

**Exhibit A**

Statement of Work, Contract No. 4400011272

**Objective 2 – Peace Building**

**SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Knowledge – increase understanding of conflict and preferred methods of self-control and conflict resolution skills.
2. Development – core life skills to successfully manage school, work, outside interests, and social relationships.
3. Every student has an advocate;
4. Increase access to mental and social-emotional health resources;
5. Increase favorable school experience survey responses;
6. Increase levels of parent and family engagement;
7. Increase participation in extracurricular activities at school and;
8. Increase the presence of community organizations on campus.

NHAC will provide services for Peace Building service to the population of schools & families below:

Number of schools to be served: Up to 211

Number of families to be served: N/A

Number of students to be served: 20 students per session x 4 cohorts per school.

Peace Building programs that increase knowledge and understanding of conflict and preferred methods of self-control and conflict resolution skills. As well as helping youth develop core life skills to successfully manage school, work, outside interests, and social relationships.

**REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, and externships, vocational trade development and apprenticeship program and collaboration with New Hope Academy of Change.
- School Staff Training: Each school site is required to designate at least one person to attend a virtual or in-person that will learn about NHAC’s peace building program to support BSAP students.

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and a positive cultural identity. Furthermore, strategies and methods utilized to cultivate these things shall be directly responsive to the unique needs of Black students due in large to the historic and ongoing social and economic conditions

experienced by Black people. NHAC's Peace Builders program will aid in providing students with exposure and access to mental and social- emotional health and wellness courses, resources, and workshops.

### **On-Boarding Process**

Services will be provided both in person.

NHAC staff will provide counseling sessions for the NHAC Peace Builders 8-Week Course Curriculum program. Training provides counseling for Social-Emotional, Trauma Informed Care, Conflict Resolution, and Anti- Bullying for safe play in Sports. The Peace Builders program will allow participants to engage in role- playing activities, group discussions, and other interactive activities to reinforce their learning. They will also have opportunities to reflect on their learning and receive feedback from their peers and the facilitator. By the end of the program, participants will have developed core life skills to successfully manage school, work, outside interests, and social relationships, as well as increased knowledge and understanding of conflict and preferred methods of self-control and conflict resolution skills. They will also have gained self-confidence, improved communication skills, and stronger relationships with their peers.

### **Staff Training: On-Site Support Staff**

Instructional support staff are invited to attend an in-person (2 hours/cohort) training session to learn about the NHAC's Peace building contracted program to support BSAP students.

NHAC's Peace Builder's training will cover Peace Builders 8-Week Course Curriculum outlining the following: Introduction to Conflict Resolution and Self-Control, Understanding Different Perspectives, Understanding Emotions, Problem-Solving Skills, Negotiation Skills, Assertiveness Skills, Healthy Relationships, and Life Skills for Success. The purpose of our training is to help unify NHAC staff and all interested on-campus staff approaches to Peace Building. Peace Builders approach aims to make meaningful positive impactful changes to campus culture.

### **Key Personnel**

Dr. Greta Price, Program Administrator

Erik McKee, Program Coordinator

Denean Minfield, Program Facilitator

Denise Frelot, Program Facilitator

### **DELIVERABLES**

The Peace Building program will be implemented to promote students' knowledge and understanding of conflict and preferred methods of self-control and enhance conflict resolution skills. As well as helping students develop core life skills to successfully manage school, work, extra-curricular activities, and social relationships.

Number of Hours of Student orientation: 30 minutes at the beginning of each session

Number of Hours of Staff training: 4 hours (Training will be provided in person and virtually)

### **DATA & REPORTING**

Program effectiveness will be evaluated at the end of the contract by administrators and participants using an end-of-year program effectiveness survey.

### **Diagnostic Assessments**

The Peace Builders program culminates with participants creating a collective group project to demonstrate the impactful strategies and approaches learned during the course. Student work samples are collected through journal writing prompts, participating in course milestones leading up to the final group projects.

### **Outcome of the program**

Students will have developed a Peace Builders Program Journal, core life skills to successfully manage school, work, outside interests, and social relationships, as well as increased knowledge and understanding of conflict and preferred methods of self-control and conflict resolution skills. They will also have gained self-confidence, improved communication skills, and stronger relationships with their peers. Students will be able to develop positive social relationships and problem-solving skills.

**Exhibit A**

Statement of Work, Contract No. 4400011272

**Objective 3 – Community Development**

**SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Engagement and Development of Communication – establish a plan to address students’ safety concerns around school surroundings.
2. Leadership Participation - promote for student and parent leadership/participation opportunities with local partners;
3. Building Relations – serve as a bridge between powerful community leaders, organizations, and students/parents;
4. Outreach – informally identify parent leaders and their participation as advocates at the community meetings;
5. Host – community activities to build interest and support of the community school, and;
6. Inform and Implement – gang prevention programs, addressing violence, trauma, and safety measures to protect students and parents from-to school.

NHAC will provide services for Community Development service to the population of schools & families below:

Number of schools to be served: Up to 211

Number of families to be served: All BSAP programs

Number of students to be served: 20 students per session x 8 cohorts per school.

**REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, and externships, vocational trade development and apprenticeship program and collaboration with New Hope Academy of Change.
- School Staff Training: Each school site is required to designate at least one person to attend a virtual or in-person that will learn about NHAC’s college and career planning program to support BSAP students.

Our community development programs align with the BSAP indicators of increasing parent and family engagement, increasing participation in extracurricular activities at school, and increasing the presence of community organizations on campus in the following ways:

1. Increase Levels of Parent and Family Engagement: We offer parent engagement sessions that provide

resources, information, and strategies to support their children's development and academic success.  
Increase Participation in Extracurricular Activities at School.

2. Increase Participation in Extracurricular Activities at School: Our programs provide a wide range of extracurricular activities that cater to diverse interests and talents. We actively promote and encourage students' involvement in clubs, sports teams, arts programs, community service initiatives, and other extracurricular opportunities.

3. Increase Presence of Community Organizations on Campus: Our programs collaborate with these organizations to bring their services, expertise, and resources directly to the school campus. We organize events, workshops, and presentations in collaboration with community organizations to enhance the presence of these organizations and their contributions to the school community.

Furthermore, our College and Career program specifically targets high school students and is offered during the summer. It provides guidance, resources, and support for students in exploring post-secondary education options, career pathways, and developing essential skills for college and career success. This program goes hand in hand with our Work Based Learning Partnership Program.

On boarding will consist of:

1. Identifying community needs by conducting a comprehensive needs assessment to identify the specific needs and priorities of the community. Engage with community members, leaders, and stakeholders through surveys, focus groups, and meetings to gather valuable insights.
2. Based on the identified needs, we will develop a program framework that addresses the specific areas of holistic development, health and wellness, entrepreneurial education, college and career exploration, technological instruction, and skill-building.
3. Recruit interested student participants, ensuring inclusivity and accessibility. Provide clear information to potential participants and their families about program benefits, expectations, and requirements.
4. Execute a program launch event to officially introduce the community development program to student participants, families, and community members.

Services will be provided in person.

NHAC staff will provide training sessions to learn the program, teaching techniques and behavioral management strategies.

### **Staff Training: On-Site Support Staff**

NHAC staff will provide training to the respective school site BSAP coordinator, focusing on program goals, strategies, participant engagement, and community collaboration. This training will allow the program to continue after the 8-week cohort ends.

Instructional support staff are invited to attend a virtual or in person (2 hours/cohort) training session to learn about the NHAC's leadership development program to support BSAP students in their classroom.

### **Key Personnel**

Erik McKee, Program Administrator  
Denise Frelot, Program Coordinator  
Reginald Grant, Program Coordinator  
Michelle Wicks-Program Facilitator  
Eileen Langford -Program Facilitator

## **DELIVERABLES**

The “Community Development” program will be implemented on school sites to promote community engagement, parent, and student leadership opportunities with local partners. Including, promoting parent community participation, students job skills, building relations with powerful community leaders and organizations. Implement services to build community development to support students and parents, including:

- a. Educate and bridges relationships between community leaders and parents to address students’ safety concerns around school surroundings;
- b. Develop a communication plan to keep the community engaged in the public school needs;
- c. Acts as a liaison to promote student internships with community partners;
- d. Outreach to informally identify parent leaders and their participation as advocates at the community meetings;
- e. Hosts community activities to build interest and support of the community school, and;

Number of Hours of Student/Parent orientation: 30 minutes at the beginning of each session

Number of Hours of Staff training: 8 hours

Book and materials - N/A

## **DATA AND REPORTING**

Program effectiveness will be evaluated at the end of the cohort by NHAC administrators and participants using an end of year program effectiveness survey.

Our Community Development Programs will have ongoing monitoring and evaluation. Pre-assessments will be conducted at the beginning of the program to gauge engagement and satisfaction. We utilize feedback from participants, families, and community partners to refine program implementation and meet evolving community needs. Final outcomes will be measured by the completion of stated objectives for partnering community stakeholders with student participants and school sites. A Final Close-Out report of these assessments will be delivered to the respective school principal and the LAUSD BSAP Coordinator.

### **Diagnostic Assessments**

Participants are invited to complete surveys and provide weekly feedback. A Final Close-Out report of participant engagement and participation will be delivered electronically to the school site respective

principal and the LAUSD BSAP Coordinator.

**Outcome of the program**

Final outcomes will be measured by the completion of stated objectives for partnering community stakeholders with student participants and school sites.

**Exhibit A**

Statement of Work, Contract No. 4400011272

**Objective 4 – Parent Education and Participation**

**SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Advocacy skills – parents will develop skills to advocate for themselves and their children;
2. Mental health and education – parents and students will receive mental health support due to Covid-19 impact.
3. Discipline – parent will be able to apply positive discipline, and;
4. Improvement – improve students’ attendance.

NHAC will provide services for Parent Education to the population of schools & families below:

- Number of schools to be served: Up to 211
- Number of families to be served: All BSAP families in designated schools
- Number of students to be served: 20 parents per cohort 8 cohorts per site.

**On Boarding Process:**

On-site Program lead and Instructional staff will provide training/workshops in person.

NHAC 8-week parenting education program, Parent Engagement program is designed to provide support to Black families in the areas of parent education through workshops and provided course materials. By providing both parent and staff training sessions, education on effective communication, positive discipline, child development, resilience, self-care, navigating the education system, and building community. This program provides services that empower and equip Black parents with knowledge, skills, and resources to effectively improve parent /school relationships to ultimately increase Black student achievement and performance.

**REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, and externships,

vocational trade development and apprenticeship program and collaboration with New Hope Academy of Change.

- **School Staff Training:** Each school site is required to designate at least one person to attend a virtual or in-person that will learn about NHAC's college and career planning program to support BSAP students.

Successful Black student achievement is defined by high academic performance, strong social- emotional awareness and management, and a positive cultural identity. Furthermore, strategies and methods utilized to cultivate these things shall be directly responsive to the unique needs of Black students due in large to the historic and ongoing social and economic conditions experienced by Black People.

NHAC Parent Engagement Program provides:

- Increased levels of parent and family engagement
- Increased participation in extracurricular activities at school
- Increased presence of community organizations on campus

NHAC plans provide parent training workshops to BSAP parents using Joyce Epstein six (6) models of Parent Involvement: Epstein's six (6) types of parent involvement are Parenting, Communicating, Volunteering, Learning at Home, Decision making, and Collaborating with the Community to train parents on effective parent involvement in schools.

NHAC plans to provide training for both school site staff and parents to collaborate to ensure student success and increase the academic performance of the students in school.

### **Staff Training: On-Site Support Staff**

NHAC will also provide parent and staff training sessions. Interested in instructional support staff as well as on- site staff to support access to classrooms. Instructional support staff are invited to attend a virtual or in person training session (**2 hours/cohort**) to learn about the program curriculum. This information is essential to ensure that all staff members are equipped with the necessary knowledge and skills to provide a high-quality experience for parents/ students.

NHAC staff will provide training sessions to school personnel for them to learn the program, teaching techniques and behavioral management strategies.

### **Key Personnel**

Erik McKee, Program Director  
 Donna Thomas, Parent/Community liaison  
 Michelle Wickes, Parent/Community liaison  
 Dr. Denice Price, Executive Director

## **DELIVERABLES**

The 8-week parenting education program Parent Engagement provides Black families with training sessions and workshops that increase the knowledge, skills, and resources to improve parent and student communication. The program focuses on building a supportive community and providing education on effective communication, positive discipline, child development, resilience, self-care, navigating the education system, and building community. By participating in this program, Black families can gain confidence in their parenting and communication skills while building a strong, supportive community.

Parents and school site staff will collaborate to develop an Effective Parenting Engagement Plan for the school to outline their goals, action steps, and strategies for implementing positive change in the school communities. This will have a clear roadmap for applying their acquired parenting skills and making a tangible impact on increasing the academic performance of Black students beyond the program.

### **Parent Education/workshops Focus:**

- a. Student Attendance;
- b. Academic achievement;
- c. Positive discipline
- d. Parent advocacy
- e. Parenting through Covid: support to students due to Covid-19 impact and mental health.
- f. Increase graduate rate of Black students;
- g. Increase College admission for Black students;

Number of hours of Parent orientation: 30 minutes at the beginning of each session

Number of hours of Staff training: 8 hours

## **DATA AND REPORTING**

Diagnostic Assessments: Assessments provided will include interest inventories, parent evaluations and surveys regarding areas of interest such as tutorial support. Assessments will be provided and made available to LAUSD Administrators/designees upon request. Administrators are invited to participate in discussions during the course.

### **Outcome of the program**

The Parenting Program focuses on building a supportive community and providing education on effective communication, positive discipline, child development, resilience, self-care, navigating the education system, and building community. By participating in this program, Black families can gain confidence in their parenting skills and build a strong, supportive community. NHAC Parenting Engagement Program objective is to empower black families to assist schools to increase the academic performance of Black Students.

## **Exhibit A**

Statement of Work, Contract No. 4400011272

### **Objective 7 – College Planning and Participation**

#### **SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Graduation rate increase, increase in enrollment in advanced placement and honors courses, increase in participation in extracurricular activities, and increase in the number of students on track in A-G requirements.

NHAC will provide services for College Planning service to the population of schools & families below:

- Number of schools to be served: Up to 211
- Number of families to be served: Up to 80 families per cohort
- Number of students to be served: 20 students per session x 10 cohorts per school

The College and Career program effectively addresses several LAUSD BSAP indicators, including Here's how the program aligns with each indicator:

**Graduation Rate Increase:** The College and Career program focuses on encouraging students in grades 5 and above to attend college or university after graduation. By providing information about the importance of preparing for college, A-G requirements, and necessary coursework and tests, the program supports students in staying on track for high school graduation and pursuing post-secondary education.

**Increase Enrollment in Advanced Placement and Honors Courses:** Through the program, students become familiar with the requirements and expectations of advanced placement and honors courses. By providing information and guidance, the program aims to motivate and prepare students to enroll in these rigorous academic programs, which can enhance their college readiness and academic achievements. Support BSAP students.

#### **REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- **Code of Conduct with Students:** Contractor shall comply with District's Code of Conduct with students, attached hereto and incorporated herein.
- **Point of Contact:** Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, and externships, vocational trade development and apprenticeship program and collaboration with New Hope Academy of Change.
- **School Staff Training:** Each school site is required to designate at least one person to attend an in-person that will learn about NHAC's college and career planning

program to Increase Participation in Extracurricular Activities at School: The program emphasizes the benefits of involvement in clubs, sports teams, arts programs, and community service initiatives, promoting personal growth, social connections, and a well-rounded educational experience.

Increase Number of Students on Track in A-G Requirements: The program supports students in understanding and meeting the A-G requirements, which are necessary for admission to the University of California (UC) and California State University (CSU) systems. By providing information and resources through the online College and Career Center, the program ensures that students have access to the admission requirements of their desired colleges, helping them stay on track and plan their academic trajectory accordingly.

By targeting elementary, middle, and high school students, the program addresses the BSAP indicators across grade levels. Additionally, the provision of specialized workshops and resources for high school students, such as LA College Promise workshops, scholarship search, and application essay review, further enhances their college and career readiness.

Services will consist of the following:

1. Introduce the College and Career Program to school administrators, counselors, and relevant stakeholders, highlighting its alignment with LAUSD goals and the BSAP indicators. Share the program's objectives, activities, and benefits to students, parents, and school staff.
2. Identify Target Grades: Determine the specific grade levels to be targeted by the program, such as elementary grades 5 and above, middle grades 6-8, and high school grades 9-12. Collaborate with school administrators and counselors to identify eligible students and ensure their participation in the program.
3. Information Sessions for Students and Parents: Conduct information sessions for students and parents at each targeted grade level. Provide an overview of the program, its purpose, and the importance of college preparation.
4. NHAC will provide student academic tutoring and counseling to increase student performance in Core classes i.e. English, Math, Science, Social Studies, for A-G requirements and college admission.

### **Staff Training: On-Site Support Staff**

NHAC staff will provide an overview to school site staff members about the college application process, financial aid resources, and scholarship opportunities specifically targeted towards Black students. We strive to equip school site staff with knowledge and strategies to recognize and address the potential impact of trauma on Black students' educational experiences and how to provide guidance on creating a safe and supportive space for students to ask for assistance with college applications, essays, etc. We will offer guidance on building trusting relationships with families and fostering partnerships to support post-graduation student success.

## **Key Personnel**

Erik McKee- Project Director  
Lila Manyweather- Virtual Coordinator  
Reginald Grant-Coordinator  
Dr. Denice Price, Executive Director

## **DELIVERABLES**

### **Objective 1: Increase College Awareness and Aspirations**

- a) College awareness workshops and presentations for elementary, middle, and high school students.
- b) Guest speakers sharing their college experiences and success stories.
- c) Resources highlighting the benefits of higher education and career opportunities.

### **Objective 2: Familiarize Students with A-G Requirements and College Application Process**

- a) Workshops and information sessions on A-G requirements for middle and high school students.
- b) Guidance on selecting appropriate courses to meet A-G requirements.
- c) Informational resources on the college application process, including essay writing and test preparation.

### **Objective 3: Online College and Career Center**

- a) Provide reference for independent research of admission requirements for desired colleges/universities.
- b) Access to resources on financial aid, scholarships, and college application deadlines.
- c) Tools and guidance for students to create a college list and track their progress towards college readiness.

### **Objective 4: Support Elementary Students and Parents in Developing Study Habits**

- a) Workshops for elementary students and their parents on developing effective study habits.
- b) Resources and guidance on setting academic goals and time management skills.
- c) Encouragement and recognition of elementary students' academic achievements.

### **Objective 5: High School Cohort Enhancement**

- a) Additional workshop hours for high school students, focusing on LA College Promise workshops.
- b) Assistance in searching for scholarships and grants to support college affordability.
- c) Essay review and guidance for college applications, ensuring competitive and compelling applications.

### **Objective 6: Alumni Mentorship and Guidance**

- a) Establishing an alumni mentorship program, connecting current students with successful Black college graduates.
- b) Alumni-led workshops and panels to provide insights on college life, majors, and career paths.
- c) Networking opportunities for students to build connections with alumni in various fields of interest.

These deliverables and objectives aim to create a comprehensive college outreach program that spans elementary to high school grades and can continue as a strategy school site can use beyond the 8-week cohort.

Number of Hours of Student/Parent orientation: 30 minutes at the beginning of each session

Number of Hours of Staff training: 1 hour

**Books and materials**

*Earn all Fours-Preparing for a 4-year scholarship*

Optional services: Essay writing and review for High School Students/ Tutoring for College Prep

**DATA AND REPORTING**

Pre-assessments will be conducted at the beginning of the program to gauge students' baseline knowledge, skills, and attitudes related to college and career readiness. Post-assessments will be administered towards the end of the program to evaluate students' growth and development in key areas.

**Exhibit A**

Statement of Work, Contract No. 4400011272

**Objective 8 – Student's participation in a direct in class, small group career mentoring, job training**

**SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Increase favorable school experience survey responses;
2. Increase graduation rates;
3. Attendance and chronic absenteeism rate decrease;
4. Increase participation in extracurricular activities at school

NHAC mentoring program shall promote:

1. Participation – on field work, job-shadowing, internships, and externships
2. Development – Peer mentors to serve as advocates and role models for their peers. Also provide students with resources and referrals in the areas specific to their needs (i.e. health, nutrition, and employment).

NHAC will provide services for Mentoring service to the population of schools & families below:

Number of schools to be served: Up to 211

Number of families to be served: N/A

Number of students to be served: 20 students per session x 4 cohorts per school site

NHAC mentorship program provides BSAP youth with the knowledge, skills, and resources to succeed in school and beyond. The program focuses on goal setting, time management, effective communication, self-care, navigating the education system, and building community. By participating in this program, Black students can gain confidence in their abilities and build a strong, supportive community.

**REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, externships, peer mentors and collaboration with New Hope Academy of Change. Any field trips must be requested by the school Principal in accordance with Reference Guide REF-2111.1 to obtain all parent and other required approvals.
- School Staff Training: Each school site is required to designate at least one adult person to attend an in-person session that will learn about NHAC’s career mentoring program to support BSAP students.

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and a positive cultural identity. Furthermore, strategies and methods utilized to cultivate these things shall be directly responsive to the unique needs of Black students due in large to the historic and ongoing social and economic conditions experienced by Black people.

**On-Boarding Process:**

Services will be provided in person.

**Staff Training: On-Site Support Staff**

Training is geared toward our contractor’s instructional staff. The training will cover the importance of mentorship and what it means to be a mentor or mentee. The training introduces the program and its goals, with an overview of the topics that will be covered in the coming weeks: goal setting, time management, effective communication, self-care, navigating the education system, and building community, this program aims to empower at-risk youth with knowledge, skills, and resources to succeed in school and beyond.

Instructional support adult staff are invited to attend an in-person (2 hours/cohort) training session to learn about NHAC’s mentorship program to support BSAP students.

**Key Personnel**

- Erik McKee, Program Administrator
- Reginald Grant, Program Coordinator
- Michelle Wicks, Program Facilitator
- Denise Frelot, Program Facilitator
- Eileen Knox, Program Instructor

**DELIVERABLES**

Desired outcomes for NHAC’s mentorship program include improved academic performance, increased self-esteem and confidence, better communication skills, and increased motivation and engagement in school and beyond. NHAC’s mentorship program will provide:

- Fieldwork, job shadowing, internships, and externships
- Peer Mentors

Number of hours of Student orientation: 30 minutes at the beginning of each session

Number of hours of Staff training: 2-hour virtual and in-person training sessions/cohort

**Books and Materials**

*Youth Entrepreneurial Impact Program (YEIP)*

Author: Reginald Grant, MS Ed

**DATA AND REPORTING**

Program effectiveness will be evaluated at the beginning and end of the contract by administrators and participants using a pre- and post-program effectiveness survey.

**Diagnostic Assessments**

Assessments for this program will include mentees becoming mentors to lower-class men. Mentors to assist with goal setting, service-learning projects, and benchmarks met by participants.

**Outcome of the program**

Desired outcomes for NHAC’s mentorship program include improved academic performance, increased self-esteem and confidence, better communication skills, and increased motivation and engagement in school and beyond. Students will have improved goal-setting skills, time management, effective communication, self-care, navigating the education system, and building community. By participating in this program, students will gain confidence in their abilities and build a strong, supportive community.

**Exhibit A**

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**Objective 9 – Academic Support (enrichment)**

**SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

- Increased favorable school experiences, survey responses;
- Access to mental and social-emotional health support through self-expression creative outlets;
- Increase participation in extracurricular activities at school;
- Increase the presence of community organizations on campus

NHAC will provide services for Academic Support (enrichment) service to the population of schools & families below:

Number of schools to be served: Up to 211

Number of families to be served: All BSAP Families

Number of students to be served: 20 students per session x 8 cohorts per school site.

Successful Black student achievement is defined by high academic performance, strong social-emotional awareness and management, and a positive cultural identity. DJYou™: The DJ School and A Time to Dance improve student engagement and outcomes using a culturally responsive curriculum. Their strategies and methods cultivate these outcomes by directly responding to the unique needs of Black students due in large to the historic and ongoing social and economic conditions experienced by Black people. Each program provides students with:

1. Enrichment support – students will receive support in the areas of Dance, Art, and Music
2. Support – students will receive academic and social emotional support.

**REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of culminating dance performances and recitals and collaboration with New Hope Academy of Change.
- School Staff Training: Each school site is required to designate at least one person to attend an in-person training that will learn about NHAC’s enrichment activities and dance performances program to support BSAP students.

**On-Boarding Process:**

Enrichment Services will be provided in person.

NHAC staff will provide training sessions to learn the program, teaching techniques, and behavioral management strategies.

**Staff Training: On-Site Support Staff**

Instructional support staff are invited to attend a virtual or in-person (2 hours/cohort) training session to learn about the NHAC’s leadership development program to support BSAP students in their classroom.

**Key Personnel**

Erik McKee, Program Administrator

Denise Frelot, Program Administrator DJyou™: The DJ School (Music)

Denean Minfield, A Time For Dance Program Coordinator (Dance)

Yvonne Harris, A Time for Dance Coordinator (Dance)

**DELIVERABLES**

NHAC DJyou™: The DJ School shall provide students with knowledge on how to mix music and create beats using turntables and mixing software technology using the iPads and turntables provided (included in material costs). Students will be allowed to use the class set of iPads, turntables, and mixing equipment purchased to create music, and beats, and learn to build and structure their very own songs!

NHAC A Time for Dance shall provide students with ballet, tap, and cultural movement classes in order to present a culminating activity and performance for the entire school.

Number of Hours of Student orientation: 30 minutes at the beginning of each session

Number of Hours of Staff training: 2-hour virtual and/or in-person training sessions/cohort

**Book and materials**

DJyou™: The DJou School in-person course material, iPads, Turntables, mixing equipment, DJ software, Speakers, mics, and sound equipment.

Materials: A Time For Dance: Dancewear (tutus and other cultural attire)

**DATA AND REPORTING**

Program effectiveness will be evaluated by a pre-and-post survey given to administrators and participants using an end-of-year program effectiveness survey.

## **Diagnostic Assessments**

Diagnostic assessments will be completed on iPad apps. Students will be provided access to iPads provided by DJyou: The DJ School. All equipment and course materials compatible with DJ software will be available for student use during enrichment instructional time (2hrs/cohort). DJÜ™: The DJ School staff will provide each school site with access to their DJ software as well as access through the pre-programmed class set of iPads provided by DJU and all materials.

A Time to Dance will present a culminating activity and performance/recital for the entire school.

## **Milestones**

Knowledge on how to create personalized beats on DJyou™: The DJ School Turntables, iPads, and DJ software.

## **Outcome of the program(s)**

Students attending the DJYou™: The DJ School will be able to DJ events for peers, and use skills learned for future employment.

Students attending A Time for Dance will obtain knowledge of proper form and dance technique to present a performance/recital for the entire school

## Exhibit A

Statement of Work, Contract No. 4400011272

### **Objective 10 – Student Leadership Development**

#### **SCOPE**

The BSAP success indicators that New Hope Academy of Change (NHAC) will address will be:

1. Skills development – students will develop a comprehensive set of practical skills and tools such as time and meeting management, agenda setting, group dynamics and team building.
2. Develop effective communication – students will learn how to utilize written, verbal, non-verbal communication, electronic devices, and listening skills to develop interpersonal relationships, manage conflicts, and work across differences.
3. Gain knowledge – students will learn of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the use of power between groups.

NHAC will provide services for Student Leadership Development service to the population of schools & families below:

Number of schools to be served: Up to 211

Number of families to be served: All BSAP Families

Number of students to be served: 20 students per session x 8 cohorts per school site.

The Leadership Development Program is a grade-level adaptable leadership development initiative designed to empower Black students to recognize their innate abilities and leadership potential. The program focuses on learning about self and community accountability, the art of negotiating, managing emotions, and effective persuasion. The program discusses Black leaders and influencers equips students with the necessary skills to become effective leaders and positive influencers in their schools and communities. This program aims to increase Black graduation rates, reduce chronic absenteeism, and enhance participation in extracurricular activities at school.

#### **REQUIREMENTS**

The following requirements help ensure a smooth and efficient implementation of services, and a collaborative working relationship between New Hope Academy of Change and the school site.

- Code of Conduct with Students: Contractor shall comply with District’s Code of Conduct with students, attached hereto and incorporated herein.
- Point of Contact: Each school is required to designate at least one person as the point of contact for coordination of field work, job shadowing, internships, and externships, vocational trade development and apprenticeship program and collaboration with New Hope Academy of Change.
- School Staff Training: Each school site is required to designate at least one person to attend a virtual or in-person that will learn about NHAC’s college and career planning program to support BSAP students.
- Services shall be provided in person.

NHAC staff will:

- Present the leadership development program to school principals, highlighting its alignment with the BSAP and its potential impact on student achievement.
- Collaborate with school leaders to identify a program coordinator or leadership team responsible for program implementation at each participating school.
- Develop a student recruitment plan, considering factors such as grade level, student interest, and potential for growth.
- Collaborate with school staff, counselors, and community organizations to identify and select students who would benefit from the leadership development program.
- Host an orientation session for selected students, providing an overview of the program, expectations, and opportunities for growth.

### **Staff Training: On-Site Support Staff**

Provide training sessions for school staff on program goals, implementation strategies, and effective leadership development practices.

Offer resources and tools for facilitating program activities beyond the 8-week cohorts.

### **Key Personnel**

Reginald Grant, Program Director

Erik McKee, Program Administrator

Denean Minfield, Program Coordinator

### **DELIVERABLES**

After completing the 8-week leadership development cohort, students can expect to receive the following deliverables:

Enhanced Leadership Skills:

1. Students will have developed a range of leadership skills, including effective communication, teamwork, problem-solving, decision-making, and goal setting. They will be equipped with the tools and strategies necessary to lead themselves and others, both academically and personally.
2. Increased Self-Awareness and Confidence: Students will have gained a deeper understanding of their strengths, talents, and leadership potential. They will have improved self-awareness, enabling them to identify areas for growth and leverage their unique qualities to succeed.
3. Expanded Network and Community Connections: Students will have expanded their network through mentorship opportunities, interactions with guest speakers, and collaboration with peers. They will have established connections with community organizations and leaders, providing ongoing support and potential future opportunities.
4. Actionable Leadership Plan: Students will have developed a personalized leadership plan outlining their goals, action steps, and strategies for implementing positive change in their

schools or communities. They will have a clear roadmap for applying their leadership skills and making a tangible impact beyond the program.

These deliverables and outcomes aim to empower students to become effective leaders, confident individuals, and positive influencers within their schools, communities, and future endeavors. The program equips them with valuable skills and perspectives that will support their personal growth, academic success, and long-term leadership potential.

Number of Hours of Student orientation: 30-60 min

Number of Hours of Staff training: 1

### **DATA AND REPORTING**

Program effectiveness will be evaluated at the end of cohort by administrators and participants using an end of year program effectiveness survey.

Pre-assessments will be conducted at the beginning of the program to gauge students' baseline knowledge, skills, and attitudes related to college and career readiness. Post-assessments will be administered towards the end of the program to evaluate students' growth and development in key areas.

The program provides students with the necessary information, resources, and support to develop college aspirations, navigate the college application process, and successfully transition into post-secondary education.

NHAC will assess the Leadership Development Program with a pre and post assessment to measure the students' knowledge, skills, and attitudes before and after the program. The assessment is in a prompt and response format. This data will indicate the extent of growth and development achieved through the 8-week cohort.

We will also have the students and teachers participate in a survey to gather feedback on the program. This data will provide insights into their experiences, satisfaction levels, perceived growth, and areas for improvement. The results of these assessments will be delivered to the respective school principal and the LAUSD BSAP Coordinator.

### **END OF STATEMENT OF WORK**

**EXHIBIT B**

**Fee Schedule, Contract No. 4400011272**

**Objective 2: Peace Building** - Fully Burdened Fee Rates. *Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee:** Pricing Per 8-week Cohort of 20 students

**Hours:** 32 hrs. (2hrs/2x per week)

**Duration:** 8 weeks per/session

School Level	Price per Unit	Unit
Grades K-5	\$ 35,000.00	Per/cohort
Grades 6-8	\$ 35,000.00	Per/cohort
Grades 9-12	\$ 35,000.00	Per/cohort

**Description of Services (in person):**

NHAC staff will provide training sessions for the Peace Builders 8-Week Course Curriculum program. Training provides teaching techniques, behavioral management strategies to effectively lead the course. Services of the NHAC Peace Builder’s Program will allow participants to engage in role-playing activities, group discussions, and other interactive activities to reinforce their learning. They will also have opportunities to reflect on their learning and receive feedback from their peers and the facilitator. By the end of the program, participants will have developed core life skills to successfully manage school, work, outside interests, and social relationships, as well as increased knowledge and understanding of conflict and preferred methods of self-control and conflict resolution skills. They will also have gained self-confidence, improved communication skills, and stronger relationships with their peers.

**Exhibit B**

Fee Schedule, Contract No. 4400011272

**Objective 3: Community Development.** Fully Burdened Fee Rates. *Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee:** Pricing Per 8-week Cohort of 20 students

**Hours:** 32 hrs. (2hrs/2x per week)

**Duration:** 8 weeks per/session

School Level	Price per Unit	Unit
Grades K-5	§35,000.00	Per cohort
Grades 6-8	§ 35,000.00	Per cohort
Grades 9-12	\$ 35,000.00	Per cohort

**Description of Services (in person):**

Our community development programs align with the BSAP indicators of increasing parent and family engagement, increasing participation in extracurricular activities at school, and increasing the presence of community organizations on campus in the following ways:

1. Increase Levels of Parent and Family Engagement: We offer parent engagement sessions that provide resources, information, and strategies to support their children's development and academic success. Increase Participation in Extracurricular Activities at School:
2. Increase Participation in Extracurricular Activities at School: Our programs provide a wide range of extracurricular activities that cater to diverse interests and talents. We actively promote and encourage students' involvement in clubs, sports teams, arts programs, community service initiatives, and other extracurricular opportunities.
3. Increase Presence of Community Organizations on Campus: Our programs collaborate with these organizations to bring their services, expertise, and resources directly to the school campus. We organize events, workshops, and presentations in collaboration with community organizations to enhance the presence of these organizations and their contributions to the school community. Furthermore, our College and Career program specifically targets high school students and is offered during the summer. It provides guidance, resources, and support for students in exploring post-secondary education options, career pathways, and developing essential skills for college and career success. This program goes hand in hand with our Work Based Learning Partnership Program.

**On boarding will consist of:**

1. Identifying community needs by conducting a comprehensive needs assessment to identify the specific needs and priorities of the community. Engage with community members, leaders, and stakeholders through surveys, focus groups, and meetings to gather valuable insights.

2. Based on the identified needs, we will develop a program framework that addresses the specific areas of holistic development, health and wellness, entrepreneurial education, college and career exploration, technological instruction, and skill-building.
3. Recruit interested student participants, ensuring inclusivity and accessibility. Provide clear information to potential participants and their families about program benefits, expectations, and requirements.
4. Execute a program launch event to officially introduce the community development program to student participants, families, and community members.

**Exhibit B**

Fee Schedule, Contract No. 4400011272

**Objective 4: Parent Education-** Fully Burdened Fee Rates. Indicate per unit: hour, student/parent, group, school site, cohort, session, etc. *Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee: Pricing Per 8-week Cohort**

**Hours: 40 hrs.** (2hrs/2x per week)

**Duration: 8 weeks** per cohort

<b>School Level</b>	<b>Price</b>	<b>Unit</b>
Grades K-5	\$ 24,000.00	Per/parent cohort
Grades 6-8	\$ 24,000.00	Per/parent cohort
Grades 9-12	\$ 24,000.00	Per/Parent cohort

**Description of Services (in person):**

The NHAC 8-week parent education program, Parenting Engagement provides Black students and families with training sessions and workshops that increase the knowledge, skills, and resources to effectively improve parent and student communication. The program focuses on building a supportive community and providing education on effective communication, positive discipline, child development, resilience, self-care, navigating the education system, and building community. By participating in this program, Black families can gain confidence in their parenting and communication skills while building a strong, supportive community. Parents and students will be trained on Dr. Joyce Epstein's six (6) types of Parent Involvement. Dr. Epstein's six (6) types of parent involvement are Parenting, Communicating, Volunteering, Learning at Home, Decision making, and Collaborating with the Community.

**Exhibit B**

Fee Schedule, Contract No. 4400011272

**Objective 7: College Planning and Participation. Fully Burdened Fee Rates.***Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.***Program Costs/Fee: Pricing Per 8-week Cohort****Hours: 32 hrs.** (2hrs/2x per week)**Duration: 8 weeks** per/session

<b>School Level</b>	<b>Price</b>	<b>Unit</b>
5 <sup>th</sup> & above	\$ 24,000.00	Per/cohort
Grades 6-8	\$ 24,000.00	Per/cohort
Grades 9-12	\$ 24,000.00	Per/cohort

**Description of Services (in person):**

Fifth grade and above, middle grades 6-8 and high school grades 9-12 to encourage these students to attend college/university after graduation. Services include information regarding the “Importance of preparing to attend college.

Students will become familiar with the A-G requirements, coursework, and tests necessary to take to apply to college. Additionally, the NHAC has a College and Career Center online to allow students to research the admission requirements for the colleges that they desire to attend. Students will be able to use a single sign -on to access the portal. Elementary students grade five (5) and their parents will also be provided this opportunity so that they can begin to focus on developing good study habits and earning good grades to attend college and land a good job. This program is designed for 20 students per cohort. Session hours are curtailed per grade level. High school groups require additional hours for LA College Promise workshops, scholarship search, and application essay review.

**Exhibit B**

Fee Schedule, Contract No. 4400011272

**Objective 8: Career mentoring & job training in direct students' participation in class and small group.**

Fully Burdened Fee Rates. *Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee: Pricing Per 8-week Cohort**

**Hours: 32 hrs.** (2hrs/2x per week)

**Duration: 8 weeks** per/session

School Level	Price	Unit
Grades 5th	\$ 24,000.00	Per/cohort
Grades 6-8	\$ 24,000.00	Per/cohort
Grades 9-12	\$ 24,000.00	Per/cohort

**Description of Services (in person):**

Desired outcomes for NHAC's mentorship program include improved academic performance, increased self-esteem and confidence, better communication skills, and increased motivation and engagement in school and beyond. NHAC's mentorship program will provide:

- Fieldwork, job-shadowing, internships, and externships
- Peer Mentorship

**Exhibit B**

**Fee Schedule, Contract No. 4400011272**

**Objective 9: Academic Enrichment: Dance, Art, and Music.** Fully Burdened Fee Rates. *Indicate per unit: hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee:** Pricing Per 8-week Cohort is 20 students.

**Hours:** 32 hrs. (2hrs/2x per week)

**Duration:** 8 weeks per/session

School Level	Price	Unit
Grades 5th	\$ 24,000.00	Per/cohort
Grades 6-8	\$ 24,000.00	Per/cohort
Grades 9-12	\$ 24,000.00	Per/cohort

**Description of Services (in person):**

A Time to Dance will teach students proper formal ballet and cultural dance techniques to present and perform for the entire school.

Classical Tap and Ballet lessons. Teaching participants proper dance techniques while building self-esteem with the dance industry's leading professionals.

The DJ School shall provide students with knowledge on how to mix music and create beats using turntables and iPads and turntables provided and learn to build and structure their very own songs.

**Exhibit B**

**Fee Schedule, Contract No. 4400011272**

**Objective 10: Student support in Leadership Development.** Fully Burdened Fee Rates. *Indicate per unit hour, student/parent, group, school site, cohort, session, etc.*

**Program Costs/Fee:** Pricing Per 8-week Cohort is 20 students

**Hours:** 32 hrs. (2hrs/2x per week)

**Duration:** 8 weeks per/session

School Level	Price per Unit	Unit
Grade 5th	\$ 35,000.00	Per cohort
Grades 6-8	\$ 35,000.00	Per cohort
Grades 9-12	\$ 35,000.00	Per cohort

**Description of Services (in person):**

YEP: Youth Entrepreneur Program will provide youth entrepreneurial training services both in person and virtually. Services to be offered include Creating a Business Plan, How to deliver a pitch, Public Speaking tips and tools, impactful reading, and instructional materials.

NHAC staff will provide training sessions to community leaders, students, and any interested on-site staff to learn the program, teaching techniques and behavioral management strategies required to lead sessions.

Services include information regarding the “Importance of preparing to attend college.” Students will become familiar with the A-G requirements, coursework, and tests necessary to take to apply to college. NHAC provides college outreach supports via workshops/groups/direct support for Black students in elementary grades 5-above, middle grades 6-8 and high school grades 9-12 to encourage these students to attend college/university after graduation.

**END OF FEE SCHEDULE**