School-Wide Interventions

Site Coordinators will be responsible for the strategic coordination and implementation of evidence-based programming, services and initiatives at the whole school level based on identified school needs. Site Coordinators partner with school leadership to identify a school's greatest needs and develop a School Support Plan outlining specific school-wide goals, for example, increasing overall attendance, reducing disciplinary incidents, and strengthening the college-going culture. Based on these goals, CISLA Site Teams coordinate resources and partners and develop and implement school-wide activities and initiatives to address the identified goals/needs.

Method of Service:

1. Conduct School Needs Assessment in collaboration with key stakeholders on campus (e.g., principals, partners, parents, and student focus groups)
2. Create School Site Plan containing benchmarks for service throughout the year
 - a. Coordination of field trips to colleges, workplaces, and cultural exploration institutions
 - b. Coordination of school-wide attendance, behavior, and course performance incentive programs and
 - c. Brokering and coordination of school and community-based resources to meet school needs.
3. Coordinate and implement school-wide supports
4. Evaluate aggregate student progress and program efficacy

Specific Interventions Provided:

According to each school's unique priority needs, CISLA Site Coordinators will provide one or more of the following in support of School-Wide Interventions: Positive Behavior Intervention Support programs to combat bullying; visits to local college campuses; job fairs; community service projects; motivational assemblies and workshops; school climate improvement initiatives; parent, community, and student engagement activities; teacher breakfasts; recreational programs; SAT prep opportunities; and academic tutoring. To accomplish this, Site Coordinators will partner with local community initiatives like Promesa Boyle Heights, Community Coalition, L.A.'s Promise, and Los Angeles Promise Neighborhood.

- Frequency: Each day of LAUSD academic instruction
- Target Population: 2nd – 12th grades
- Number of students: 12,500 annually, or the equivalent to 100% of each school's total enrollment

Tier 2: Targeted Interventions (Small Group Instruction)

Site Coordinators will manage a cohort of students identified through Early Warning Indicators of attendance, behavior, and coursework and use small group instruction and the coordination and brokering of community-school partner services and programming as an intervention. To support academic interventions, CISLA Site Coordinators create personalized **Student Support Plans (template provided in Attachment 5)**. These Student Support Plans serve as goal-setting documents that help Site Coordinators organize both qualitative and quantitative data to create a complete picture of a student's skill and competency strengths and gaps and then set specific improvement goals for their students.

Method of Service:

1. Identify 5-10% of each school's students most at risk of dropping out based on Early Warning Indicators (failing grades, attendance, and/or behavior); Social-Emotional assessments such as Success Highways™ resiliency assessments; and through parent and school leader referrals
2. Conduct Student Needs Assessment in collaboration with school leadership, counselors, family, and student
3. Create individual Student Support Plan containing benchmarks for student achievement throughout the year
4. Coordinate and implement small-group programming services; monitor delivery and
5. Track and evaluate intervention efficacy using student data in attendance, behavior, and coursework every five weeks during the academic year.

Specific Interventions Provided:

According to the specific needs of CISLA's case-managed students, Site Coordinators will provide one or more of the following Targeted Interventions: after-school gender-based empowerment groups; anti-bullying peer groups; college fairs; peer mentoring programs; group study programs; and counselor-facilitated groups on mental health topics. To accomplish these interventions, Site Coordinators partner with UCLA, USC, Creative Artist Agency's STEAM (science, technology, engineering, arts, and mathematics) Program and School Day college expo, and Students Run L.A.

- Frequency of Service: Each day of LAUSD academic instruction
- Target Population: 2nd – 12th grade

- Number of Students: 135 annually, or approximately 15% of caseload students, identified through Early Warning Indicators and Student Needs Assessments

Tier 3: Individualized Interventions (Intensive Case Management)

Site Coordinators will manage a cohort of students identified through Early Warning Indicators of attendance, behavior, and coursework and use intensive individual support and the coordination and brokering of community-school partner services as interventions. To support academic interventions, CISLA Site Coordinators create personalized Student Support Plans for the 5-10% of students most at risk of dropping out and meet with these students one-on-one throughout the school year to monitor their progress. These Student Support Plans serve as goal-setting documents that help Site Coordinators organize both qualitative and quantitative data to create a complete picture of a student's skill and competency strengths and gaps and then set specific improvement goals for their students.

Method of Service:

1. Conduct Student Needs Assessment in collaboration with school leadership, counselors, family, and student
2. Create individual Student Support Plan containing benchmarks for student achievement throughout the year
3. Coordinate and broker resources from centralized service providers to address student needs
4. Monitor service delivery
5. Evaluate student progress toward benchmarks and intervention efficacy

Specific Interventions Provided:

According to specific needs to case-managed students, Site Coordinators will meet regularly one-on-one for students who require this level of individualized support and refer students to service providers and centralized community resources. Referrals are monitored for efficacy, and may include: food banks, behavior modification or mental health specialists; FAFSA assistance; mentorships; fitness organizations; and licensed counselors. CISLA directs students in need of specific interventions to service providers including, among others, LAUSD Homeless Student Liaison, LAUSD Student Health and Human Services, Health and Wellness Coordinators, College Centers and City Year Los Angeles.

- Frequency: Each day of LAUSD academic instruction
- Target Population: 2nd – 12th grades
- Number of Students: 665 - 1290 annually, or approximately 5-10% of each school's total enrollment, identified through Early Warning Indicators as likely to drop out

CISLA's Experience in Delivery of 3 Tiers of Integrated Student Supports

CISLA has 13 years of direct experience positioning Site Coordinators inside LAUSD schools to assess students' needs and provide resources to help them succeed academically. In addition, CISLA adheres to a 43-year-old evidence-based model of ISS created by the national Communities In Schools Organization. We are the nation's largest and most effective organization dedicated to dropout prevention and the only

American organization proven to increase graduation rates and decrease dropout rates, as found in the **Third-Party Evaluations and Studies of CIS Model (Attachment 6)**.

b. Project and deliverable schedule

Communities In Schools of Los Angeles will begin their program year in the second week of August 2020 for one week of employee training and preparation. CISLA Site Coordinators will begin service in schools on the first day of instruction (August 18, 2020) and serve full time at their partner school sites for the full academic year.

Timetable:

Communities In Schools of Los Angeles will begin its 13th year of programming in August 2020. CISLA Site Coordinators will be hired by August 3rd, 2020 and will be trained during the second week of August, beginning their programs on August 18th and completing their service in June 2021. Programs are evaluated in June, and from July to August, measurements and outcomes are completed and collated.

Key Dates:

- **July 2020** - CISLA Summer Program: Virtual Case Management for students attending summer school or identified as needing intensive support throughout summer
- **July 2020** - Site Coordinator hiring process begins for 2020-2021 school year
- **August 10th 2020** - Site Coordinator training and preparation begins
- **August 18th, 2020** - Site Coordinators begin full-time service
- **June 18th, 2021** - Site Coordinators complete service for year

Communities in Schools of Los Angeles

Exhibit B, Rate Schedule

Communities In Schools of Los Angeles (CISLA) proposes to provide LAUSD with 19 Site Coordinators to deliver Integrated Student Supports (ISS) in service of Dropout Prevention Services for up to 13 schools in LAUSD during the 2020-2021 school year. The total cost to LAUSD for delivery of the ISS program for the 2020-2021 school year will be a maximum of **\$464,000**. Funding is understood to be contingent on schools selecting CISLA as a provider for their school. Funding sources in past years have included School Improvement Grants (SIGs), Los Angeles Promise Neighborhood and Title I. CISLA is a nonprofit 501(c)3 organization.

Skill Set Analysis and Sample Staffing Plan Middle School Plan – 2 Member Team

# of Staff Members	Position	Minimum Qualifications	Skills	Annual Cost per Team Member to LAUSD
2	Site Coordinator	<ul style="list-style-type: none">• Minimum Bachelor's Degree required (<i>preferred</i>: MSW, Masters in Counseling and/or PPS credential)• Experience working with school-age children	Site Coordinators shall: <ul style="list-style-type: none">• Conduct School Needs Assessments• Meet identified School Support Plan benchmarks• Plan and implement whole-school activities in line with School Support Plan	\$19,000

		<ul style="list-style-type: none"> ● Experience with managing and leading a team ● Ability to work with diverse, ethnic and cultural backgrounds ● Comprehension of larger systemic issues and barriers that affect students and communities of color ● Effective written and verbal communication skills ● Willingness and ability to tutor students ● Familiarity with local health and human service agencies ● Adaptability, resourcefulness, enthusiasm, and high energy ● Innovative, self-starter ● Passionate about the communities we serve ● Must have a valid California driver's license and automobile license ● Criminal background check required 	<ul style="list-style-type: none"> ● Engage community-based organizations to provide whole-school support services ● Ensure students have parental consent prior to services being rendered ● Conduct Student Needs Assessments of referred caseload students ● Address Individual caseload student needs by linking students and families to community-based organizations and service providers ● Implement site-based small group interventions for Targeted caseload students ● Build and establish positive relationships with students ● Collaborate with school staff to make appropriate linkages to needed academic, physical or social services ● Implement field trips ● Maintain up-to-date student files ● Maintain contact with parents/guardians of 	
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			<p>caseload students at least once per quarter</p> <ul style="list-style-type: none"> ● Maintain student data on academic performance, behavior, and attendance as shared by school staff and permitted through parent consent ● Recruit volunteers for specialized interventions ● Attend CISLA staff meetings, trainings, Site Coordinator Certification Course, and outside Professional Development workshops and conferences. 	
1	Program Manager	<ul style="list-style-type: none"> ● Minimum Bachelor's degree required (<i>preferred:</i> MSW, Masters in Counseling and/or PPS Credential) ● 4-5 years of youth development experience (<i>preferred:</i> school-based experience) ● Experience with managing and leading a team – 2 	<p>Program Manager shall:</p> <ul style="list-style-type: none"> ● Assist in the coordination of Professional Development activities ● Oversee CIS model implementation at supervised schools ● Ensure that programming is evidence-based and data-driven ● Act as liaison between Site Coordinators and Chief Program Director 	\$12,000

		<p>years minimum required</p> <ul style="list-style-type: none"> • Mastery of rapport building with various stakeholders, partners and communities • Thorough understanding of the educational landscape in Los Angeles • Basic understanding of the Diversity, Equity and Inclusion Framework and how it pertains to urban education • Comprehension of larger systemic issues and barriers that affect students and communities of color • Ability to facilitate conversations and present in small and large groups • Ability to work with diverse, ethnic and cultural backgrounds • Effective written and verbal communication skills • Experience in managing and 	<ul style="list-style-type: none"> • Coordinate staff training at start of year in collaboration with Chief Program Director and Executive Director • Support Site Coordinators in interpreting data to ensure that it is used to inform programming • Maintain appropriate linkages with school leadership, faculties and staff, as well as public and private community agencies • Devise strategies for effective and organized program implementation • Establish protocols and structures to ensure effective and streamlined reporting • Coordinate curriculum for special programs • Streamline CISLA tools and documents. 	
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		<p>executing on projects</p> <ul style="list-style-type: none"> ● Familiarity with local health and human service agencies ● Adaptability, resourcefulness, enthusiasm, and high energy ● Must have a valid California driver's license and automobile license ● Criminal background check required 		
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**Skill Set Analysis and Sample Staffing
Plan High School Plan – 2 Member
Team**

# of Staff Members	Position	Minimum Qualifications	Skills	Annual Cost per Team Member to LAUSD
2	Site Coordinator	<ul style="list-style-type: none"> ● Minimum Bachelor's Degree required (<i>preferred</i>: MSW, Masters in Counseling and/or PPS credential) ● Experience working with school-age children ● Experience with managing and leading a team 	<p>Site Coordinators shall:</p> <ul style="list-style-type: none"> ● Conduct School Needs Assessments ● Meet identified School Support Plan benchmarks ● Plan and implement whole-school activities in line with School Support Plan ● Engage community-based organizations to provide whole-school support services 	\$19,000

		<ul style="list-style-type: none"> • Ability to work with diverse, ethnic and cultural backgrounds • Comprehension of larger systemic issues and barriers that affect students and communities of color • Effective written and verbal communication skills • Willingness and ability to tutor students • Familiarity with local health and human service agencies • Adaptability, resourcefulness, enthusiasm, and high energy • Innovative, self-starter • Passionate about the communities we serve • Must have a valid California driver's license and automobile license 	<ul style="list-style-type: none"> • Ensure students have parental consent prior to services being rendered • Conduct Student Needs Assessments of referred caseload students • Address Individual caseload student needs by linking students and families to community-based organizations and service providers • Implement site-based small group interventions for Targeted caseload students • Build and establish positive relationships with students • Collaborate with school staff to make appropriate linkages to needed academic, physical or social services • Implement field trips • Maintain up-to-date student files • Maintain contact with parents/guardians of caseload students at least once per quarter 	
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		<ul style="list-style-type: none"> • Criminal background check required 	<ul style="list-style-type: none"> • Maintain student data on academic performance, behavior, and attendance as shared by school staff and permitted through parent consent • Recruit volunteers for specialized interventions • Attend CISLA staff meetings, trainings, Site Coordinator Certification Course, and outside Professional Development workshops and conferences. 	
1	Program Manager	<ul style="list-style-type: none"> • Minimum Bachelor's degree required (<i>preferred</i>: MSW, Masters in Counseling and/or PPS Credential) • 4-5 years of youth development experience (<i>preferred</i>: school-based experience) • Experience with managing and leading a team – 2 years minimum required • Mastery of rapport building with 	<p>Program Manager shall:</p> <ul style="list-style-type: none"> • Assist in the coordination of Professional Development activities • Oversee CIS model implementation at supervised schools • Ensure that programming is evidence-based and data-driven • Act as liaison between Site Coordinators and Chief Program Director • Coordinate staff training at start of year in collaboration with 	\$12,000

		<p>various stakeholders, partners and communities</p> <ul style="list-style-type: none"> • Thorough understanding of the educational landscape in Los Angeles • Basic understanding of the Diversity, Equity and Inclusion Framework and how it pertains to urban education • Comprehension of larger systemic issues and barriers that affect students and communities of color • Ability to facilitate conversations and present in small and large groups • Ability to work with diverse, ethnic and cultural backgrounds • Effective written and verbal communication skills • Experience in managing and executing on projects 	<p>Chief Program Director and Executive Director</p> <ul style="list-style-type: none"> • Support Site Coordinators in interpreting data to ensure that it is used to inform programming • Maintain appropriate linkages with school leadership, faculties and staff, as well as public and private community agencies • Devise strategies for effective and organized program implementation • Establish protocols and structures to ensure effective and streamlined reporting • Coordinate curriculum for special programs • Streamline CISLA tools and documents. 	
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		<ul style="list-style-type: none"> ● Familiarity with local health and human service agencies ● Adaptability, resourcefulness, enthusiasm, and high energy ● Must have a valid California driver's license and automobile license ● Criminal background check required 		
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Exhibit A, Statement of Work

PROGRAM COMPONENTS

Living Advantage, Inc.'s, (LA, Inc.) dropout prevention services (DPS) will provide high- quality academic, emotional and social service needs supportive activities to at-risk students, targeting high school aged students. We will provide our services between the hours of 8:00 am- 3:00 pm in a safe location on school grounds only during regular school days and after school support. Our LADPS is linked and integrated with the normal school day. However, as more schools are added, we will increase the college student work-study programs and employment opportunities that can offer us leverage to continue same if not more hours on each campus while not exceedingly increasing budget. While leveraging community resources for measurable positive outcomes we assist students by increasing their attendance. We tutor and mentor students to meet state and local academic achievement standards that will enable them to graduate or pass the high school exit examination. We are making a strong link but we are not replicating the same learning techniques and formats of the school day. As a comprehensive program, we strive to offer an alternative learning environment for students who are not experiencing success in a traditional school setting.

DETAILED PROGRAM REQUIREMENTS LOGIC MODEL

<p>• Goal: Decrease dropout rate by 2% in targeted high schools on an annual basis</p>			
Requirements	Program Components	Objectives	Deliverables
Reduce tardiness and absenteeism	<ul style="list-style-type: none"> ➤ Mentor tracking and on-site monitoring of student attendance ➤ Provide incentive for consistent attendance ➤ Home visits by Tutor/Mentor, Case Manager as needed 	<ul style="list-style-type: none"> ➤ Tracking information on file ➤ Documentation of incentives received ➤ Documentation of home visits made 	LAUSD Performance meter goal 76% of students should have attendance of 96% or higher. 5% decrease in students missing 16 days or more each school year in Targeted Grade Level and absenteeism based on baseline data at the end of year 1

Improve attendance	<ul style="list-style-type: none"> ➤ Provide one-to-one tutoring & extended year remediation ➤ Provide participant incentives for improved academic progress ➤ Provide 	<ul style="list-style-type: none"> ➤ Tutoring opportunities provided 4 times per week ➤ Monthly incentives and recognition provided ➤ Three (3) community 	Increase the percent of students attending 173-180 days each school year (96% attendance rate) by 5% in Target Grade level
	<ul style="list-style-type: none"> opportunities to increase participants critical thinking skills through Service Learning ➤ Involve Participants in school-to-careers activities 	<ul style="list-style-type: none"> Service Learning Projects completed during each program year. ➤ Two documented activities per year i.e. job shadowing, job site visits. 	
Improve behavior	<ul style="list-style-type: none"> ➤ Involve mentees in weekly character building activities ➤ Provide seminars on conflict resolution and anger management ➤ Provide opportunities for role play to demonstrate appropriate skills ➤ Design individual behavior modification with positive behavior support and restorative justice 	<ul style="list-style-type: none"> ➤ Weekly sessions documented ➤ Quarterly seminars conducted and documented ➤ Documentations of mentees of participation ➤ Individual behavior plans on file 	5% decrease in expulsions, suspensions and disciplinary activities

Improve graduation rate	<ul style="list-style-type: none"> ➤ Provide one-to-one tutoring and, academic counseling ➤ Provide participant incentives for improved academic progress ➤ Provide opportunities to increase participants critical thinking skills through Service Learning 	<ul style="list-style-type: none"> ➤ Tutoring opportunities provided 4 times per week ➤ Monthly incentives and recognition provided ➤ Three (3) community Service Learning Projects completed during each program year. 	<p>Increase matriculation rate for middle school students attending high school by 100%.</p> <p>Increase 4-year cohort graduation rate for high school students attending high school</p>
	<ul style="list-style-type: none"> ➤ Involve Participants in school-to-careers activities 	<ul style="list-style-type: none"> ➤ Two documented activities per year i.e. job shadowing, job site visits. 	
Data Protection including compliance with the Family Educational Rights and Protection Act (FERPA)	<ul style="list-style-type: none"> ➤ Sensitive personal education data protected with procedural activities ➤ 	<p>Documented authorization required for access</p> <ul style="list-style-type: none"> ➤ 	100% compliance of education data with U.S. legal requirements during project.
Data Protection Compliance including compliance with the Health Insurance Probability and Accountability Act (HIPPA)	<ul style="list-style-type: none"> ➤ Provide parent forums explaining program standards ➤ Implement use of E-lockbox application for data storage 	<ul style="list-style-type: none"> ➤ Documented authorization required for access 	At least 5% increase in parental involvement by end of project year 1

Steps	Staffing	Service Provided	Deliverables
<p>1. Initial - Introduction and processing of case.</p> <p>2. Management works to identify risk factors intervention strategy and provide resources that can address these risk factors.</p> <p>3. Initial assessment of the student</p>	<p>Program Manager</p> <p>Sr. Case Manager</p> <p>Tutor/Mentor</p>	<p>Case Management</p> <p>Assessment: 100 youth enrolled with receive an assessment of literacy, numeracy, family support and basic needs. Tiered approach, early intervention, intervention</p> <p>Individual/Family Service Lesson Plan: Establishment Identify youth and family assets and strengths. Assist family in building a</p>	<p>(2) Face to face zoom during family meetings per six month cycle.</p> <p>One strategy session per six month cycle.</p> <p>Youth will meet at least monthly in / zoom with DPS program staff.</p>

4. Incentivize Program for the individual,,s school peers to participate	Case Manager	<p>strength-based genogram agreements regarding plan to address 1-2 problem behaviors</p> <p>Linkages to Other Services:</p> <p>A plan for supportive services will be developed based on the individual needs of each youth and family.</p> <p>Special marketing strategies designed for the individual student's sense of belonging, using positive behavior support, retention and recruitment</p>	Retention and encouragement of recruitment
5. Monthly Meetings/Workshops	Case Manager and Tutor/Mentor	<p>PARENT SUPPORT WORKSHOPS: will focus on strengthening parenting competencies in the area of positive family communication, effective child techniques, monitoring supervision</p>	Successful completion of parental support workshops series - offered monthly.

		strategies, managing social media, adult role modeling, community resources and advocating with schools, probation, etc.	
6. Health Improvement Activities & Seminars	PE/ Recreation	LIFE AND SOCIAL SKILLS The Life Skills Curriculum will be used to teach life skills conduct workshops as part of the DPS programming for clients.	Life Skills Improvement
7. Recreation & Diversion once school resumes			
8. Gender Specific Program	Tutor/Mentor	GENDER SPECIFIC EMPOWERMENT WORKSHOPS: Develop Your Positive Identity Health and Safety Assertiveness Training Building Positive Relationships Substance Abuse Prevention Decision Making Skills	At-risk girls will complete workshops series and will have increased self-efficacy as demonstrated using pre and post-tests.
9. LA Youth Jobs Program	LA, Inc.	LA YOUTH Eligible at risk, CalWORKS and foster youth will have access to	Students will receive assistance with paid job readiness and

		paid job readiness workshops, vocational training programs, assistance with job search skills, opportunities to attend job fairs, and job placement assistance.	placement. Eligible youth will engage in paid work experience.
10. Program Completion/Graduation			Drop-out rate decreases

a. Everything will be done through virtual technology applications with the same methods below until students are able to go back to school. Once student are able to attend school a normal day will begin with sign in sheets which must be completed and attendance must be taken daily as students arrive. Afterschool activities include homework help, tutoring, mentoring, academic improvement, educational enrichment, physical education/recreational activities, job training, drug and violence prevention, off campus cultural field trips and off campus college campus tours. Four days a week, these activities will have an interesting mix to keep students motivated. They will be grade appropriate in a flexible environment where the students are comfortable. There will be three life skills sessions and one life skills workshop to give students real-world applications for educational activities. Activities such as music, dance and theater, expresses their entertainment and art interest. Culinary, painting and design taps into their artistic side. Financial literacy, technology and S.T.E.M. allows student to focus more on science and economics. These enrichment activities are to complement their regular academic programs. Our weekly workshops are presented to students through our community partners and encompass a wide array of cultural, academic, and life skill topics. Students participate in weekly recognition ceremonies that help build youth leadership and character development. We encourage parents/guardians/child care-workers of the student with learning opportunities to improve their literacy and educational development by getting involved in our DPS activities, have regular contact with our tutors, school staff and are welcome to volunteer especially on field trips. In addition, we can request free additional academic services outside the regular school day to our eligible students from Supplemental Educational Services (SES) providers. These services may include tutoring, remediation, and other educational interventions, if such approaches are consistent with the content and instruction provided by your local education agency and aligned with state standards.

An evacuation plan must be kept with the staff and written arrival and dismissal procedures must be in place for safety purposes.

b. LA, Inc.'s beliefs are that youth are to remain physically active. They must be presented with creative and fun ways to live a healthy lifestyle. At the beginning of every other day's program,

students are given 45 minutes of physical activity through incorporation of structured exercise, skill-building games, cooperative games, sports and Entertainment. Participation in recreation and nutrition sessions promote teamwork, leadership, positive self-image, social skills, and health awareness and wellness. Recreation is then followed by a 15-minute break for a nutritional snack. Both sessions are held in the beginning of the DPS to re-energize youth for rest of the program. The overall schedule of activities changes every 8 weeks, with at least two different recreational activities within one week, to keep the program interesting and exciting for students. The daily academic and educational enrichment activities are at least one hour, with the exception of the recreational component. The recreation and nutrition sessions together total one hour. Each activity works to address fitness and healthy living. Several corporations and small business donors have played a key role in giving our students healthy snacks and enhanced activities throughout the year.

c. Our DPS in partnership with USC Joint Educational Project, (JEP) & USC Social School of Work incorporates academic support in both individualized and group formats utilizing eager, talented and committed USC graduate and undergrad students as tutors/mentors and intern case managers who are proficient in specific core and categorical program services that meet students assessed needs. The teachers work with our tutors by giving us the subject matter from the regular school day. All of the DPS components have embedded academic achievement through reading, writing and intentional problem solving scenarios. Tutors have been trained, address and are aware of CDE FPM Instrument as their guide to ensure a successful program operation and to meet statutory requirements.

d. The LADPS has incorporated positive youth development principals by students having an opportunity to explore a countless of curricula and to enhance their interests, skills, and abilities into their adulthoods. Our on and off site life skills workshops are intentional efforts of other youth, adults, parents/guardians/child-care workers, community, supporters, government agencies, colleges and the community as a whole to provide opportunities in youth leadership and character development. Over the years we completely understand that Youth development overall is the physical, social, and emotional processes that occur during the adolescent period in which they acquire the cognitive, social, and emotional skills and abilities required to navigate through life, thus proving them with life skills workshops with a high concentration on educational enrichment activities.

LA, Inc. had a LA County employment contract. We still partner with local employment agencies that allow us to hire high school students to intern and get job training. Name of the program is LA Youth Jobs. We can provide a paid work-based training and placement for youth and young adults between the ages of 14 and 21. The goal is to encourage them to remain in school, develop career goals and secure employment. They earn wages; develop positive work habits, attitudes and job readiness skills. They are also provided with encouragement and opportunities to build self-confidence.

We partner with other agencies such as USC, Game stop, Star Bucks, and Managed Career Services – Work Source Center just to name a few, that allow our DPS students the ability to gain experience in paid vocational training positions. Our career training skills include blue print

for workplace success; career assessment; workplace etiquette; goal setting; job reviews; communication skills; and computer training. Again, in the delivery of our DPS we incorporate youth development skills in a variety of ways that students stay engaged and want to participate, especially if they are getting paid.

e. Our approach in developing this DPS for a specific site was assessing the Community's needs first. While working in the USC Neighborhood which has the highest rate of at risk youth in the city of Los Angeles, as we created a strong and successful afterschool program, we needed to be attractive and interesting to the participants we needed to serve. The biggest issues that drop out prone youth have are a low graduation rates and low attendance in school. Our USC/Foshay collaboration allowed us to form a Planning Committee that provided support, expand the scope of our potential resources, and generally made for a better program with more input on its development, ongoing program implementation, the effectiveness of the program and provided funding. The partnership created a team that represents the community, the school, parents, local organizations, public agencies, political figures and corporations. Our key stakeholders, including parents/guardians/child-care workers, student representatives, volunteers, interns, staff members, school faculty and administrators, and community organizations.

The next step is our Program Manager connects with the school's Principal. Upon the principal identifying, they are in need of our services then we connect with the afterschool coordinator to provide us support. The school coordinator has a list of students who are struggling learners, at-risk and/or foster care students, and/or English language learners, which need our assistance. We send out acknowledgment of our DPS through our marketing efforts once we get at least 20-30 students involved then we set up a time at lunch to give a 15-30 min orientation. We give a hot nutritional lunch for incentive to attend our initial orientation. Get acceptance from students and then we set a date for our after-school program to begin.

Another core motivating service is achieved through our Virtual Assistance Living and Educational, (VALE) Program focusing on using technology to enhance and connect our youth to resources and increase interest in their own personal growth. Computer and innovative technology is incorporated through our case management (referral and resourcing) by an information management system as well as for educational tools for tutoring and life skills workshops.

2. LA, Inc. is aware that Fridays are the lowest attendance days for after-school programs. We have realized that Friday programming requires extraordinary force and planning. We give incentives to increase the attendance on Fridays plus once a month they attend a college campus life skills workshop that have motivational and inspiring guest speakers, entertainment, nutritious snacks and/or lunch that conforms to the nutrition standards. Students have an opportunity to receive core and categorical program services that meet their assessed needs but most importantly, they get additional community support that enrich their lives outside of the classroom. Students are further exposed to the importance of higher education that gives them more access to role models that make graduating from high school seem more successful and college more accessible and tangible. This offsite program is provided through partnerships with various educational institutions, community organizations, and businesses throughout Los Angeles County.

- a.** The majority of offsite life skills and STEM workshops are located on the USC College Campus 3670 Trousdale Ave, Los Angeles, CA 90089.
 - b.** Bus transportation is provided by the Mayors" office as one of our partners.
 - c.** A safe learning environment is established when we have at least a 10:1 ratio of staff/parent/guardian/child-care worker/volunteers.
 - d.** All participants including teachers receive a field trip slip. Parents/guardians/child-care workers receive a consent form to be signed, have had a discussion and aware of expectations, policy and procedures of the offsite workshop.
 - e.** By this being a once a month offsite workshop, high attendance rates are achieved due to proper planning, marketing, entertainment, incentives, food, and the camaraderie of the workshop due to its popularity. Some students cannot attend due to bad behavior low attendance and/or grades.
 - f.** It is accessible due to it being a specific appointed number of students who are privileged to attend and are regular after-school attendees and their peers.
 - g.** LADPS complies with statutory and regulatory requirements that are applicable to program conducted on a school site because majority of the time it is on a college school site. We provide safe transportation for all students enrolled in program. Parents/guardians/child-care workers are properly notified, partners discuss and make notations and it is part of our program plan.
- 3.** LADPS marketing plan collaborates with the school in achieving maximum after-school attendance.
- a.** With the support of the Principal and in arranging with the teachers for their classrooms to meet, they provide supplies and materials to actively recruit and refer students to our DPS. Together we pass out DPS fliers during lunch and during classroom time. They make announcements over the PA system. Have the popular teachers and students recruit students to the program. We give incentives that can get students emails and social media addresses for future e-blast and to post information of DPS activities on their Social networking pages. L.A, Inc. e-newsletter is distributed bi-weekly to over 37,500 active emails. It includes positive gestures and up to date news of DPS accomplishments and activities. We post DPS on <https://www.livingadvantageinc.org/partners> have interviews on cable and radio shows, PSA"s are aired on channel 2, 7, 9 and AMC network. We have booths at events and a variety of other venues throughout Los Angeles County to market our services. We publish press releases of events that involve our DPS on PR News Wire and Merge Wright PR.
 - b.** To retain student participation and keep LADPS appealing we have to consider age appropriate needs and interests. We shall continue to research what are the successful modalities.

Living Advantage, Inc.

Exhibit B, Rate Schedule

Services to be Performed Dropout Prevention Services		Total Proposal Amount \$ 31,515.00 per month up to 10 schools PRICE REDUCES AFTER 10 SCHOOLS	
DETAILED DESCRIPTION OF COST ELEMENTS			
1. Direct Labor (Specify)	Estimated Hours	Rate/Hour	Total Est. Cost
Project Director	25	\$39.00	\$ 975.00
Project Manager	100	\$32.00	\$ 3,200.00
Site Coordinator	40	\$22.00	\$ 880.00
(1)Sr. Case Manager	160	\$27.00	\$ 4,320.00
(2) Case Managers Work-Study	160	\$ 9.50	\$ 1,520.00
(1) Sr. Tutor/Orientation & Training	160	\$25.00	\$ 4,000.00
(4) Tutors/Mentors Work-Study	320	\$ 7.50	\$ 2,400.00
(4) Tutors/Mentors non paid Interns	320	\$ 0.00	\$ 0.00
(2) PE Instructors Work- Study	160	\$ 6.50	\$ 1,040.00
This is staffing for up to 20 schools NOT INCL SITE COOR			
Total Direct Labor	925		\$18,335.00
2. Labor Overhead, Fringe Benefits, Taxe	O.H. Rate 27%	X Base = \$4,950.45	
For non-paid interns and work-study			
Could have stipend and/or bonuses			
Total Labor Overhead			\$23,285.45
3. Travel* For Non-Paid, Volunteers and Stipend Staff			
a. Transportation .57.5c per mile avg 75 a month x \$43.13			
b. Per Diem or Subsistence -\$10.00 a day x 4 x 4 = \$640.00			
Total Travel			\$ 683.13
4. Subcontractors/Suppliers**			
Total Subcontractors/Suppliers			\$ 4,500.00
5. Other Direct Costs*			\$ 2,737.50
6. General & Admin. Expense (15% of Item Nos.) \$31,205.08			\$ 4,680.91
7. Fee/Profit A non-profit organization – not for profit			\$ 0.00
TOTAL ESTIMATED COST AND FEE			\$35,885.99

ITEM NO.	ITEM DESCRIPTION	EST. COST (\$)
1	Computer/ Laptop-attendance, case mngt, lesson planning, data collection	\$62.50
2	Walkie Talkies- staff communication on field trips, workshops, etc.	\$75.00
3	Office supplies (ink, pencils, paper, etc.)- administrative and site work	\$425.00
4	Educational materials- tutoring, enrichment, workshops, homework	\$125.00
5	Incentives (prizes, gifts, awards)- for student recruitment and retention	\$525.00
6	Food, drink – snack and supplies for nutrition	\$500.00
7	Professional Development/Staff Training	\$200.00
8	Crisis Prevention	\$200.00
9	Information Management/Technology	\$500.00
10	Consumables (napkins, plates, cups, etc.)	\$125.00

ITEM NO.	ITEM DESCRIPTION	EST. COST (\$)
1	Community field trips, venues, busses, speakers, activity cost S.T.E.M. material, etc	\$4,500.00

Pricing Options	Initial 2 Year Period	Option Year 1	Option Year 2	Option Year 3
Project Manager Hourly Rate	\$32.00	\$36.80	\$40.48	\$40.48
Staff Hourly Rate	\$6.50 - \$27.00	\$7.50 - \$31.00	\$8.25 - \$34.10	\$8.25 - \$34.10
All Inclusive Per Middle School Fixed Rate	\$375,000.00	\$431,250.00	\$474,375.00	\$474,375.00
All Inclusive Per High School Fixed Rate	\$430,620.00	\$495,213.00	\$544,343.00	\$544,343.00
All Inclusive Offsite Fixed Rate	*Negotiable	*Negotiable	*Negotiable	*Negotiable

*Varies Depending on Offsite Factors