Directory of Los Angeles Unified School District (LAUSD) Contracted Providers of College Access Planning and Reporting

August 2021

Table of Contents

A. Introduction

The District issued Request for Proposals for Professional Development for College Access Planning and Reporting with the goal of contracting a "bench" of providers that schools and offices can engage by issuing purchase orders.

Proposals were evaluated for demonstrated experience working within urban school environments, understanding of high-needs student populations and appreciation for diverse learners, as well as expertise in the Standards.

Over fourteen (14) professional development organizations, both for-profit and non-profit, were selected to be on the bench for a five (5) year period concluding November 30, 2025. A variety of services, materials and modes of delivery are presented as well as a range of prices and instructional intensiveness. All of the services and resources listed within this guide are available to schools and instructional units without requiring a competitive selection process.

B. Contracting Procedure

Principals and other responsible staff should contact the representatives of the selected firm(s) to obtain information on content, scheduling, instructors and pricing. Pricing should be within the guidelines contained within this directory. If there are any questions on prices please contact the Shopping Cart Support Center or Buyer assigned to your local district for assistance.

Shopping Cart should reference the Vendor # and the Contract # that is listed in this directory. The SAP Product Category for professional services is 96102. Any questions about this process should be directed to the Shopping Cart Support Center or Buyer assigned to your local district for assistance.

Step by Step:

    1. Contact a vendor that offers services of interest to you. Obtain quote, scope of services and delivery schedule. If services will extend over weeks or months include an invoice schedule also.

    2. Create a Shopping Cart:

        a) Reference
            - Vendor # (enter in "Preferred Vendor" field)
            - Contract # (enter in the "Sources of Supply" tab. If an error message is received at this point contact your Shopping Cart Support Center or Buyer assigned to your local district for assistance).

        b) Attach quotation, scope of work and schedule.

    3. Confirm that vendor received the purchase order.

A. Introduction

The District issued Request for Proposals for Professional Development for College Access Planning and Reporting with the goal of contracting a "bench" of providers that schools and offices can engage by issuing purchase orders.

Proposals were evaluated for demonstrated experience working within urban school environments, understanding of high-needs student populations and appreciation for diverse learners, as well as expertise in the Standards.

Over fourteen (14) professional development organizations, both for-profit and non-profit, were selected to be on the bench for a five (5) year period concluding November 30, 2025. A variety of services, materials and modes of delivery are presented as well as a range of prices and instructional intensiveness. All of the services and resources listed within this guide are available to schools and instructional units without requiring a competitive selection process.

C. List of Providers

PROVIDER	VENDOR#	CONTRACT#	CONTACT	E-MAIL	PHONE
Boys and Girls Club of Carson	1000001715	4400008886	Sharon Ramos	sramos@bgccarson.org	(424) 750-6060 (310) 522-0500
College Summit Inc. dba Peerforward	1000002796	4400008887	Raquel Figueroa	rfigueroa@peerforward.org	(202) 319-1763 Ext. 615
Defined Learning	1000013010	4400008888	Sarah Scott	sarah_scott@definedlearning.com	(619) 601-7223
EduCare Foundation	1000000536	4400008889	Stu Semigran	stu@educarefoundation.com	(818) 646-5220 (818) 646-5225
Fulfillment Fund	1000011481	4400008920	Joanne Reyes	jreyes@fulfillment.org	(323) 900-8721 (805) 638-7600
Good Sports Ltd, dba ARC	1000001636	4400008921	Brad Lupien	brad@arc-experience.com	(310) 671-4499
iMentor, Inc.	1000019624	4400008922	Primo Lasana	plasana@imentor.org	(917) 826-2031
Nepris, Inc.	1000009897	4400008924	Thomas McMullen	thomas@nepris.com	(424) 282-0277
Naviance, Inc.	100000	4400008923	Scott Hinojosa	scott.hinojosa@powerschool.com	(801) 634-8202
Opinion Interactive dba Spotlight	1000015666	4400008925	Mike Fee	info@sportlight-education.com	(510) 282-7041
Partnership for Los Angeles Schools	1000007652	4400008926	Ian Guidera	ian.guidera@partnershipla.org	(310) 699-1806
Plus Me Project	1000007701	4400008927	Richard Reyes	richard@theplusmeproject.org	(323) 441-6700
Salesian Family Youth Center	1000017231	4400008928	Juan Carlos Montenegro	jc@salesianclubs-la.org	(323) 980-8551
Study Smart Tutors, Inc.	1000006862	4400008929	Jack Friedman	Jackf@StudySmartTutors.com	(818) 457-1728
TPR Education	1000008518	4400008930	Eduardo Ceja	Eduardo.ceja@review.com	(323) 697-9771
UCLA Center X	1000006751	4400008931	Dr. Annamarie Francois	francois@gseis.ucla.edu	(310) 825-6812
XAP Corporation	1000014477	4400008932	Eddie Monnier	emonnier@xap.com	(424) 341-6762
Xello, Inc.	1000006732	4400008933	Matt McQuillen	mattm@xello.world	(800) 965-8541 Ext. 124

Boys and Girls Clubs of Carson

Contract No.:	4400008886
Vendor No.:	1000001715
Contact Name:	Sharon Ramos
Contact Number:	(424) 750-6060
	(310) 522-0500
Contact Email:	sramos@bgccarson.org

PROGRAM COMPONENTS

The BGCC College & Career Access Program begins as early as 5th grade, supporting students so that they may confidently transition into middle school, high school, and college. Case managers work one-on-one with students to support academic transitions, provide mentorship, and supply individualized support and resources.

The program includes workshops, field trips, and hands-on experience opportunities. Club staff empower young people to make confident college and career decisions, and become leaders within their communities. College & career case management pairs students with a case manager that provides one-on-one support. Case Managers guide students through programs and activities that suit individual needs.

Program descriptions are listed below; please see sample high school and middle school program plans from the 2019-2020 school year.

Workshops:
- College Bound includes weekly workshops introducing college exposure, college applications, financial aid, and college life. Teens receive college research and application assistance, as well as financial guidance including federal and state aid scholarships.
- Money Matters financial literacy provides a working and practical knowledge of money so young people make confident decisions when it comes to spending and saving. BGCC promotes financial responsibility and independence among teens by building their basic money management skills. Our teens learn to manage a checking account, budget, save, and invest.
- Career Launch includes weekly workshops and one-on-one case management encourages teens to assess their skills and interests, explore careers, make sound educational decisions, and prepare to join our nation's ever-changing workforce. Teens build their resumes, apply to, and interview for jobs, all with the support of a case manager. Case managers track job interviews and job attainment, as well as academic achievements and challenges.

Events:
- Cash 4 College annual event invites students and parents for workshops providing one-on-one support to apply for college and financial aid.
- College tours and exposure show many young people a college campus for the first time, where they see first-hand how to get involved in college.
- Mock interviews pair teens with community leaders to practice interview etiquette and questions.
- Worksite field trips, exposing teens to lesser known career paths in their own communities.

Hands-on Experience:
- Certificate training for teens includes driver's education, food handlers, first aid, and CPR.
- SAT / ACT test preparation.

Parent and Family Preparedness:
- Parent and family workshops in partnership with campus family resource centers.

- Family communications via text and email, updating family on student progress and resources available.

Boys & Girls Clubs of Carson

College & Career Access Program

The Boys & Girls Clubs of Carson's College & Career Access Program provides college pathway services and career preparation and exposure activities to students in grades 6 through 12. Staff transition incoming 6th graders into the program, and recruit throughout the school year. The Achievement in Middle School (AIM) component of the program provides youth opportunity to thrive in middle school and transition into high school with confidence.

Case managers asses youth, support academic and career plan development, advocate for youth, locate resources and services, and monitor youth progress. One-on-one case management begins in 6th grade and supports youth through college and career success activities while increasing youth proficiencies in core subjects so they may build strong pipelines to transition into high school. AIM for College and transition events work together to support individuals as they explore their passions and prepare for success.

Case managers continue to work one-on-one with incoming 9th grade students, providing mentorship, and individualized support and resources. The College & Career Access Program for high school students includes workshops, field trips, and hands-on experience opportunities. College activities include college research, applications, and financial aid, with additional support to first generation college students and students with a high financial aid need. College field trips show many young people a college campus for the first time, where they see first-hand how to get involved in college. Career and financial activities introduce career opportunities, financial literacy, and goal setting. Workshop curriculum including Money Matters and Career Launch introduce teens to mentors in the workforce, provide hands-on certification training, and support teens into job placements. Staff empower students to make confident college and career decisions.

<u>**HIGH SCHOOL SERVICES**</u>

Components are available as a full suite of programs or a la carte.

College & Career Access Program – Full Suite ($88,000): This 36-week College Access program provides all of the below services with the exceptions of California's Systems of Higher Education and Jr. Intern. It offers 36 weekly 1-hour workshops, college and career case management, and the following:

- Case Management
- Four college visits (2 per semester)
- Cash for College event
- SAT Prep Course
- Scholarship Opportunities
- Senior Bound (during the summer)
- Workforce Development

California's Systems of Higher Education Series ($9,000): This 7-week course provides students and their parents with information about the various higher education institutions in California, out of state universities and the requirements for each. Weekly 1-hour workshops

BOYS & GIRLS CLUBS
OF CARSON

provide an in-depth look at each type of higher education institution and their specific requirements. One workshop is dedicated to the difference between public and private universities and one is dedicated to the college course requirements and the college pathway. The course can serve 20 students and 20 parents.

College & Career Access Exposure and Case Management ($30,000): Over the course of ten months, two College & Career Case Managers will conduct five College Access workshops and hold five college visits. Activities are targeted to 9th through 12th grade students. Workshop topics provide a more in-depth look at the various higher education options available. Students learn about the University of California and California State University systems, private schools, and the Common Application, the community college option and the process of transferring to a university and how to choose the right school. Students will then get a chance to visit one of each type of higher education institution and attend a College Admissions Fair. The College Exposure Series can serve up to 50 students. Case management provides each student one-on-one support to meet the individual needs of students. Needs may range from developing 4-year plans, SAT/ACT registration, completing college applications, financial aid, scholarships, resume reviews, and personal statement preparation.

SAT / ACT Preparation Series ($10,500): This 8-week session provides 20 students (10th and 11th grade) with four College Access workshops and twelve of SAT Prep sessions. The College & Career Case Manager conducts four 1-hour College Access workshops. Topics include an introduction to the College Bound program, California's Institutions of Higher Education, the path to high school graduation and how to create a four-year plan. SAT sessions include nine 2-hour SAT prep classes and three SAT practice tests. Activities are conducted by a College & Career Case Manager and Princeton Review staff.

Senior Bound: Incoming 11th and 12th grade students will gain knowledge and build skills needed to make appropriate educational, career, and lifestyle choices. This college course examines topics that include post-secondary programs and their requirements, career resources and the career decision-making process, study skills, and the elements of a healthy lifestyle. Over the course of the class, students will design their own individualized educational plan. A college visit culminates the course. Senior Bound can be offered during the school year or in the summer. Each session can serve 35 students.

- **Senior Bound School Year ($17,000)**: Two 8-week sessions (fall and spring) with 1-hour workshops conducted twice a week.
- **Senior Bound Summer ($16,000)**: One 4-week session with 1.5-hour workshops conducted four times a week.

Jr. Intern ($7,000): This 8-week internship places up to six 12th grade students in roles during BGCC Summer Camp. Jr. Intern roles and responsibilities include assisting staff members, program plan development, working one-on-one with younger camp members, and a research project based on individual interests with the intention of improving BGCC student outcomes. Jr. Interns gain healthy communication styles, teamwork skills, research skills, work ethic, and learn their self-worth. Interns present their research project for the BGCC executive team and Board President.

Workforce Development ($9,000): This 10-week course builds skills to help 12th grade students succeed academically and in their professional lives. Weekly 1-hour workshops cover topics that help them develop life skills (time management, goal setting, etc.) and prepare them

BOYS & GIRLS CLUBS
OF CARSON

for success in the workforce (resume writing, professional etiquette, and financial literacy). Guest presentations introduce them to various careers. A mock interview with community professionals gives teens the opportunity to present themselves in a professional setting and receive feedback. Workshops can accommodate 20 students.

MIDDLE SCHOOL SERVICES

AIM (Achievement in Middle School) for College ($8,000): College Access workshops introduce middle school students to college, the college pathway, and what they need to begin doing now to achieve their academic goals. Students build life skills that will help them succeed academically (study skills, time management, note taking, etc.) and in their careers (mock interviews, professional etiquette, and networking. This 4-week session provides eight 1-hour workshops twice a week. Schools can choose from eight College Access workshop topics and four life skills topics. Workshops can accommodate 20 students.

AIM for Parents ($7,000): This 8-week course provides weekly 1-hour workshops to parents of middle school students. Topics include preparing their child for success in high school, starting the college pathway in middle school, an introduction to the various post-secondary options and how to pay for college. Workshops can accommodate 20 parents.

AIM for Students and Parents ($15,000): This year-round program offers 36 weekly 1-hour College Access workshops for middle school students. An additional lab day/section each week provides students with more College Access support. Each semester, 25 students will receive three one-on-one academic case management sessions. Four AIM for Parents workshops will be conducted throughout the year.

<center>END</center>

College Summit, Inc. dba PeerForward

Contract No.:   4400008887

Vendor No.:   1000002796

Contact Name: Raquel Figueroa
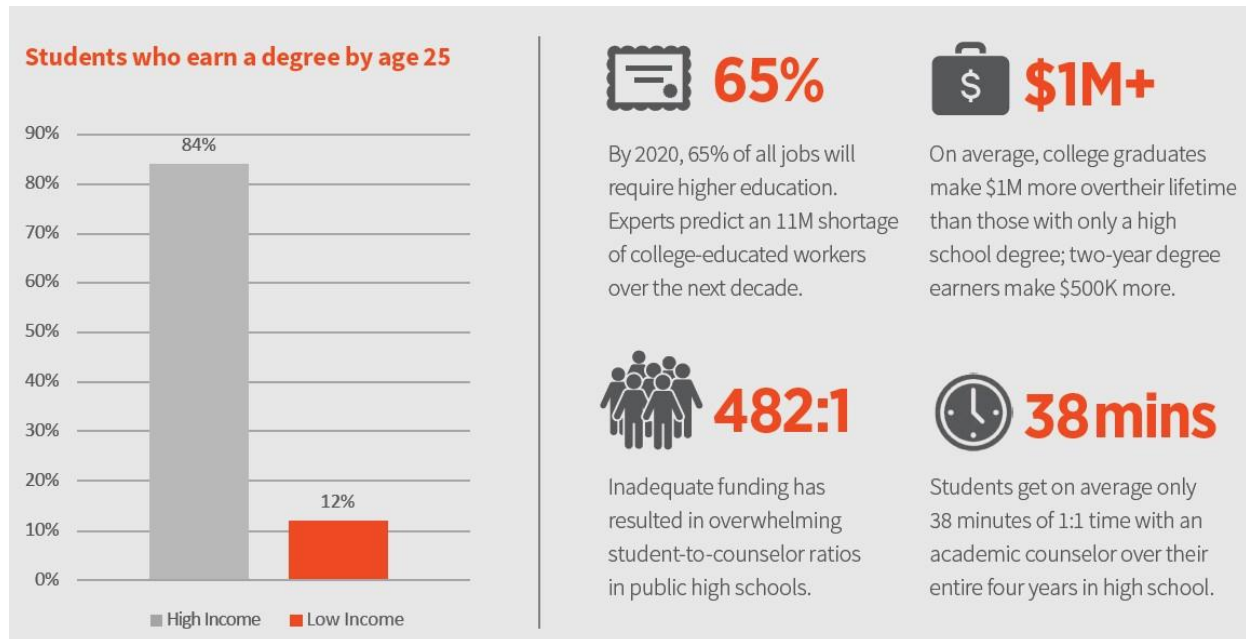
Contact Number: (202) 319-1763 Ext. 615

Contact Email: rfigueroa@peerforward.org

Schedule of Services

PROGRAM COMPONENTS

PeerForward exists to break the cycle of structural racism in America. Due to centuries of discrimination, low-income families of color have not been able to accumulate and transmit the social capital necessary to navigate postsecondary pathways. Through the power of peer networks, PeerForward distributes this social capital that is enjoyed organically by more privileged students.

The Nation's Challenge

Students who earn a degree by age 25

	High Income	Low Income
	84%	12%

65%
By 2020, 65% of all jobs will require higher education. Experts predict an 11M shortage of college-educated workers over the next decade.

$1M+
On average, college graduates make $1M more over their lifetime than those with only a high school degree; two-year degree earners make $500K more.

482:1
Inadequate funding has resulted in overwhelming student-to-counselor ratios in public high schools.

38 mins
Students get on average only 38 minutes of 1:1 time with an academic counselor over their entire four years in high school.

The power of a college education is clear. Labor statistics continue to confirm that those who complete higher education see higher paychecks: two-year degree holders earn about $500,000 more in lifetime earnings than those with only a high school diploma, and those with four-year degrees earn $1M more. Those with degrees live longer and are more likely to have steady employment and health insurance. We also know those with a college degree are more likely to own a home, be civically engaged, and send their own children to college.

> I know how much it was a struggle for me growing up with parents that didn't go to college and couldn't get the jobs they deserved due to no degree. A degree is a gateway to almost everything nowadays. Therefore, I don't want anyone else going through that. Instead I want to help people pursue higher education.
>
> -Peer Leader at PeerForward Partner High School

Schedule of Services

Career & Life Aspirations of PeerForward Peer Leaders at LAUSD High Schools Fall 2018

Someday I want to be...

Architect	Anesthesiologist
Engineer	Sportscaster
Journalist	Speech pathologist
Oncologist	Social worker
Teacher	Forensic scientist
Pediatrician	Immigration rights lawyer

Someday I want to accomplish...

Curing Alzheimer's

Helping my community

Creating a form of transportation that is both time-efficient and eco-friendly

Owning a small business

Graduating from a four-year university

Being CEO of a company or editor in chief for a newspaper

Earning my master's degree

Performing brain surgery

Creating a building for the homeless where we can provide health services and shelter

Buying my own car

College graduates are half as likely as high school graduates to be unemployed, are more likely to vote, volunteer, and exercise and they pay almost $250,000 more in federal taxes in a lifetime. College benefits even extend to non-college-educated neighbors: for every 10% increase in a city's population with four-year degrees, regional wages at every educational level rise by 8%. College attainment is the number one driver of urban economic growth. That's why the opportunity to pursue higher education is so critical for families, communities, and our nation.

PeerForward understands that LAUSD is motivated by these social and economic forces and by a strong desire to help students fulfill their potential.

PeerForward offers impactful programming that puts more students on the path to enroll and persist in college.

The Impact of Peer-Led Change

PeerForward has witnessed how transformational it is to put students at the center of community change efforts. In fact, it was our very own Peer Leaders who named our new program model PeerForward. We transitioned our organization name from College Summit to PeerForward as well. We feel it conveys what makes us unique in the college access field – our reliance on powerful peer-to-peer influence and coaching. PeerForward remains committed to its mission of transforming the lives of low-income youth by empowering students to guide more of their peers to higher education.

PeerForward is proving to be an exciting, efficient, and effective way to motivate students from low-income and minority communities who might not otherwise receive guidance and inspiration to pursue a college and career pathway. It harnesses the power of student-driven change to boost college preparation and career ambition across an entire school. PeerForward taps an existing resource available in every high school – influential students, whom we call Peer Leaders. Our unique PeerForward Method trains, coaches, and deploys a team of Peer Leaders to execute

Research by leading education expert Andrew Sokatch finds "the best predictor of 4-year college enrollment for low-income minority students is whether they have friends who plan on going to college."

three powerful schoolwide campaigns to mobilize their peers to realize their college and career potential. The PeerForward program model encourages students to look beyond their own success and take responsibility for the success of their entire class. By elevating the college access paradigm from an individual to a collective pursuit, PeerForward embeds postsecondary education into a community's culture. This is particularly critical in communities where pursuing higher education is not the norm.

During the COVID-19 crisis, both our high school and college partners are recognizing how critical Peer Leaders are providing ongoing support to students even beyond college access, persistence and graduation. Even as our students have been impacted by this pandemic, they have been instrumental in helping us learn what support and resources they themselves and their peers need. We have learned that students need:
- Social/emotional and mental health support
- Housing, food, technology, internet and other basics
- Support with distance learning, time management, etc.
- Navigating the college and financial aid process during COVID-19
- They want experiences that help them realize they "are not alone"

Peer Leaders are on the front lines in providing support and resources to their friends as they navigate this unprecedented interruption to their educational plans and are able to extend support to their College Counselors as they continue to address college access, success and persistence needs of their peers.

PeerForward Program

Aware that resources in low-income schools are often limited to provide students adequate postsecondary advising, PeerForward extends the capacity of the counseling office by leveraging the power of positive peer influence to guide peers to postsecondary success. Our peer-driven method not only changes the way high schools provide postsecondary guidance to students, but it also shifts cultural norms so that continuing education beyond high school becomes the expectation, not the exception.

PeerForward includes a group of integrated components that combine to create impact. These components are detailed in Appendix 2: Supporting Information for Program Components, Appendix 2a: Detailed PeerForward Program Description on pages 38 to 46.

Figure 1: PeerForward Program Components

Our experience might surprise many people who think that the solution to educational inequity is to bring complex and expensive interventions into schools. We say, instead, to leverage the inherent assets of the schools: the students themselves.

Student-led teams are an effective, efficient and affordable force for change. These students have the skills, initiative, and generosity of spirit to tap into the ambition and aspirations of their peers. We see Peer Leaders:

- Work directly with their friends and help them fill out college applications
- Ensure everyone has submitted financial aid forms through a case-management approach
- Organize college fairs; research and represent the colleges themselves when representatives won't schedule visits to their high schools
- Facilitate writing workshops on crafting a unique personal statement
- Share relevant and user-friendly college
- Share knowledge via smartphone apps

I believe programs like Peer Forward significantly encourage students to believe in their future. Our peer leaders empower their schoolmates by becoming role models, mentors, and college peer counselors. As a new high school, it has been challenging trying to find ways to develop our college going culture. Peer Forward taught us that it's the students who can create the long-lasting change necessary to encourage all of our students to pursue higher education.

Crystal Lu, PeerForward Advisor
Sun Valley Magnet High School, LAUSD

PeerForward works with high schools to identify influential students who would be effective Peer Leaders, forming a team of four 11th grade and four 12th grade students aided by an Advisor (school staff member) and a PeerForward Coach (one of our staff) trained in youth development and organizing techniques. The seniors on the team and the Advisor attend transformational workshops held on college campuses, where students experience college life, learn the process of applying to postsecondary schools, and engage in meaningful leadership development. They train with their PeerForward Coach and strategize for the school year by learning core community organizing principles, data collection and analysis skills, and campaign planning. **Due to COVID-19, Workshops for the School Year 2020-21 will be delivered virtually while meeting objectives of traditional, in-person Workshops.**

Peer Leaders return to their high schools and conduct three campaigns throughout the school year. Each campaign drives a measurable aim proven by research to drive postsecondary success for students in low-income schools.

Peer Forward has allowed me to connect and interact with my classmates stronger. I'm able to provide them better support when it comes to topics about college. I believe that as I help my classmates with college research, I am also learning new things myself.

Maria Balbuena Bojorquez, Peer Leader
Sun Valley High School, LAUSD

Schedule of Services

The three aims are: 1) completing the FAFSA early, 2) applying to three or more colleges, and 3) making the connection between career aspirations and academic decisions. The students lead the work – setting goals, gathering data to measure campaign success, organizing events, launching social media efforts, and reporting to administrators on progress.

Three Powerful Campaigns

1
Applying to three or more colleges

Yes, simply applying to more colleges measurably increases the chances of enrollment. Increasing the number of college applications submitted from one to two can raise a student's probability of enrollment by 40%. Submitting an additional application increases the probability another 10%.

2
Early filing for financial aid

The Free Application for Federal Student Aid (FAFSA) is required for need-based financial assistance, yet 2.2 million low-income students never file. Students who file the FAFSA early are 50% more likely to enroll in college, and timely filing can double the amount of grant funding awarded.

3
Connecting academics to college and career

First-generation students often don't connect academic excellence to specific life goals. Our career exploration initiative opens their eyes. Research shows that a student who makes a connection between college and his or her life goals is six times more likely to attain a degree than one who doesn't.

Additionally, as a response to social and racial equity gaps, over the next 12 months, PeerForward will equip 600+ high school and college students to surface and elevate racial equity and social justice issues in their school communities, become advocates for themselves and their peers, build campaigns for change, and chart paths to and through higher education. Below, illustrates how PeerForward has added the Choice Campaign.

Campaigns

Peer Leaders utilize Youth Activation to run campaigns promoting the three key actions research has proven will boost higher education enrollment and persistence. They also identify and design their own Choice Campaign to address a challenge unique to their school community. All four campaigns run concurrently.
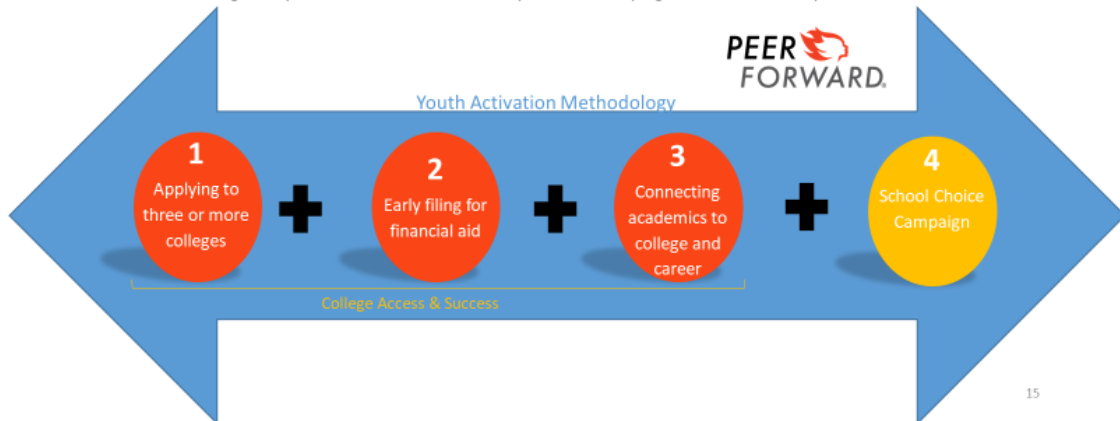
Choice Campaign

PeerForward teams will work with their Advisors and Administration to examine a community challenge using a **Needs Assessment.** Once they have selected the topic they'd like to address, they design a SMART Goal using a **SMART Goal Checklist.** They continue to use the PeerForward campaign planning materials to **plan 2 events per semester** events to raise awareness and address this challenge.

PeerForward Program Impact Nationwide

PeerForward rigorously measures impact through targeted research studies and on-going monitoring of program metrics and milestones. Through the years, our partner schools have experienced increases in college enrollment rates of up to 20%. In the 2016-17 school year, during the first full implementation year for our reinvented PeerForward program model, researchers at the University of Pittsburgh conducted rigorous evaluations of the PeerForward program, using propensity score matching methods to evaluate the effectiveness of the PeerForward program in influencing students to complete the FAFSA by the start of March. The goal of this analytic approach is to create treatment (PeerForward schools) and control (non-PeerForward schools) groups that are balanced across a set of characteristics that have been shown to have an impact on high school FAFSA completion rates. Researchers found PeerForward partner schools had a 26% higher rate of financial aid application completions than similar schools, helping students overcome a major hurdle to higher education.

PeerForward was pleased that this study was published in a Brookings Institution article in 2017 entitled "Could "With a Little Help from My Friends" become the next college access anthem?"

(https://www.brookings.edu/blog/brown-center-chalkboard/2017/08/18/could-with-a-little-help-from- [my-friends-become-the-next-college-access-anthem/](https://www.brookings.edu/blog/brown-center-chalkboard/2017/08/18/could-with-a-little-help-from-my-friends-become-the-next-college-access-anthem/)).

The same research was conducted again in the 2017-18 school year and similar statistically significant results were found, with PeerForward high schools averaging a 15% greater FAFSA completion rate. In some states, such as California and New York, the difference was even more dramatic – 37% higher completion rates in California and 28% higher rates in New York. Over the course of the two years of the study, PeerForward students achieved incremental financial aid of $20M to fund their college dreams.

In 2018-19, PeerForward teams continue to run robust and creative campaigns, and early high school results are promising with Free Application for Federal Student Aid (FAFSA) completion rates tracking 7 percentage points higher than the year before schools first implemented PeerForward.

PeerForward Program Impact in LAUSD

The PeerForward program is having a strong impact on college and career readiness with our LAUSD partner high schools

2017-18 School Year
- As of March 1, 2018, our early FAFSA deadline, 60% of seniors in LAUSD partner schools had completed their FAFSA, with the number increasing to 73% by June 1, a 13-percentage point increase. Completing the FAFSA is a key indicator of enrollment and persistence in higher education, and timely filing can double the amount of grant funding awarded.
- In our retained LAUSD partner schools in the 2017-18 school year, 14% more students completed one or more college application(s) and 15% more students completed three or more college applications than in the previous year. Increasing the number of college applications submitted from one to two can raise a student's probability of enrollment by 40%. Submitting an additional application increases the probability another 10%.
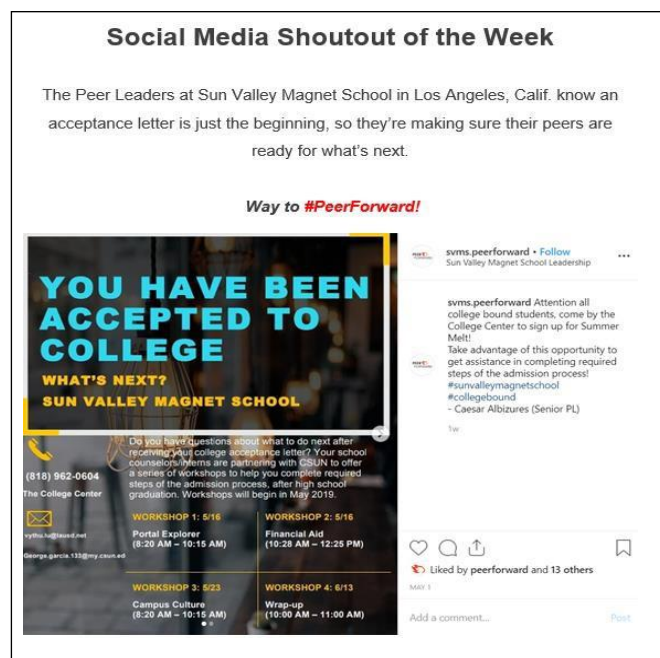
2018-19 School Year
- As of May 3, 2019, 78% of seniors in LAUSD PeerForward schools have completed the FAFSA, compared to 73% the year before. In total, 412 seniors have completed the FAFSA this year, giving students in Los Angeles County access to approximately $3.8M in Pell Grant and state financial aid and other forms of financial aid.
- As of May 3, 2019, LAUSD PeerForward schools reported that 62% of seniors have submitted three or more college applications and at least one college application.

2019-20 School Year
- As of June 5, 2020, 68% of seniors in the LAUSD PeerForward schools have completed the FAFSA, compared to 44% in their baseline year (the year before partnering with PeerForward). This represents a 23.5% point increase in FAFSA completion since PeerForward has partnered with the current LAUSD schools.
- As of March 13, 2020, the LAUSD PeerForward schools reported that 72% of seniors have submitted

one or more college applications and 45% reported submitting three or more college applications. Due to COVID-19, we were unable to collect updated College Application Data after March 13, 2020.

COLLEGE ACCESS PLANNING AND REPORTING

SCHEDULE OF SERVICES AND PRICES

PRICE

Prices are fully-burdened, including travel and other expenses.

Category	Unit*	Price
Professional Development, Students	Three Professional Development workshops: - A 4-day residential workshop held on a college campus where 4 seniors (Peer Leaders) selected by the school toward the end of their junior year are trained to create a college-going culture across their entire school and to organize school-wide campaigns throughout the course of the academic year focused on applying to three or more colleges, early filing for financial aid, and connecting academics to college and career. At the training, Peer Leaders hone in on their intrinsic abilities and develop core leadership skills, such as self-advocacy, problem-solving, and strategic planning. - Two (1) day trainings for 8 Peer Leaders (4 juniors and 4 seniors) during the academic year to support with program management. Students get the chance to strengthen their leadership skills, data analysis skills and project management skills.	Included
Professional Development, School Advisors	Three Professional Development workshops: - A 4-day residential workshop held on a college campus where the 1 educator Advisor per Peer Leader Team is selected by the school receives training and professional development on how to engage their Peer Leaders and effectively utilize the Advisor Playbook, resources, and materials. They will also learn about the significant and fulfilling role they will play in helping their PeerForward Team carry out each campaign. Advisors will observe and participate in key sessions and activities with their students and begin school year campaign planning together as a team. - Two (1) day trainings for 1 educator Advisor per Peer Leader Team during the academic year to support program management. Advisors will work closely with each Peer Leader team to analyze data to drive results, provide coaching to Peer Leaders on how to manage a project and support with the strengthening of their own coaching techniques.	Included

COLLEGE ACCESS PLANNING AND REPORTING
SCHEDULE OF SERVICES AND PRICES

College Summit dba PeerForward

Coaching	Semi-Monthly (virtual or in person) by PeerForward Coaches with Peer Leaders and Advisors to provide ongoing Leadership Development, Campaign Development, Youth Activation, Goal Setting and Action Planning.	Included
Implementation Monitoring	Throughout the school year, Peer Leader teams use toolkits and coaching provided by PeerForward to plan, execute, and monitor the success of their school-wide campaigns. PeerForward provides ongoing training and support to the Peer Leader team and Advisor via regular calls, video conferences, texting, email. The Coach visits the school periodically during the school year to provide training, motivation, and campaign planning support.	Included
Materials and Collateral	PeerForward also provides each school with Signaling Materials such as banners and posters that increase the visibility of campaigns and Peer Leaders in the school building, keep college and career planning top of mind for all students, and support creation of college-going culture.	Included
Technology	PeerForward curates and maintains LinkForward.org, a one-stop destination for online tools and mobile apps that inform and coach students through the college application process.	Included
Data and Evaluation	PeerForward collaborates with the school on reporting to track the progress and results of the school-wide campaigns. The PeerForward Coach reviews data regularly with the Peer Leader Team and Advisor to assess the progress toward the goals set by the school. For program evaluation, PeerForward also gather data on samples of schools and students via surveys, observations, interviews, focus groups, collection of academic data, and tracking of college enrollment and persistence.	Included
Digital Curriculum (Optional)	Schools can purchase as an optional component a digital curriculum, though it is not a required component of the PeerForward program. The annual price is a license fee of $1,000 per school regardless of how many students are enrolled at the school or how many Peer Leader Teams the school purchases. The license lasts for one year. The teen-friendly and engaging lessons prepare students for college and career planning through completion of activities and tasks that enable students to gain knowledge in these five areas: self-advocacy, college- career connection, financial awareness, academic excellence, College 101. The curriculum supports all students in creating and acting on a personalized postsecondary plan.	$1,000.00
Deliverables	At program end, impact results are provided to all school partners	Included
Total Program Fee Inclusive of Above**	**The PeerForward program is one service and it includes the program structure items above** *(for this presentation the $1,000 optional curriculum is included)*	**$14,500.00**

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours
1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

**The following discounts are available:
- $1,000 volume discount for 2-6 Peer Leader Teams (can be counted across multiple LAUSD schools)
- $2,000 volume discount for 7+ Peer Leader Teams (can be counted across multiple LAUSD schools)

END

Defined Learning, LLC

Contract No.:   4400008888

Vendor No.:   1000013010

Contact Name: Sarah Scott

Contact Number: (619) 601-7223

Contact Email: sarah_scott@definedlearning.com

DefinedLearning

PROGRAM COMPONENTS

Defined Careers is a comprehensive career exploration system for grades 6-12 that offers a multi-dimensional career assessment in combination with personalized real-world project-based-learning across all career pathways. Defined Careers is delivered via a custom-built, flexible, engaging, and interactive online platform which includes a portfolio to manage all the student projects from year-to-year. Multiple projects across each pathway allow students to truly understand if a career is for them. Together these components offer students and their support system a complete view of their future and help them prepare for their college, careers, and beyond. Defined Careers also allows for fostering and supportive personnel who build relationships to help youth and their families to prepare for change by using the assessment data and career exposure/experience provided by using the system.

Students with access to Defined Careers are provided with authentic career-based simulations that extend student learning and require critical thinking and problem solving. Defined Careers offers a uniquely created assessment-based program where learners take a triangulated assessment based on 3 components related to the individual. These 3 components are a study preferences survey (such as sciences, math, visual or performing arts, etc), an interests inventory, and a values inventory. Students are provided with immediate results from their assessment.

Based upon the data from the triangulated assessment, each student is presented with 2 career pathways, each containing 4 or 5 structured career courses to explore. These careers will differentiate by education, salary, and typical work environment. Students experience the careers through performance tasks tied to the careers where they are involved in the design and production of engaging, accurate, and relevant resources and materials. As the students complete their projects tied to the career they choose to explore, that data will be entered into their portfolio. Student portfolios will provide a panorama of the variety of careers and/or pathways that were completed. Portfolios can be accessed by students, teachers, mentors, or counselors to help enrich discussions regarding potential careers and interests and are excellent for communications and engagement with the full spectrum of stakeholders. In addition, Defined Careers is compatible with Google Translate, which can be used to deliver the Defined Careers content in all languages.

Each performance task includes career videos, rubrics, research resources and more for grades 6 -12. Defined Careers prepares learners for the world of work and deepens understanding of career pathways. Defined Careers also provides relevant career-based projects that create excitement about the future and empowers learners to build the skills they need to succeed in college and careers.

Research shows that the more closely aligned a student's interests are to their major, the more likely they are to be successful in completing their postsecondary education. With many students entering college with "Undecided" as their major based on publicly available data from national college entrance exams, Defined Careers is a clear solution to help students and their support systems with the career exploration process starting as early as 6th grade. It allows students the hands-on experience and ongoing self-assessment they need to make informed decisions about potential career pathways throughout the rest of their educational career, all while building a portfolio of completed career-based performance tasks.

In a nutshell, Defined Careers works the following way:

1. Students **discover interests** by taking a multi-dimensional assessment of their interests, values, and study preferences

DefinedLearning

2. Students are **exposed to careers** via career cluster and career pathway videos based on the triangulated results of their assessment

3. Students are able to **explore careers** via high-quality performance tasks grounded in the Understanding by Design (UbD) framework through the courses of their recommended career pathways based on the results of their assessment

4. Students **experience careers** by creating the products outlined in the performance tasks within their courses

5. Students can **retake the assessment** year after year, or even within the same year, if desired, to further fine-tune their career pathways after completing their chosen courses and career experiences.

*Defined Careers is available for grades 6-12, and can be implemented starting in any one of those grade-level entry points.

Based upon a career a student chooses to explore, both national and local college programs with data are provided to the student to assist them in their college search. Mechanisms (badging/achievements) to provide students with positive feedback and rewards for achieving milestones are available.

Defined Careers provides educators with the resources they need to accelerate college and career readiness through career-focused project-based learning (PBL). Defined Careers provides over 320 engaging and career-based performance tasks that create a PBL environment for students to address real-world problems. Our content is perfect for all instructional settings; in-person instruction, remote/virtual instruction or hybrid (both remote and in-person) instruction. Our versatility as a digital tool has helped thousands of teachers and educators seamlessly adapt to these unique different situations.

The evidence is also clear regarding the implementation of PBL. According to a 2016 report from MIDA Learning Technologies and Defined Learning, PBL is an instructional method "in which students gain knowledge and skills by working for an extended period... to investigate and respond to a complex question, problem or challenge." The MIDA Learning Technologies' report shares results of a study that monitored students in second and fifth grade in a large, suburban school district in Illinois during the 2015-16 school year. During its transition to the Next Generation Science Standards, the district incorporated PBL by adopting Defined Learning. Scores indicated that second-grade students exposed to PBL outperformed the corresponding control group by 49%. The fifth-grade group had similar results. In addition, student enthusiasm, motivation and engagement in the experimental classes were high, according to teachers.

Each career-based performance task in Defined Careers contains 2 products that allow the student to demonstrate his/her understanding of content, concepts, and skills while learning more about specific careers. Simulations in many of the tasks extend online student learning and require students to solve problems. The tasks are aligned with 21st century learning and innovation skills. Our online learning experience focuses on student-centered inquiry with the teacher acting as a facilitator. Most of the potential products require students to use technology as part of product creation. Students are required to individually create their own artifacts for a representation of what they have learned through the process.

DefinedLearning

The 16 Career Clusters students are able to explore are as follows:

1. Agriculture, Food and Natural Resources
2. Architecture and Construction
3. Arts, A/V Technology, and Communications
4. Business, Management, and Administration
5. Education and Training
6. Finance
7. Hospitality and Tourism
8. Human Services
9. Information Technology
10. Law, Public Safety, Corrections, and Security
11. Manufacturing
12. Marketing, Sales and Service
13. Science, Technology, Engineering, and Mathematics
14. Government and Public Administration
15. Health Science
16. Transportation, Distribution, and Logistics

The 79 career pathways students are able to explore within Defined Careers are listed below:

Agriculture, Food, and Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural and Technical Systems

Architecture and Construction
- Construction
- Design and Pre-Construction
- Maintenance and Operations

Government and Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management and
- Administration
- Regulation
- Revenue and Taxation

Health Science
- Biotechnology Research and
- Development
- Diagnostic Services
- Health Informatics
- Support Services

Law, Public Safety, Corrections, and Security
- Correction Services
- Emergency and Fire Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Manufacturing
- Health, Safety and Environmental Assurance
- Logistics and Inventory Control
- Maintenance, Installation and Repair
- Production Process Development
- Production
- Quality Assurance

DefinedLearning

Marketing
- Marketing Communications
- Marketing Management
- Market Research
- Merchandising
- Professional Sales

Arts, Audio/Video Technology, and Communications
- Audio and Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Hospitality and Tourism
- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food and Beverage Services
- Travel and Tourism

Business, Management, and Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education and Training
- Admin and Admin Support
- Professional Support Services
- Teaching and Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance

Human Services
- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Information Technology
- Information Support and Services
- Network Systems
- Programming and Software
- Development
- Web and Digital Communication

STEM
- Engineering and Technology
- Science and Mathematics

Transportation, Distribution, and Logistics
- Facility and Mobile Equipment Maintenance
- Health, Safety and Environmental Management
- Logistics Planning and Management Services
- Sales and Service
- Transportation Operations
- Infrastructure Planning, Management and Regulation
- Warehousing and Distribution Center

We also offer Professional Development options to meet the training needs of you and your team as well. At Defined Learning, we believe that meaningful, pedagogy-driven professional learning opportunities produce positive educational transformation. We provide educators with online PD modules that are designed to give educators a deeper understanding of the educational foundations, practical strategies, and applications of project-based learning (PBL) and authentic performance tasks. We provide opportunities for educators to learn strategies that promote student success through the use of authentic performance tasks and how to effectively implement Defined Learning's performance tasks. The online platform allows educators to watch the modules at a time that is most convenient to them. This program is designed for educators and educator-leaders who are responsible for teaching, supporting, and coaching teachers on implementing PBL and performance tasks. Teachers who complete all 4 modules will receive a certificate of achievement and a digital badge.

DEFINED LEARNING PROFESSIONAL DEVELOPMENT OPTIONS

ELEARNING COURSE WITH JAY MCTIGHE

Participants will work through the 4 online eLearning modules on the Defined Learning website. As they will progress through the modules, they will identify and customize a performance task and associated resources for their classroom use. The online modules will reinforce practical applications of the performance tasks and project-based learning to engage students and encourage the application of knowledge. A planning guide will accompany the modules to help plan for either face-to-face or remote classroom implementation. The online platform allows educators to watch the modules at a time that is most convenient to them.

** Time: Modules are 2.5 - 3.0 hours total (Educators can work at their own pace. Completion across Multiple Days Suggested)

Outline of eLearning Modules

Four 45-min e-learning modules that can be viewed individually or as a series:

MODULE 1: AUTHENTICITY

Knowledge Transfer Authenticity and Real World Connections Performance Tasks that Promote Engagement

MODULE 2: REAL WORLD PROJECTS

College and Career Readiness Differentiating Performance Tasks Identifying Performance Task Products

MODULE 3: ASSESSING STUDENT LEARNING

Formative and Summative Assessments Rubrics for Reflection, Revision, and Evaluation Featuring Jay McTighe, award-winning author of Reflections, Research, and Analytical Rubrics the Understanding by Design Framework

MODULE 4: PORTFOLIOS TO HELP ADVANCE FUTURE READINESS

Evidence of Student Success Over Time Potential Focal Points: Standards, 21st Century Skills & Competencies, Careers Authentic Performance Task Products as Artifacts

PROFESSIONAL DEVELOPMENT (ADMINISTRATORS)

Defined**Learning**

Our Professional Development for your administrators will walk you through our transformative K-12 online offerings. Administrators will be given a combination of technology support, creativity, and curriculum expertise through our professional development. The curriculum and training team at Defined Learning has an extensive background in teaching and administration.

We will show you how we provide the tools educators need to implement and assess engaging PBL lessons that connect classroom content with career pathways. Defined Learning will give you access to our curriculum, rubrics, assessments, professional development, and ongoing program support.

COACHING

The Defined Learning Professional Development, Training and Implementation teams will work together to best support and coach teachers with all of the essential project design elements they need to implement and assess high-quality project based learning: interdisciplinary performance tasks, literacy tasks, engaging videos, research resources, an assessment manager and more. We will make sure that the necessary tools are provided to educators in order to implement and assess engaging PBL that will drive your student engagement and, most importantly, achievement.

LEADERSHIP COHORT

The Defined Learning Cohort program is designed to focus on mentoring and collegial coaching using a modified lesson study format supported by a Defined Learning mentor. Various resources supporting the use of Defined Learning and project-based learning will be shared throughout the program.

The cohort of educators will work with the Defined Learning mentor to identify critical aspects of pedagogical challenge. This becomes the focus for the 'study', as teachers work through individually designing and implementing a Defined Learning performance task. The task will be taught with various sections recorded for reflection and feedback from the mentor and cohort members. Samples of scored student work will be shared to provide evidence of student learning associated with learning goals. The discussions involved in the process allow teachers to share and examine their practice in a collaborative context. It is most helpful to build mutual trust, and focus the discussions on the lessons, student engagement and building success.

PROGRAM FRAMEWORK

Individualized Reflection (30-60 minutes)

Prior to the cohort's first full face-to-face meeting participants will complete individual reflection questions connecting teaching and learning and district goals. Following individual reflection, cohort members will have a conversation related to the reflections and how they can be reinforced throughout the program.

Face-to-Face Meeting (75-90 minutes)

The Defined Learning Mentor will meet with the educational cohort to provide the plan for modified lesson study and the various resources to support self, peer, and mentor reflections. Cohort focus will begin with the sharing of individualized reflection questions and developing a common focus for the group incorporating district goals and Defined Learning resources. Participants will identify and personalize a performance task for classroom use, as well as prepare a Defined Learning Performance Task Teaching and Learning Plan. The personalized performance task and teaching and learning plan may be completed following this meeting, as

time permits. The mentor will help all cohort members complete these products as needed beyond this meeting.

Personal Practice

Each cohort member will videotape components of the performance task implementation focusing on teaching strategies, student learning and interaction, formative and summative assessment, and application of content and skills. Everyone will complete a self-assessment as they watch and reflect upon their experience and the video.

Cohort Support

Each cohort member will review 1-2 members of the cohort teaching video and provide peer-assessment using the same assessment checklist as used for self-reflection. The Defined Learning mentor will also provide self-assessment feedback and more detailed descriptive feedback for each cohort member. Each individual will receive all feedback and prepare a brief reflection to share with the cohort at the final face-to-face meeting. The Defined Learning mentor will be available for a follow-up phone call with cohort members as desired by each member.

Face-to-Face Meeting (90 minutes)

The final face-to-face meeting will begin with each cohort member briefly sharing their experience related to teaching and student engagement and learning associated with the performance task and project-based learning experience. They will be asked to share what they found beneficial from the feedback received and how it impacted their future teaching practice.

Cohort members will be encouraged to share examples of student work and rubrics used to assess student understanding. This experience will promote common ideas for assessment and focusing on student learning of content, skills, and other personal attributes as identified earlier in the program. At the conclusion of the professional dialogue, all cohort members who have successfully completed the program will receive personal recognition through a certificate of accomplishment and digital badge.

Implementation Monitoring

In addition to our Professional Development robust offerings, our Professional Development and Training Team works closely with our Implementation Support Team. Here, the Implementation Team serves as an additional resource and support to your buildings and classrooms with the integration of our product in your classrooms. Our organization will initiate contact with district coordinators to set up accounts and provide access code. We will coordinate and assess the training needs of the district to determine what onsite training or online webinar group training

Lastly, Defined Learning believes in, and executes, a continuous process of success monitoring of all of our content and professional development services; PLAN - DO - CHECK - ACT. Throughout the entire relationship with our district partners, Defined Learning ensures contractual success by initiating a clear plan of implementation, executing all tasks associated and aligned to the plan, checking the success of the outcomes, goals and objectives according to the plan, and finally acting in order to realign specific focus points of our work. The PLAN - DO - CHECK - ACT process will ensure complete success of Defined Learning within LAUSD's College Access Plan.

Defined**Learning**

900 Skokie Blvd.
Northbrook, IL 60062

p. (888) 759-5020 | f. (847) 483-1259

SERVICES AND PRICES

Prices are fully-burdened, including travel and other expenses.

COLLEGE ACCESS PLANNING AND REPORTING SCHEDULE OF SERVICES AND PRICESRFP.			
Category	*Description*	*Unit*	*Price*
Materials, license fees, digital resources, etc.	Defined Careers	Per-Students	$3.00 (discounted from list price of $7.00)
Professional Development, Teachers	Online Professional Development Course with Jay McTighe	Per-school	$995.00
	Professional Development, Teachers	Per-half day costs for up to 30 teachers	$1,500.00
	Professional Development, Teachers	Per day costs for up to 30 teachers	$3,000.00
Coaching	Project-Based Learning Leadership Cohort (Coaching).	Per-cohort of 5 teachers for 1 year.	$5,000 ($1,000 per-teacher/per-year)
Implementation monitoring	Reviews/visits per year	1 review/visit per-quarter = 4 reviews/visits per-Year	Free of charge / included
Deliverables	Data analysis, summary reports and recommendations	Per-request	Free of charge / included
College Access Planning and Reporting			

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours

1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

Defined Learning, LLC.   www.DefinedLearning.com

END

Educare Foundation

Contract No.:   4400008889

Vendor No.:   1000000536

Contact Name: Stu Semigran

Contact Number: 818-646-5220, 818-646-5225

Contact Email: stu@educarefoundation.com

Schedule of Services

Program Components

Characteristics and Attributes of EduCare's College Access Planning and Reporting Program

EduCare will offer LAUSD middle schools and high schools a broad range of *College Access* programs and services *for students and their parents.* Programs are designed to help students overcome the barriers (both internal and external) to attending college and enhance their confidence in their ability to pursue and acquire a college education. EduCare's *College Access Planning and Reporting Program* will ***support students who represent the first generation of their family to attend college and students in targeted populations.*** Schools and/ or LAUSD personnel working with schools will receive ***access to a wide array of tools and options*** that will support students as they pursue their post-secondary educational goals. EduCare will employ multiple modes in the delivery of services, ***at school sites as well as via an interactive virtual platform utilizing synchronous and/or asynchronous methods***. EduCare will ensure that services and options available within the *College Access Planning and Reporting Program* will provide ***equitable access to college opportunities*** and address the particular needs of different grade spans and student/parent populations.

EduCare's *College Access Planning and Reporting Program* demonstrates ***sustained support, flexibility and keen sensitivity*** to ***the needs and concerns of middle and high school students and their parents, regardless of status.*** Each year, EduCare will conduct a needs assessment to identify the services, activities and resources that will most benefit the school's students, parents and community. A review of the previous year's programming will provide valuable information to improve service delivery, program topics and activities offered.

EduCare has extensive experience developing and implementing programs that address specific student needs, like those of students that represent the first generation of their family to attend college and English Language (EL) learners. EduCare, in collaboration with LAUSD's Beyond the Bell, arc and !Mpact developed the Language in Action Program ("LAP"), an after-school enrichment program specially designed for English Language (EL) learners. LAP provides a host of activities, resources, and support to better prepare students for a successful high school experience. The majority of EduCare's *After School Program* partner schools participate in LAP.

EduCare also works with schools to develop programs that address the needs of its English language learners and their parents. Many parents that are non-English speaking immigrants are unfamiliar with navigating the complexities of public K-12 education, let alone the college pathway process. EduCare's *Parent and Family Skills Development Workshops* cover topics that connect them to resources and help to explain the college pathway and application process. These include, but are not limited to, financial literacy, community resources and parent engagement. Many parents in EduCare's programs are not aware of what a college environment resembles. The *College Access* workshops and activities will focus on the college experience. Students and their parents are able to attend college field trips (in-person or virtually) to introduce them to college life. Further, for schools where 15% or more of the student population speaks another language (e.g., Spanish, Mandarin, Arabic, Korean, and Tagalog), EduCare will translate all marketing and program materials to accommodate the students and their parents.

EduCare will put in place and implement ***mechanisms to provide students with positive feedback and rewards for achieving milestones***. Opportunities to provide recognition and acknowledge accomplishments and success will be incorporated within the program design. Staff will provide positive feedback and recognize progress of students in a variety of ways, such as announcements, one-on-one conversations and

certificates of achievement. Larger incentives and rewards can include participation in trips and retreats, college application fee waivers, and SAT preparation fee waivers.

EduCare's staff development and hiring practices ensure that the *College Access Program* is staffed by *skilled and supportive individuals who build relationships and help youth and their families prepare for change*. The program will be staffed by individuals with the skill sets needed to develop and maintain positive working relationships with youth and parents. EduCare looks for organized, dedicated and compassionate people that enjoy working with youth, are strong communicators, are able to respond to a changing environment and share EduCare's values and philosophy. Staff implement EduCare's heart- centered programs with an understanding that low self-esteem, doubt, fear, and uncertainty can often be the greatest barriers to a student's achievement. They encourage students to believe in themselves and provide them with the tools they need to succeed. Programs are designed to give students the opportunity to develop their unique abilities, build relationships and find relevance in their educational experience.

EduCare has experience developing and maintaining *strong partnerships with organizations, businesses and individuals who know the community and families of its partner schools.* In schools and communities new to EduCare, staff will work to build similar partnerships to enhance and support its College Access programs and services. Partners provide valuable information about the needs of the students, parents, and community that EduCare utilizes to customize programming and activities at each school site. In-kind support from partners allows EduCare to provide additional services and connect youth and families to resources.

EduCare has a history of *excellent communication and engagement with a full spectrum of stakeholders* (schools, parents, students, community organizations and partners). Regularly scheduled meetings between EduCare staff and school administration ensure that programs support the school's goals and are coordinated with the school day curriculum. Staff communicate regularly with parents through one-on-one conversations after school, in meetings, and through email and phone calls to keep them informed of their child's progress and provide information about programs, resources, and services available to them. EduCare meets with its partners several times throughout the year to share information, provide updates, and address needs and issues.

EduCare's programs and activities leverage *parent-to-student and peer-to-peer strategies, healthy behavior modeling, and stress reduction*. Within the comprehensive *College Access Program's* core and supplemental programs and activities, EduCare offers college readiness workshops and college exposure activities for both parents and students together, as well as helps parents develop the skills to support their child's college goals. Youth leadership and peer mentoring programs are successful EduCare peer-to-peer strategies that are incorporated into the comprehensive *College Access Program*. By training parents, other youth service providers and educators, a large network of positive adult role models is built to support the participating students. The heart of EduCare's programs is in the development of essential life skills and social emotional learning (SEL) activities. Activities help youth and parents develop and implement stress reduction skills.

Relevant and timely reporting will take place to include, at a minimum, program efforts, achievements, and challenges. EduCare has experience collecting and maintaining data and generating reports from the data to assess and continually improve its programs. EduCare has an extensive process for *evaluation of the program's effectiveness* in which it collects data, analyzes and interprets results, improves its programming, generates reports on student progress toward academic success, disseminates findings and outcomes for programs and services within the comprehensive *College Access Program*. EduCare prides itself in its transparency. We are continuously seeking areas of improvement because we know that better services

improve the lives of the students and communities we serve. Any and all results are available through the Results and Success section of the EduCare website, EduCare newsletters, or on request.

EduCare's Comprehensive Program and Components

EduCare's *College Access Planning and Reporting Program* is a comprehensive model that focuses strongly on EduCare's expertise in providing social-emotional skills trainings that are foundational for a growth mindset and heartset, student resiliency, and motivation that lead to academic success and an aspiration for college and career pathways. The program is comprised of *Core College Access Services*, which include specialized college activities, workshops, tools, and activities, in addition to EduCare's flagship *ACE Program, Case Management*, and integration with after school programs*. College Access Supplemental Components,* including the *ACE Initiative,* are also accessible and designed to enhance and support the core program.

EduCare has the key staff, curriculum and organizational structure in place to begin implementing the *College Access Programs* this school year.

CORE COLLEGE ACCESS SERVICES

The **Core College Access Services** include: (1) specialized college access and success workshops, classes and activities for students; (2) student success and life skills development and activities through the *ACE Program* and/or *ACE Heartbeats,* (3) Case Management, and (4) provision of integrated services through existing and successfully established after school programs offered on campus or virtually through EduCare, other Beyond the Bell service providers and/or fee-based programs. *Core College Access Services* are available in high school and middle school modules.

(1) Specialized college access and success workshops, classes, and activities provide youth with the knowledge, skills and confidence to successfully pursue post-secondary education.

High School Sessions (10):
    a. College Readiness and Application Assistance (3 sessions)
    b. Financial Aid Guidance (2 sessions)
    c. Financial Literacy (2 sessions)
    d. SAT/ ACT/ AP Test Preparation (3 sessions)
    e. Career Surveys and Matching

EduCare's College Readiness and Application Assistance provides three customizable sessions designed to address the needs and college aspirations of high school students. Topics address the needs and goals of the students, parents and school. EduCare provides sessions throughout the year with topics relevant to college and financial aid application deadlines and standardized testing dates. Students gain an understanding of the necessary steps involved on the college path and knowledge of the important milestones along the way (i.e., when to take the required A through G requirements, testing dates, and application deadlines). Students also build their skills and gain confidence in their ability to develop and pursue their individual college roadmap.

Topics covered include, but are not limited to:

- Understanding high school course selection, homework and activity time management, after school/ summer opportunities and enrichment.
- A review of high school transcripts, standardized test scores (SAT, ACT, SAT Subject Test, and PSAT) and extracurricular activities included in college applications.

- Preliminary guidance on SAT and ACT preparation, and discussion of how the tests are used in the college admission process.
- How to identify colleges that support their educational and career goals, and understanding the requirements needed for admission to those colleges (average GPAs of incoming students, high school college course requirements, average SAT and ACT scores of incoming students, college application deadlines, etc.).
- A review of admission requirements at various universities and colleges and a development of timetable for completing application components and requirements.
- Ongoing review of high school transcripts, standardized test scores (SAT, ACT, SAT Subject Test), and extracurricular activities and interests.
- Review/editing multiple essay drafts, including detailed feedback that improves both the quality of the writing and how well the essays convey the personality and uniqueness of the student.
- Personal interview guidance.

Financial Aid Guidance is provided through two workshops that address the various financial aid opportunities available from the federal government, state, postsecondary institutions, and private sources. Youth learn about the various application processes and how to take the necessary steps to complete them. Materials are provided for youth to take home for reference. Students learn how to utilize online resources of college scholarships and are introduced to available sources, such as local Cash for College events. Topics include: 1) FAFSA (Free Application for Federal Student Aid); 2) Scholarships; 3) Fellowships; 4) Work-Study; 5) Loans and 6) Grants.

Financial Literacy is offered in two engaging and educational workshops which provide a basic foundation for students to learn how to make wise and responsible financial choices.

Topics include:
- Budgeting Your Money
- Understanding Credit - appropriate use of credit cards, interest charges, finance fees, importance of credit history and credit score
- Financial Aid 101
- Student Loan Repayment
- Debt Management
- Importance of Savings
- Basic Investing Overview

SAT/ ACT/ AP Test Preparation is provided through a combination of three sessions of small-group instruction, independent learning, and online resources. Students learn and develop smart test-taking strategies for the various types of exam questions they may face (e.g., essay, multiple choice, math, etc.). They also focus on improving specific skills (i.e., time management, organization, etc.). Students also receive materials they can use to practice at home.

Topics include:
- Critical Reading: Methods & strategies for answering questions on sentence completions
- Reading Comprehension
- Vocabulary
- Writing: Components of effective essays, including rubric and grammar review

- Math: Review of and strategies for competency in basic math skills, algebra, and geometry

Career Surveys and Matching helps students identify potential careers and introduce them to the education and/or training they need to achieve their career goals. Students learn about the college majors, vocational schools, and other post-secondary requirements and options for their career choices.

Middle School Sessions (4):

College Readiness - Creating Your College Road Map: Four customizable sessions designed to address the needs and college aspirations of middle school students. Middle school students learn the necessary steps involved on the college path and when to accomplish the important milestones along the way. Students also build skills and gain confidence in their ability to develop and pursue their individual college roadmap.

2) Student Success and Life Skills Development and Activities

Student Success and Life Skills Development is essential for success in school, college and careers. However, until they develop the skills to better cope with the other challenges in their lives, it is often very difficult - if not impossible for many students to excel in the classroom. Through the *ACE (Achievement and Commitment to Excellence) Program*, EduCare helps middle and high school students build the necessary life skills to be successful in both their academic and personal lives.

ACE Program

The *ACE Program* is EduCare's nationally recognized flagship youth development program. ACE utilizes EduCare's years of experience in social-emotional learning (SEL) to provide a foundation for safe and positive learning and growth. ACE helps middle and high school students develop the SEL sets necessary to be successful in both their academic and personal lives. It is designed to improve student achievement by addressing students' barriers to learning, and by teaching attitudes and behaviors that support success through role modeling and leadership development. In 2018-2019, nearly 6,000 students and 850 teachers from 46 schools participated in ACE.

ACE focuses on:
- Character Development – confidence building, positive decision making and constructive choices
- Personal Management – personal responsibility and accountability
- Emotional Intelligence – managing anger, fear, rejection and peer pressure
- Interpersonal Skills – communication, conflict resolution, problem-solving, and team building.

At each participating school, ACE is offered as a 3-day program (which primarily target 8th and 9th grade students) and/or 1-day program (for upper grade students and follow-up). The program is typically comprised of at least 100 students and 10 teachers. Each program day lasts 6.5 hours and is filled from start to finish with activities designed to assist youth in creating successful and constructive lives. Each day has a specific theme (e.g., "Personal Leadership", "Communication and Cooperation," and "Connections with Ourselves and Others"). The interactive program days include both whole group and small group activities. Small groups, called "resource groups" consist of 7-10 students and 1 adult. These groups engage in structured teambuilding and experiential activities. Whole-group activities include presentations, speakers and sharing activities. Time is also included within each program day for debriefs, reflection, and "commitment" checks. At the end of Day 3, an ACE Family Celebration is held where students, teachers, and parents can recognize and celebrate the successes and accomplishments achieved during this transformational experience. EduCare's *Making the Best of Me* curriculum supports teachers by providing them with over 150 activities and lessons that they can use

throughout the year to expand upon the skills sets students learn in the ACE Program. During the 2018-2019 school year, 24 schools have participated in 3-day ACE programs and 22 schools have completed 1-day programs, over 5,900 students.

ACE Heartbeats

EduCare has adapted the *ACE Program* into a live, distance learning format called *ACE Heartbeats*, a series of virtual Heartset social emotional learning workshops which focus on success, positive, school climate and connection, and character-building skills. Over 1,500 LAUSD students have successfully participated in *ACE Heartbeats* since June 2020.

Highlights *of ACE Heartbeats* includes the following:

- Highly interactive workshops, via Zoom, that run live for 1-1.25 hours and can accommodate approximately 75 students per workshop.
- Workshops are divided into "resource groups" (7-10 students and one teacher or staff member) for structured social-emotional learning, team building, and experiential activities.
- "Whole group" activities are offered led by experienced student mentors
- Workshops are available in 5, 8, or 10 sessions per group and are run over consecutive days, weeks, or the course of a school year. Follow-up curriculum is provided
- 1.5 hours of Growth Heartset Professional Development as an orientation for teachers and staff actively participating in the workshops

(3) Case Management

EduCare's *Case Management Program* promotes positive connections between students, educators and families that generate nurturing, safe and healthy environments at school and at home, building communities of caring that lead to student well-being and success, essential in building the confidence and persistence for pursuing and successfully navigating college pathways. The program consists of:

1. <u>One-on-One Case Management</u> that focuses strongly on our over 30 years of expertise in providing social-emotional skills trainings that are foundational for a growth mindset and heartset®, student resiliency, and motivation that lead to the well-being, and mental health of young people. Each Case Manager provides a cohort of students with weekly check-in to address their challenges and issues. The Case Management program serves students by promoting health awareness and creating supportive school climates that teach attitudes and behaviors which assist students in their: (1) Self-regulation skills — managing anger, fear, rejection, and peer pressure; (2) Interpersonal skills — communication, conflict resolution, and teambuilding; and, (3) Attitudinal development — positive decision-making and constructive choices.

Together with students, they identify challenges, create goals and develop a plan. In weekly check-ins, Case Managers **monitor academic progress and attendance** and provide other services to address barriers to success, such as college enrollment assistance, internship/volunteer opportunities, and medical and/or mental health referrals. They work closely with teachers, guidance counselors, therapists, the college center and after school program tutors to ensure student's academic progress and resilience. Each student receives bi-weekly half hour sessions of coaching, counseling, guidance and referral of resources. Case Managers meet with teachers, counselors, Psychologists, Pupil Services and Attendance (PSA) Counselors, Psychiatric Social Workers (PSW) and school personnel working with the student to obtain information, follow up, and prepare for sessions. Case Managers work closely with the School Psychologists, PSA Counselor and PSW to coordinate strategies and advocate on the student's behalf to ensure they receive the resource, focus, support and

attention they need to address their needs. In addition to working one-on-one with the student, the Case Managers serve as a liaison between the school and the student's family. Working in close partnership with schools and community organizations, Case Managers help parents address the range of mental health and social needs of their children.

2. In-class Tutoring and Academic Support places tutors in the classrooms of students receiving case management to provide tutoring as well as additional support to other students in the class. This support not only provides students with the means for academic improvement but also gives students the impetus toward credit completion, graduation, and pursuit of college aspirations.

3. A Train-the-Trainer component trains school and agency personnel to serve as the Case Manager at their schools. Each program will provide a total of 30 hours of professional development to a maximum of 20 individuals. This will enable schools to replicate the program on their campus. Personnel will have ongoing support in the form of monthly follow-up training sessions and monthly in-house or virtual visits.

Through *family outreach* and connecting educators, parents and families to social and health resources, the program develops a compassionate school climate that meet the needs of students, including feelings of belonging, safety, and community. CMP promotes positive connections between students, educators and families that generate nurturing environments at school and at home, building communities of caring that lead to student well-being and success.

(4) Integrated Services

EduCare will *provide integrated services through existing and successfully established after school programs offered virtually or on middle and high school campuses*. EduCare strives to become a community hub of services where students and community stakeholders can access resources provided by EduCare and its partners. EduCare ties together all the after school services with additional on-campus school resources and services available in the community to meet the needs of each individual student. The result is that the after school program becomes a hub where the efforts of various partners and their resources are channeled to better serve the students, and ultimately, the community.

All of EduCare's programs integrate our Heartset® Education/Social Emotional Learning (SEL) framework. Our ACE Program and ACE Initiative (see description below) integrate Heartset® Education and social emotional development into a school environment. *Site administration support* is provided to ensure collaboration and seamless integration of all programs.

COLLEGE ACCESS SUPPLEMENTAL COMPONENTS

EduCare's *College Access Supplemental Components* enable schools to provide students with (1) additional *College Access* activities and options, (2) in person or virtual workshops that increase parents' knowledge and understanding of the college pathways and build their skills to better support the college aspirations of their children, and (3) in person or virtual professional development opportunities that provide educators and staff with the tools, techniques and resources that enhance their effectiveness in working with both youth and colleagues. Schools can add any of these supplemental components to the *Core College Access Services* package.

EduCare also offers the *ACE Initiative (AI)* as an optional component to the *College Access Program*. AI enhances and expands the *ACE Program* into a year-round program that provides students, parents, and

educators with the support, programming, and resources to create environments defined by caring, connectivity, and collaboration. See pages 31-33 for a more detailed explanation of what AI offers.

(1) Additional College Access and Success Activities for students include one-on-one college access support, college exposure and experiential activities, and student success summer bridge programs.

One-on-one College Access support from the College Access Site Advisor provides guidance and support through the college pathway. After completion of the 3-day ACE Program or ACE Heartbeats, students will meet with the College Access Site Advisor to work on their individualized plan that outlines the steps they need to take to go to college (their own personal College Road Map). The Advisor guides and supports youth as they follow their College Road Map, which includes information about:
- A through G courses
- When to prepare for and take the SAT, ACT and AP tests
- Grade reviews
- Attendance reviews
- EduCare services and other available resources/services that would best support students

College exposure and experiential activities introduce youth to the college environment and enable them to experience college life on a university campus first hand. Schools can choose from optional activities including live or virtual college trips and (when possible) a college retreat.
- Live college trips are one-day events at local universities and colleges that include a tour of the campus and various speakers/presentations.
- An overnight college retreat provides a more in-depth experience of college life. Students stay overnight in the dorms, tour the campus, participate in workshops and hear from speakers.

Student Success Summer Bridge Programs assist students as they transition through academic milestones. The Summer Bridge program for incoming 9th grade students helps middle school students transition into high school. The 12th Grade Graduate Transition Program provides recent graduates with information, workshops, and retreats that help prepare them for their freshman year in college.

(2) Parent and Family Skills Development Workshops, in-person or virtually, empower parents with strategies for parenting with greater confidence and effectiveness. It helps parents and family members become involved, informed and supportive partners on a student's college path. College Access programs and services for parents include: 1) parent empowerment workshops, 2) college readiness and access workshops and 3) Social Emotional Learning (SEL) workshops. Workshops provide parents and guardians with tools for family communication, family leadership, and support for high academic success. Through EduCare's Parent and Family Skills Development Workshops, parents learn and develop the skills to create a nurturing environment and strong foundation to support their child's pursuit of a college education. Workshops to support College Readiness and Access include:
- Overcoming the Barriers to Academic Success
- Understanding Standardized Tests
- Financial Planning for College
- Financial Aid (including FAFSA)
- College Visits and Fairs
- College Application Process
- Selecting the Best Match and Fit

- Use Online College Sites and Tools
- Preparing for the College Experience

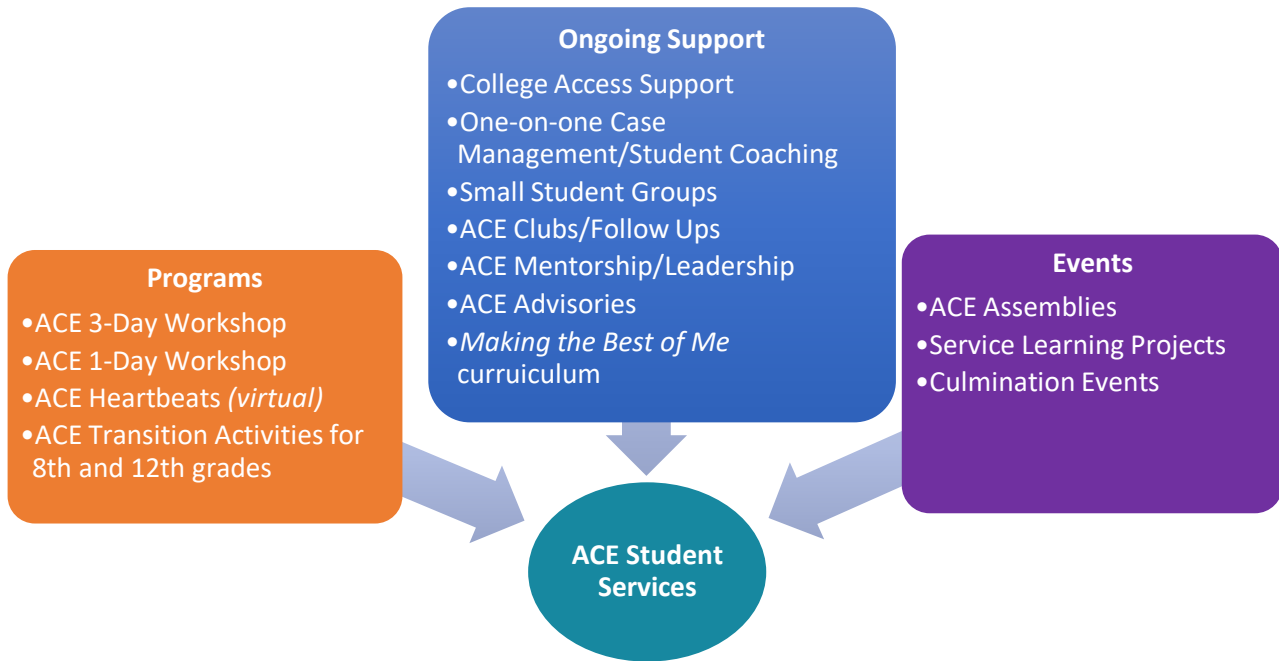Workshops on Social-Emotional Education for student success and college readiness include:
- Positive Family Communication
- Positive Discipline
- Motivating Your Teen
- Developing a Self-Confident Teen
- Parenting from the Heart
- Resolving Family Conflict
- Creating a Cooperative Family
- The Empowered Parent

(3) Professional Development Seminars, in person or virtually, for teachers and school personnel emphasize Social Emotional Learning (SEL), English Language Development and Linked Learning. EduCare's interactive, experiential professional developments and workshops provide educators with the opportunity to develop and enhance their effectiveness in working with both youth and colleagues. Seminars and activities are conducted in an engaging manner, that re-inspire educators to more enthusiastically and effectively work with youth. By providing educators with the tools, techniques, and resources they need to teach youth an additional 3 R's - Respect, Resiliency and Responsibility, EduCare helps to develop nurturing environments to support youth on their college path.
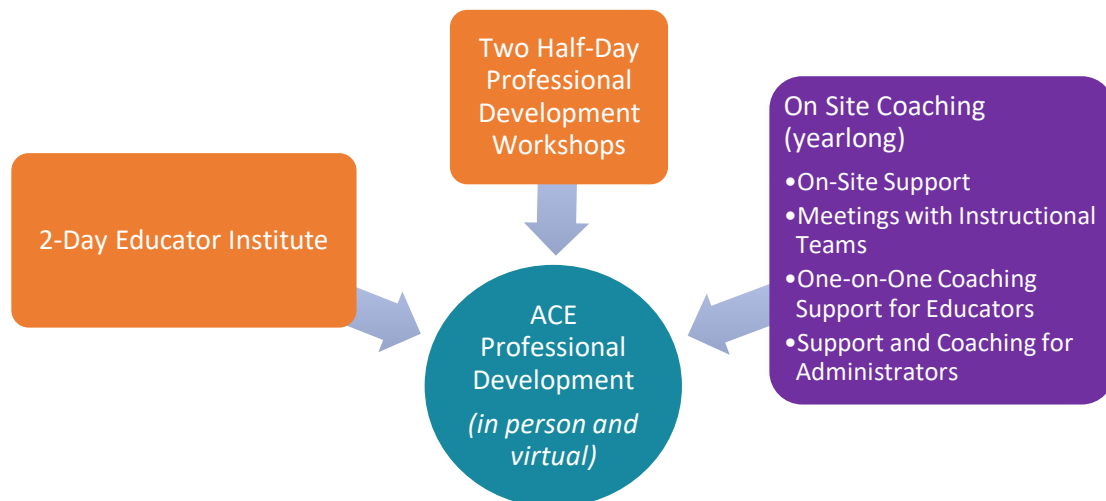
ACE Initiative

The *ACE Initiative (AI)* is a fully immersed and interactive year-long program that **creates environments of self-awareness and compassion at each partner school.** AI provides students, parents, and educators with the practical skills and resources that promote student achievement and prepares them to succeed in college, career, and life. AI was created in response to requests to deepen and sustain the impact of ACE. AI combines EduCare's field tested and proven SEL strategies with research-based principles (Abraham Maslow's Hierarchy of Need; Search Institute's 40 Developmental Assets; CASEL's SEL principles). Most AI Activities are driven by the participants, resulting in a fully engaged, fulfilling, and transformational experience. Students develop school spirit and a sense of belonging which helps support their success and the success of others. Scheduling of activities is coordinated at the school level. AI Activities consist of ACE Student Services, ACE Professional Development, and ACE Parent Services. AI may be modified to offer virtual as well as in person services and activities.

- *ACE Student Services* offer a year-long series of age and grade appropriate SEL and character-building programs that emphasize the **development of positive attitudes and wise decision-making that results in better behavior and relationships and improved academic performance. Activities**, support, and services are designed to build upon the lessons learned and follow a continuous quality improvement (CQI) model. AI Staff support College Access as well as perform one-on-one case management and coaching.
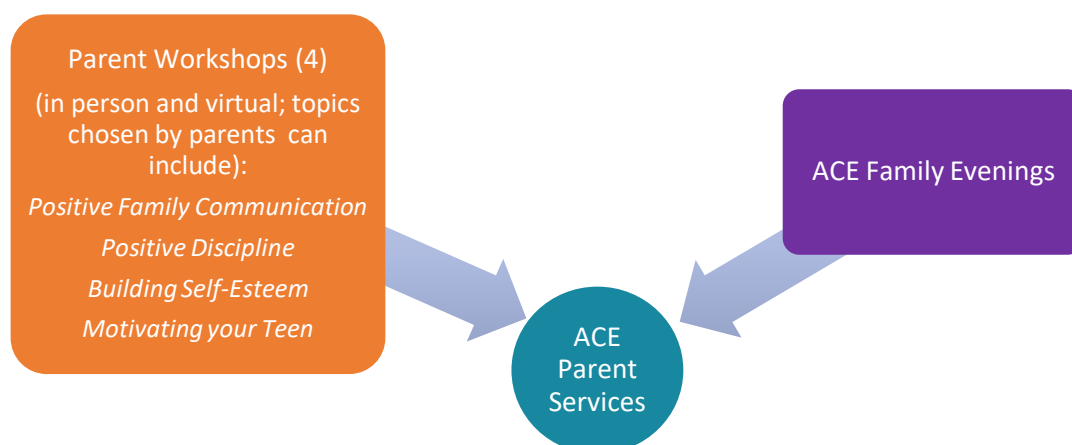
Programs

•ACE 3-Day Workshop
•ACE 1-Day Workshop
•ACE Heartbeats *(virtual)*
•ACE Transition Activities for 8th and 12th grades

Ongoing Support

•College Access Support
•One-on-one Case Management/Student Coaching
•Small Student Groups
•ACE Clubs/Follow Ups
•ACE Mentorship/Leadership
•ACE Advisories
•*Making the Best of Me* curruiculum

Events

•ACE Assemblies
•Service Learning Projects
•Culmination Events

ACE Student Services

- *ACE Professional Development,* offered both in person and virtually, provides school educators and administrators with the tools, techniques, and resources to create a safe and caring classroom environment that fosters tolerance, creativity, and improved student learning. Specific emphasis is placed on SEL, College Access and Readiness, Service Learning, English Language Development, Linked Learning (Career Pathways), and After School-Expanded Learning Program Management.

2-Day Educator Institute

Two Half-Day Professional Development Workshops

On Site Coaching (yearlong)

•On-Site Support
•Meetings with Instructional Teams
•One-on-One Coaching Support for Educators
•Support and Coaching for Administrators

ACE Professional Development *(in person and virtual)*

- *ACE Parent Services* **increase parent engagement and involvement** and empowers parents with strategies and tools for parenting with greater confidence and effectiveness.

Parent Workshops (4)

(in person and virtual; topics chosen by parents can include):

Positive Family Communication

Positive Discipline

Building Self-Esteem

Motivating your Teen

ACE Family Evenings

ACE Parent Services

Virtual Programs and Services

EduCare's capacity for providing quality programming and services has extended into the development and **implementation of virtual and online platforms and resources** where students, educators, and families can engage and thrive, especially in these current times when in-person activities may not be accessible or available.

During the summer of 2020, EduCare implemented a variety of virtual programs with great success. Specific to *college support activities and resources*, EduCare supported over 200 high school seniors over this summer by providing one-on-one virtual case management at four high schools and posting resources on Schoology and creating videos. A *Summer Melt* program virtually supported over 100 recent high school graduates to ensure our students had a smooth transition from high school to college. EduCare provided social emotional support, addressed financial aid concerns, and assisted with class scheduling, completing required documents, creating a resume/cover letter, completing housing documents, and dealing with anxiety about starting college.

Summer Bridge virtual programs successfully supported close to 500 incoming high school freshmen. The programs provided students with opportunities to familiarize themselves with their new school's teachers, school culture, norms, English and Math classes, restorative circles, mentorship programs, and peers. *Summer Bridge* curriculum is directly linked to the schools' mission and visions, such as creating social justice chalk designs, exploring Maslow's hierarchy of needs to craft visions of self-actualization, or designing roller coasters. However, it is truly an opportunity for the development of each student's identity and social-emotional skills. *Parent Orientations* were also implemented to integrate parents into the school's culture and build parent-teacher-student relationships.

EduCare students across our partner schools and districts are now participating in over 80 engaging virtual classes every week. EduCare's expansion of virtual programs and services is accessible through the Virtual Annex (https://www.educarefoundationvirtualannex.org), which currently has available approximately 800 pieces of pre-recorded content for young adults from 11 to 18 years of age. New and improved content is added on a continuous basis, all designed to maximize student success. Below is a description of some topic areas and activities currently available through the Virtual Annex:

- Academic Support – supports scholastic success by creating links to classroom learning by offering homework support, small group, and individual tutoring. EduCare offers online SAT preparation, college preparation courses, and credit intervention through Khan Academy and APEX Learning. EduCare staff is in ongoing communication with classroom teachers to keep informed of students' academic challenges and strengths, enabling the staff to provide appropriate school activities and resources.

- Enrichment Opportunities – offers both traditional and non-traditional activities designed to build knowledge and enhance creative expression. These opportunities are provided by program staff and contracted specialists. The range of classes include, but are not limited to: Visual and Performing Arts, Music, Dance, Instrumentation, Do-it-yourself Crafts, Theatre Production, Filmmaking, Spoken Word, DJ Club, E-Gaming, Service Leadership, Sign Language, Cooking and Baking, Drivers Education, and many more. Students learn and master skills while discovering new ways to express themselves.

- Fitness, Health, and Recreational Activities – encourages personal growth through competitive and non-competitive sports by building teamwork and a healthy competitive spirit, developing relationships, and having fun. Some of the programs we offer include: Fitness and Body Conditioning, Sports Clinics, Yoga, Meditation, and Aerobics classes.

- Community Building – EduCare After School Programs and the ACE Program instill a sense of community among the students that fosters pride in their program, school, and community. Some of the related activities include community circles, leadership programs, young women and young men's circle, parent workshops, and community service projects. We are committed to the developing the whole child - the social, physical, emotional, mental, and of the youth that we serve.

- Parenting & Parent Empowerment Workshops – teach strategies for parenting with greater confidence, effectiveness, and personal fulfillment. Through interactive processes, parent learn:
  - Positive Family Communication
  - Motivating your Teen
  - Resolving Family Conflict
  - Shifting Stress to Success
  - Fostering Cooperation and Positive Attitudes

Educator and Parent Workshops on EduCare's Heartset® Skills are also available for the following skill areas:
- SKILL #1: Seeing the Best in Everyone – Honoring
- SKILL #2: Positively Reinforcing – Praising
- SKILL #3: Listening from the Heart
- SKILL #4: The Power of Choice – Personal Responsibility
- SKILL #5: Resolving Conflict
- SKILL #6: Moving from Judgment to Forgiveness
- SKILL #7: Turning Challenges into Learning Opportunities
- SKILL #8: Giving and Receiving

Work Plan and Sample Curricula

A work plan of EduCare's key activities for the comprehensive *College Access Planning and Reporting Program is* presented on pages 36-37. This work plan presents an overview of activities that would take place over the

course of a school year. Individualized work plans will be developed in collaboration with each partner school that support meeting the goals of the school, students, and parents. A sample of curricula and program descriptions incorporated into the *College Access Program* are presented on pages 38-64.

Objective Evidence of Effectiveness of Previously Provided Services

EduCare participates in internal and external evaluations of its programs and services to ensure continuous quality improvement and share evidence of its effectiveness across the schools, students, and families it serves. Pages 65-105 present positive outcomes and key findings from past external evaluations of EduCare's programs: ASSETs (After-School Program) in 2018-19, ACE Program 2016-17, and Language in Action Program in 2016.

Proposal to Los Angeles Unified School District
College Access Planning and Reporting
Program Components

i. Work Plan and Sample Curricula

EduCare's College Access Planning and Reporting Program Work Plan Overview	
Summer Quarter	- Work with school administrators and educators to plan and set calendar for upcoming school year - Review/execute any contractual arrangements with schools and/or community partners for EduCare's College Access Program for the new contract year - Plan and conduct professional development for EduCare staff, organizational partners, district and school site administrators, and educators/school staff for the coming school year - Conduct Summer Trainings and Programs for Students (e.g., Mentor Training, Summer Bridge) - Support lead teachers on lesson planning (ongoing) and collaborate on needed areas/strategies for academic support - Hold student orientations - Begin assessing and reviewing student needs and areas for support - Begin student recruitment for all EduCare's College Access programs - Begin implementation of all EduCare's College Access programs - Research and gather resources for Case Management support
Fall Quarter	- Implement EduCare's College Access programs and workshops (including Parent Workshops), teacher PD on implementing programs, after school programs - Organize college and career activities - Implement EduCare student support groups (ongoing) - Monthly planning and review meetings with organizational partners and local school program coordinators to plan and evaluate the programs' progress (ongoing throughout the year). - Provide one-on-one case management to identified at-risk students (ongoing) - Conduct student, parent and teacher surveys and needs assessment - Monitor student attendance and academic progress (ongoing)
Winter Quarter	- Implement EduCare's College Access programs and workshops (including Parent Workshops) - Conduct EduCare Alumni Sessions - Conduct Senior Retreat, College Trips, Financial Aid Family Workshops - Monthly planning and review meetings with organizational partners, school administrators, and school program coordinators to evaluate the programs' progress (ongoing throughout the year). - Monitor student attendance and academic progress (ongoing)
Spring Quarter	- Organize Parent College Trip with SEL activities - Conduct Culmination Events - Conduct Mock Interview Sessions - Conduct pre-planning discussions with partner schools for next school year - Administer student interest surveys for after-school programming in following year - Conduct end-of-year evaluations and begin planning summer programs

COLLEGE ACCESS SERVICES

Creating Pathways to Success

EduCare's Core College Access Services

EduCare Foundation is offering Los Angeles Unified School District middle schools and high schools a broad range of **College Access Services for students and their parents**.

These services provide a comprehensive model that focuses strongly on EduCare's expertise in providing tools for enhancing social-emotional skills, trainings that are foundational to a growth mindset and student resiliency. **EduCare's College Access Services result in increased student academic success and heightened aspirations for college and career pathways.**

Purpose:
- To help students overcome the internal and external barriers to attending college.
- To strengthen students' resiliency by developing their social emotional intelligence.
- To enhance students' confidence and skills to pursue a college education.

HIGH SCHOOL MODULE | Core Components:

◆ Specialized College Access & Success Classes

Format: Year-long program (10 sessions for 40 students). Workshops, classes and activities provide youth with the knowledge, skills and confidence to successfully pursue post-secondary education. This program consists of:

- College Readiness and Application Assistance
- Financial Aid Guidance & Financial Literacy
- SAT / ACT / AP Test Preparation
- Career Surveys and Matching

◆ Student Success & Life Skills Development

Format: Year-long program for 100 to 125 students. A student success, leadership and character building program designed to improve achievement by addressing barriers to learning and by teaching attitudes and behaviors which support success. Activities include:

- Achievement and Commitment to Excellence (ACE) Program 3-Day Session with Family Evening
- Monthly ACE follow-up workshops utilizing the "*Making the Best of Me: A Handbook for Student Excellence and Self-Esteem*" curriculum

◆ Integration and Access to EduCare or other After School Programs

Format: Year-round for all students. EduCare provides integrated services through existing and successfully established afterschool programs offered on campus. Our services will link students to existing daily after school programs plus additional on-campus school and community resources to meet students' needs. Afterschool programs become a hub where the services of partners are connected to serve students and the community.

COLLEGE ACCESS SERVICES

Creating Pathways to Success

EduCare's Core College Access Services (cont.)

MIDDLE SCHOOL MODULE | Core Components:

◆ Specialized College Access & Success Component

Format: Year-long program (4 sessions for 40 students). This program of four customizable College Road Map Sessions is designed to address the needs and college aspirations of students. Workshops, classes and activities provide middle school students with the knowledge, skills and confidence to successfully pursue post-secondary education.

◆ Student Success and Life Skills Development

Format: Year-long program for 100 to 125 students. Similar to high school component with topics and activities targeted to middle school students.

◆ Integration and Access to EduCare or other After School Programs

Format: Year-round for all students. Similar to high school component.

COLLEGE ACCESS | Supplemental Components:

College Visit: one-day events at local universities and colleges for 50 students that include a tour of the campus and various speakers/presentations to introduce youth to the college environment and enable them to experience college life first hand on a university campus.

College Retreat: A two-day overnight college retreat for 100 students provides a more in-depth experience of college life. Students stay in the dorms, tour the campus, participate in workshops and classes and hear from various speakers.

Student Success Summer Bridge: A three-day program for 100 students (incoming 9th grade students or 12th grade graduates) to help them in their transitions. Students develop attitudes and behaviors which support success, including personal & project management, emotional intelligence, and interpersonal skills.

Parent & Family Skills Development: Four customizable workshops to empower 100 parents with strategies for parenting with greater confidence and effectiveness. Topics include: parent empowerment, college readiness and Social Emotional Learning (SEL).

Professional Development: Four training sessions totaling 30 hours for 100 teachers and school personnel emphasizing Social Emotional Learning (SEL), English Language Development and Linked Learning. EduCare's interactive, experiential professional developments and workshops enhance educators' ability to teach beyond instructional strategies as they cultivate a renewed sense of purpose and confidence.

Graduation Requirements Workshop

Block Plan

Workshop Title: Graduation Requirements & A-G
Description: Students will review the graduation requirements, including A-G requirements, and California Department of Education (CDE) requirements. They will be able to apply their knowledge to their individual class schedules.
Workshop Objectives: **By the end of the workshop students will be able to:** 1. Name all categories within the A-G 2. Name the total number of credits needed to pass to the next grade level. 3. Identify the different number of years needed for each academic subject.
Materials Needed: 1. PowerPoint Presentation 2. Pre/Post tests 3. A-G Packet (pg. 2 and 3) 4. Worksheet
Agenda: 1. Activity 1: PowerPoint Presentation 2. Activity 2: Worksheet 3. Closing

Activity 1: Pre Test (5 min)	Distribute pre- test
Activity 2: PowerPoint Presentation (10 min)	Present PowerPoint
Activity 3: Worksheet (15 min)	1. Distribute worksheet and A-G packets 2. Explain the instructions and purpose 3. Assist students while they work. 4. Give 5- minute time warning. 5. Close activity.
Activity 4: Closing/ Post- Test (8 min)	1. Have 1- 2 students share their sheet, and any challenges completing it. 2. Distribute post- test. 3. Close

About the A-G Requirements

The A-G requirements are a sequence of 15 courses that are required for admission to the California State University (CSU) system.

- Beginning with the Class of 2016, the Los Angeles Unified School District (LAUSD) will incorporate the A-G requirements into its graduation requirements to ensure that all graduates are prepared for college.
- Beginning with the Class of 2017, all students will complete the minimum course requirements for the CSU system, which includes passing their A-G classes with a 'C' or better, in order to graduate.

College & Career Readiness Through A-G

- The mission of LAUSD is to graduate students who are college-prepared and career-ready. In the 21st century workplace, finding and keeping a job that pays well requires higher-order thinking skills—those that we want every LAUSD student to learn.

- In order to accomplish this, students must take a rigorous high school program that teaches a foundation of skills that will help them to apply, analyze and synthesize complex information.

- LAUSD has incorporated A-G courses into its graduation requirements prioritizing the courses students need to ensure that they are college-prepared and career-ready by graduation day for the Class of 2017 and beyond.

- By adopting A-G as the standard and requiring students pass with a 'C' or better, LAUSD is raising the bar for all students to be competitive in today's workforce, whether they go straight into a career or go on to a 4-year college.

"Fifty years ago, the Civil Rights Movement fought for the simple right to sit at the counter to get a cup of coffee.

A diploma is that cup of coffee today.

We need to make sure every student who enters our schools is prepared for college and the workforce."

--Superintendent John Deasy

LAUSD Class of 2017 Graduation Requirements

EduCare Foundation

Graduation Requirements

Subject	Requirements
A. History/Social Science	1 year World Hist. 1 year U.S. Hist.
B. English	4 years
C. Mathematics	3 years
D. Lab Sciences	1 year Biological 1 year Physical
E. Language Other Than English	2 years
F. Visual & Performing Arts	1 year
G. College Prep Electives	1 year
Additional Requirements	
Princ. of American Dem.	1 semester
Economics	1 semester
Physical Education	2 years
Health	1 semester
Total Numerical Credits*	210 (total)
Non-Course Requirements	
Assessment CAHSEE	Pass English & Math
Career Pathway	---
Service Learning	---

*Numerical credits can be earned with a grade of "D" or higher.

LAUSD graduation requirements include California Department of Education graduation standards and CSU minimum admission eligibility requirements

Passing Grades

Beginning with the class of 2017, the A-G Requirements will be part of LAUSD's graduation requirements. LAUSD will require a minimum grade of C or higher to pass the minimum A-G 15-course sequence. If a student earns lower than a C in any of these courses, the student must either repeat the course and earn a grade of C or better, or in approved cases, validate the course by earning a C or better in a more advanced course.
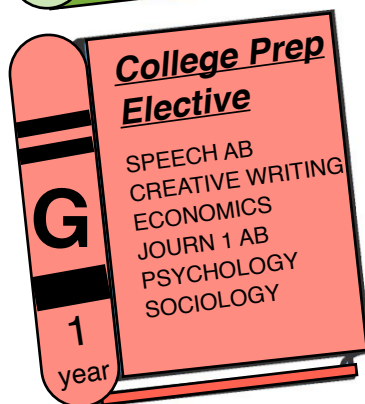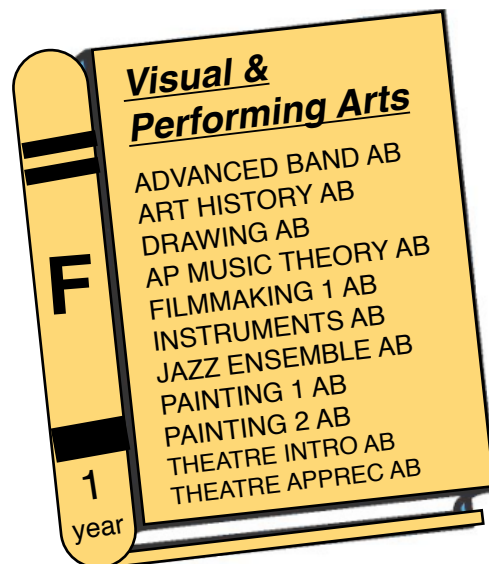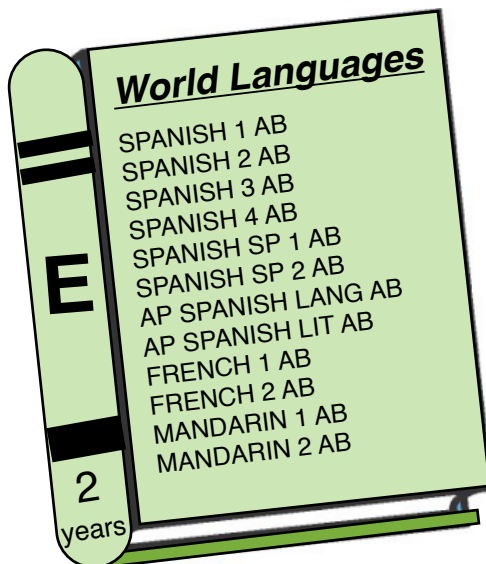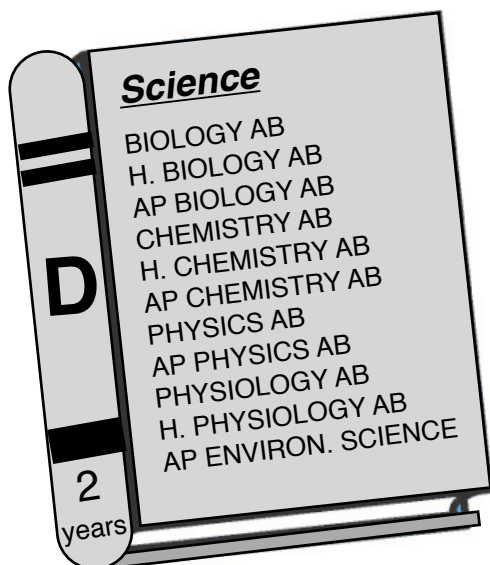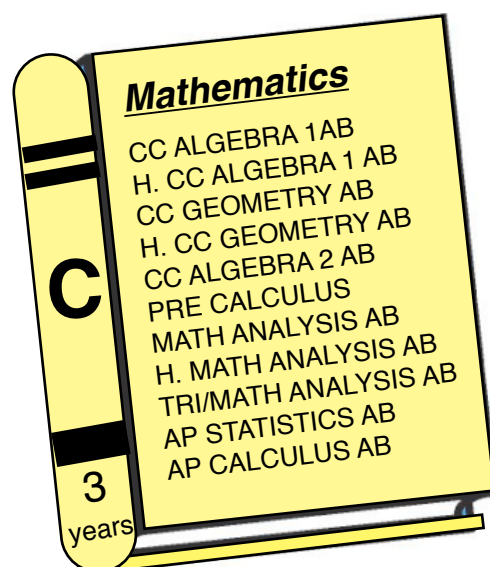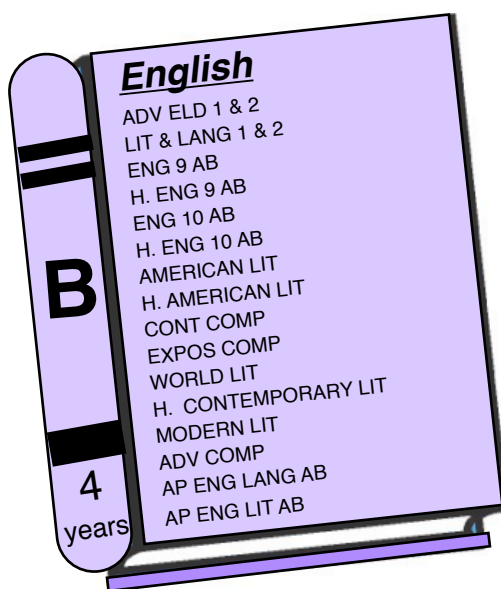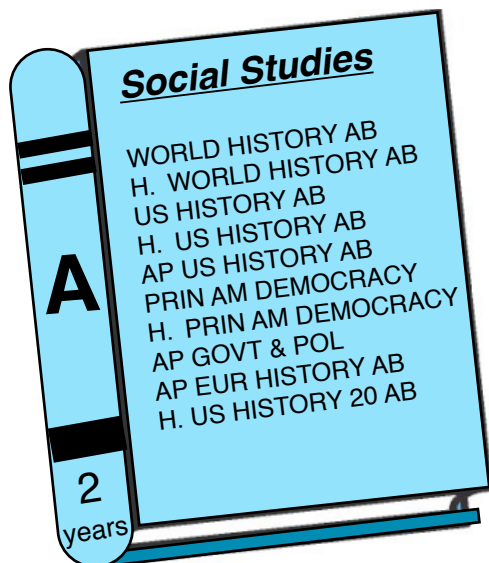
Eligibility for College

Parents and students should be aware that completion of the A-G requirements does not guarantee admission to a university. A student's grade point average and test scores will also factor into admissions decisions. In order to be competitive, students should plan to take higher level courses that exceed the minimum A-G requirements. Students should consult with their counselor for guidance.

LAUSD Sample A-G Course List

EduCare Foundation

This is a sample list of some of the A-G courses that are commonly offered at LAUSD high schools. Complete A-G course lists for each school are available at: https://doorways/ucop.edu/list.

A — Social Studies (2 years)

WORLD HISTORY AB
H. WORLD HISTORY AB
US HISTORY AB
H. US HISTORY AB
AP US HISTORY AB
PRIN AM DEMOCRACY
H. PRIN AM DEMOCRACY
AP GOVT & POL
AP EUR HISTORY AB
H. US HISTORY 20 AB

B — English (4 years)

ADV ELD 1 & 2
LIT & LANG 1 & 2
ENG 9 AB
H. ENG 9 AB
ENG 10 AB
H. ENG 10 AB
AMERICAN LIT
H. AMERICAN LIT
CONT COMP
EXPOS COMP
WORLD LIT
H. CONTEMPORARY LIT
MODERN LIT
ADV COMP
AP ENG LANG AB
AP ENG LIT AB

C — Mathematics (3 years)

CC ALGEBRA 1AB
H. CC ALGEBRA 1 AB
CC GEOMETRY AB
H. CC GEOMETRY AB
CC ALGEBRA 2 AB
PRE CALCULUS
MATH ANALYSIS AB
H. MATH ANALYSIS AB
TRI/MATH ANALYSIS AB
AP STATISTICS AB
AP CALCULUS AB

D — Science (2 years)

BIOLOGY AB
H. BIOLOGY AB
AP BIOLOGY AB
CHEMISTRY AB
H. CHEMISTRY AB
AP CHEMISTRY AB
PHYSICS AB
AP PHYSICS AB
PHYSIOLOGY AB
H. PHYSIOLOGY AB
AP ENVIRON. SCIENCE

E — World Languages (2 years)

SPANISH 1 AB
SPANISH 2 AB
SPANISH 3 AB
SPANISH 4 AB
SPANISH SP 1 AB
SPANISH SP 2 AB
AP SPANISH LANG AB
AP SPANISH LIT AB
FRENCH 1 AB
FRENCH 2 AB
MANDARIN 1 AB
MANDARIN 2 AB

F — Visual & Performing Arts (1 year)

ADVANCED BAND AB
ART HISTORY AB
DRAWING AB
AP MUSIC THEORY AB
FILMMAKING 1 AB
INSTRUMENTS AB
JAZZ ENSEMBLE AB
PAINTING 1 AB
PAINTING 2 AB
THEATRE INTRO AB
THEATRE APPREC AB

G — College Prep Elective (1 year)

SPEECH AB
CREATIVE WRITING
ECONOMICS
JOURN 1 AB
PSYCHOLOGY
SOCIOLOGY

College & Career Readiness Through A-G

LAUSD Graduation Requirement Transitions

EduCare Foundation

By adopting A-G as the standard and requiring students pass their A-G courses with a 'C,' LAUSD is raising the bar for all students.

Raising the Bar - "D" to "C"

By 2014 and 2015: LAUSD's graduation requirements will start to align with the A-G requirements.

By 2016: LAUSD will continue to align with A-G, increase rigor and adjust other courses. Completion of A-G courses will be tracked in years (instead of credits).

By 2017: LAUSD will raise the passing grade to a "C" or better in A-G courses required for graduation.

[yellow box] = Changes to LAUSD Graduation Requirements

Class of 2014 & 2015

A-G Req.		Credits & Letter Grade Needed
A.	Social Studies *10 credits are CA requirements	30-D
B.	English	40-D
C.	Math *Through Geometry	20-D
D.	Science	20-D
E.	World Languages	Not Required
F.	Visual & Performing Arts	10-D
G.	Advanced College Prep Core Electives (Physics, Geography, Stats, 3rd yr Spanish)	Not Required
	Electives	75-D
	Applied Technology	10-D
	PE	20-D
	Health	5-D
	Life Skills	Not Required

TOTAL NUMERICAL CREDITS: 230

Class of 2016

A-G Req.		Credits & Letter Grade Needed
A.	History/Social Studies *10 credits are CA requirements	2yrs-D
B.	English	4yrs-D
C.	Math *Through Algebra 2	3yrs-D
D.	Science	2yrs-D
E.	World Languages	2yrs-D
F.	Visual & Performing Arts	1yr-D
G.	College Prep Electives (Physics, Geography, Stats, 3rd yr Spanish)	1yr-D
	Electives	Not Specified
	Applied Technology	Not Required
	PE	20 Credits-D
	Health	5 Credits-D

TOTAL NUMERICAL CREDITS: 210

Class of 2017

A-G Req.		Credits & Letter Grade Needed
A.	History/Social Studies *10 credits are CA requirements	2yrs-C
B.	English	4yrs-C
C.	Math *Through Algebra 2	3yrs-C
D.	Science	2yrs-C
E.	World Languages	2yrs-C
F.	Visual & Performing Arts	1yr-C
G.	College Prep Electives (Physics, Geography, Stats, 3rd yr Spanish)	1yr-C
	Electives	Not Specified
	PE	20 Credits-D
	Health	5 Credits-D

TOTAL NUMERICAL CREDITS: 210

Graduation Requirements Workshop

1. What are the A-G requirements?
   a) Classes needed to graduate high school.
   b) Classes needed to apply to state universities.
   c) Both a & b.
   d) None of the above.
2. How many credits do you need to move on to 12th grade?
   a. 200
   b. 76
   c. 160
   d. 210
3. How many credits do you need to graduate high school?
   a. 200
   b. 150
   c. 300
   d. 210
4. How many years of Math are required to graduate?
   a. 4
   b. 3
   c. 2
   d. 1
5. How many years of History are required to graduate?
   a. 4
   b. 3
   c. 2
   d. 1

Schedule of Services

Graduation Requirements Workshop

1. What are the A-G requirements?
   a) Classes needed to graduate high school.
   b) Classes needed to apply to state universities.
   c) Both a & b.
   d) None of the above.
2. How many credits do you need to move on to 12th grade?
   a. 200
   b. 76
   c. 160
   d. 210
3. How many credits do you need to graduate high school?
   a. 200
   b. 150
   c. 300
   d. 210
4. How many years of Math are required to graduate?
   a. 4
   b. 3
   c. 2
   d. 1
5. How many years of History are required to graduate?
   a. 4
   b. 3
   c. 2
   d. 1
6. What is one NEW thing you learned today that you didn't know before participating in this workshop?

_____
_____

ACE Program
ACHIEVEMENT AND COMMITMENT TO EXCELLENCE

3-Day Program for Students

Purpose:

The **ACE (Achievement and Commitment to Excellence)** Program is a comprehensive student success and character building program designed to empower middle and high school students to achieve excellence in personal, social and academic pursuits. It utilizes EduCare's years of experience and expertise in Social & Emotional Learning (SEL) to provide a foundation for safe and positive learning and growth. ACE focuses on the following SEL elements:

Character Development: Confidence building, positive decision-making & constructive choices.

Personal Management: Personal responsibility & accountability.

Emotional Intelligence: Managing anger, fear, rejection & peer pressure.

Interpersonal Skills: Communication, conflict resolution, problem solving & team building.

The **ACE 3-Day Program** is designed to assist youth in creating more successful and constructive lives. Through their involvement, students:

- Experience greater self-worth and self motivation
- Identify and enhance their unique talents
- Learn to manage emotional distress and improve attitudes & behaviors
- Learn teambuilding and conflict resolution skills
- Develop greater empathy and understanding for others
- Develop skills for decision making and problem-solving as it relates both to school and personal life
- Improve school attendance & leadership skills

Format:

- Interactive three consecutive-day workshop for approximately 100 students
- Within each workshop, the larger group is divided into "resource groups" *(of 7-10 students and one adult)* for structured teambuilding and experiential activities. There are also whole group activities.

Teachers' & Adults' Roles and Responsibilities:

- General Supervision - help prepare room & workshop sessions, supervise & assist with break, lunch, arriving & departing, and bus coverage, if applicable
- Resource Group Leaders - active, positive role modeling & coaching
- Active participation & involvement

Since 1990, EduCare's programs have been offered to more than 94,000 students in schools, school districts, and youth serving agencies worldwide. Our youth development programs, professional development trainings and parent workshops have been widely cited as outstanding models for innovative and self-sustaining change.

Armando Diaz, Program Director
armando@educarefoundation.com
Tel: (818) 646-5229
Cell: (323) 637-5661

EduCare Foundation
Office: (818) 646-5220
www.educarefoundation.com

ACE 3-DAY STUDENT WORKSHOP
DAILY SCHEDULE
6.5-Hour Format

FOR RESOURCE GROUP LEADERS

DAY #1 THEME: *"Personal Leadership"*	# of Faculty: _____
	# of Students: _____

_____ 8:45am Registration & food

_____ **9:00am** ___**WELCOME** ___Introductions ___

___What is ACE *PP* → ___Overview of Program & Logistics

___ Inner/Outer Success *PP*

___ Give out Folders *(Name on Folder/Nametag/other forms if necessary)* **Folders/Pens/Nametag**

_____ 9:30am ___ Match Up Game *PP* **Handout #1** ___ Match Up Game Debrief Match Up Suggested Music: Love Train

_____ 9:50am ___ Daily Themes *PP* → ___ Thumbs on Top → ___ Comfort Zone *(5mins)*

___ Sharing *PP* – *"What would you like to get out of the ACE program"*

___ Groundrules & Guideline *PP*
Emphasize attendance on all days / Exceptions must be noted / Confidentiality Exceptions!

_____ 10:20am ___ OPTIONAL: Energy Squeeze

_____ **10:30am** ___ **SNACK BREAK:** Secure volunteers for Family Choices skit *(leave early)*

_____ 10:45am ___ Commitment Check *PP*

___ Personal Leadership lecturette *PP* → ___ Muscle-Testing → ___ Fingers come together

_____ 11:15am ___ Resource Groups:

___ *Have RGLs complete Attendance once seated, during Name Game Part #2, or before lunch*
___ Name Game(s): *PP* 1) Good at Doing   2) Positive Quality *(Optional)*
___ *PP* Arrogance vs. Confidence
___ Knots Game *PP*

_____ **11:45pm** ___ **LUNCH** *Announce menu / veggie options / logistics*

_____ 12:15pm ___ Group name & cheer **(Index Cards & Pens Optional)** *PP*

___ Cheer Debrief in Resource Groups: *PP*
1) What were you thinking/feeling before, during & after your cheer?
2) What helped you to get through it?

_____ 1:15pm ___ Have To/Choose To lecturette: Power of Choice / Attitude *PP*

___ Family Choices Skit

_____ **1:45pm** ___ **BREAK** (Brief)

_____ 2:00pm ___ Resource Groups - Intention & Methods *PP* *(return to chairs demo)*

_____ 2:05pm ___ River Crossing *PP*   **Boards, Blindfolds**

___ River Crossing Debrief in Resource Groups *PP*

_____ 2:45pm ___ "Game of Life" Sharing *PP* - Resource Groups   **5x7 Cards & Pens**
1) Write "Games" on left-side of card & (3) Games we play
2) Write "Choice" on right-side of card & (3) Choices we have
3) Share Games/Choices with Resource Group

___ OPTIONAL: Large group Game of Life sharing

_____ 3:05pm ___ Learning Log **Handout #2** → ___ OPTIONAL: I learned sharing

_____ 3:15pm ___ Review Homeplay/Announcements: *PP*
1) ACE Family Celebration Invitation **Handout #4**
2) Review Strength Circles **Handout #3** *PP*

REMINDER: Wear comfortable clothes & shoes Days 2 &3;
             Leave personals at home
OTHER

_____ **3:30 pm** **END DAY ONE** *PP*

Students for Skit:
1)_____
2)_____
3)_____
4)_____
5)_____
6)_____

FACILITATOR REMINDER:
Please contact Program Director w/update at end of day if no Family Event. Thank you!

ACE 3-DAY STUDENT WORKSHOP
DAILY SCHEDULE
6.5-Hour Format

FOR RESOURCE GROUP LEADERS

DAY #2 THEME: *"Communication & Cooperation"*

# of Faculty: _____
# of Students: _____

_____ 8:45am — Registration & food

_____ **9:00am** ___ **WELCOME** ___ Day #1 Review / Today's Theme *PP*
___ Commitment Check *PP* ___ OPTIONAL: Risk Line Up
___ CEP
___ Physical Milling *PP*
___ Intro Sharing on Homeplay *PP* ___ Model Homeplay
___ Reminder of ACE Family Eve *(If applicable)*

_____ **9:30am** ___ **Resource Groups:**
___ Check in - How are you doing today? *PP*
___ Learning Logs *(If not done on Day-1) PP* : *Handout #2* / ___ **RG Attendance Sheet**
Please folders/pens under seat (to be used for free advice shortly
___ Heart Talks *PP* **Velvet Hearts**
Topics: ___ *1) A person I appreciate is …* ___ *2) What I am grateful for is…*
___ Setup Free Advice *PP* **3x5 index cards & Pens**

_____ **10:30am** ___ **BREAK** *(Secure students for Communication Skits prep*
_____ 10:45am ___ OPTIONAL: I Like People *PP*
_____ 11:00am ___ Trust Series *PP (Spotting, Fall-Backs, Willow in the Wind)*
_____ 11:30am ___ Trust Series Debrief *PP*

_____ **11:40am** ___ **LUNCH** *MENU_____*
_____ 12:10pm ___ Intro Communication lecturette / skits: *PP*
___ "Listening & Not Listening", ___ "Right/Wrong"
_____ 12:20pm ___ Free Advice - Large group *(Select 10-12cCards) PP*
___ OPTIONAL: Free Advice – In Resource Groups
Two advice cards each, one large index card per group

_____ 1:10pm ___ OPTIONAL: Simon Sez

_____ **1:20pm** ___ **BREAK**
_____ 1:25pm ___ Campfire Sharing: *PP*
Hopes, wishes & dreams / What's heavy on your heart…
_____ 2:30pm ___ Giving & Receiving Game *PP*
_____ 2:40pm ___ OPTIONAL: **Learning Log** – Questions #3 & #4 *PP*
___ OPTIONAL: I learned statements / sharing *PP*
_____ 3:10pm ___ Review Homeplay / Announcements: *PP*
1) Reminder on ACE Family Celebration *Handout #4*
2) Express one act of kindness to yourself & one act of kindness to another
Suggest doing Day #1 Home Play if not done
3) Give away a minimum of 3 handshakes or hugs before you leave today

Reminder: Wear comfortable clothes & shoes for Day #3 / Leave personals at home

Other Announcements: _____

_____ 3:20pm ___ Group Photo *(Can be done before Homeplay & Announcements)*
_____ **3:30pm** **END DAY-TWO** >> *Distribute snacks if not given earlier*

Students for Skits:
Listening:
1)_____
2)_____
I'm Right:
3)_____
4)_____

CF Close Suggested Music: Heart of Life

G & R Suggested Music: The Worlds Greatest

FACILITATOR REMINDER: Please contact Program Director w/update at end of day if no Family Event. Thank you!

ACE 3-DAY STUDENT WORKSHOP
DAILY SCHEDULE
6.5-Hour Format

FOR RESOURCE GROUP LEADERS

NOTE: Have 5x7" & 8x10" framed photo(s) developed

DAY #3 THEME: *"Connections with Ourselves & Others"*

# of Faculty: _____
# of Students: _____

_____ 8:45am — Registration & food

_____ **9:00am** ___ **WELCOME** ___ Day #2 Review / Today's Theme *PP*
___ Commitment Check *PP*
___ CEP
___ Welcome Milling *PP*
___ Sharing on Homeplay ___ Model Homeplay *PP*

_____ 9:35am ___ Possible Acts of Kindness Video *(Optional)* ___ Large Group Video Sharing
_____ 9:55am ___ Resource Groups:
___ Check-In: *How doing today? and What have you learned so far? PP*
___ Resource Group Attendance Sheet
___ Reminder of ACE Family Evening *(If Applicable)*
___ Hand out & briefly review Student Resources Sheet **Handout #11**
___ Learning Log – Questions #3 & #4 *(If not done previously) PP*
___ Heart Talks *(velvet hearts) PP*
    1) What I want from a friend is… 2) What makes me a good friend is…

_____ 10:25am ___ Maze Game ___ Maze Game Debrief and Sharing   **Rubber Rounds**
    About Trusting Self & Others and/or Mistakes
_____ 11:00am ___ **BREAK**
_____ 11:15am ___ Games We Play *(If not done on Day #1)*
___ Affirmations **Affirmation Kits** ___ Affirmation Gallery *(Optional)*
___ Musical Chairs *(Optional)*

If College Tour is available, Maze & Games We Play / Affirmations are optional ONLY if time allows

_____ 10:10am** ___ College Panel   ****IF APPLICABLE**
___ College Tour *(Give snacks on exit)* >>> *Move straight to lunch on return*

_____ **12:00pm** ___ **LUNCH** *(Prep for Slideshow)* MENU _____
_____ 12:30pm ___ Resource Groups: Super Me Cape **Handout #8, Tape, Pens**
___ Super Me Cape Resource Group Sharing
_____ 1:00pm ___ Letter to Self **Stationary #5, Envelopes #6, Folders, Pens**
_____ 1:15pm ___ Clump *(OPTIONAL: Have them self-track on points)*
_____ **1:35pm** ___ **SNACK BREAK**
_____ 1:50pm ___ ACE Slideshow
___ Large Group Appreciation Circle
_____ 2:45pm ___ Resource Groups:
    What I learned about myself & others is and *How I can use ACE in my life more is…*
___ Tips on applying the ACE Program
___ Introduce After School Programs *(if applicable)* AS Flyers: **Handout #9** *(if available)*
___ Resource Group Closing Appreciations *(Group Hug, Huddle or Handshake)*
_____ 3:10pm ___ Learning Log – Questions #5
___ Evaluations **Handout #7** >> Students keep folders / Collect Pens & RG Boxes
___ Announcements: ___ EC Interviews ___ Other:_____
___ Acknowledge teachers & volunteers
___ Closing Comments
_____ **3:30pm** **END DAY-THREE** *(Prep for ACE Family Evening, if applicable)*

Super Me Suggested Music:
Intro: Superman Theme
During: You Gotta Be

Letter to Self Suggested Music:
Watermark

FACILITATOR REMINDER:
Please contact Program Director w/update at end of day if no Family Event. Thank you!

ACE 3-DAY STUDENT WORKSHOP
DAILY SCHEDULE
6.5-Hour Format

ACE FAMILY CELEBRATION

# of Faculty: _____

# of Students: _____

OPTIONAL: Arrange student/faculty interviews

_____ 4:30pm ACE students eat dinner

_____ 4:45pm ___Welcome parents & family from time to time; mention start time

_____ **5:00pm** **ACE FAMILY CELEBRATION START**

___ Brief Welcome

___ Introduce Organization Staff

   ___ Introduce Administrator *(If applicable)*

___ ACE Program Overview

___ ACE Slide Show

___ Students Sharing:

   ___ *"One thing I learned in the ACE Program is …"* **PP**

   ___ *"How I can use ACE in my life is…"* **PP**

___ Parents/Family sharing: **PP**

   "My name is…"
   "My son's/daughter's name is…"
   "What I appreciate about you is…"

___ Certificates: **PP**

   ___ Teacher/Adult Certificates

   ___ Framed Picture Presentation *(If available)*

     (8x10" Matted / 10x13" unmatted frame)

   ___ Student Certificates *(Instruct students on procedure)*

___ Announcements *(Folders, Food)*

___ Blue Ribbons **PP**

_____ **6:30pm** ___ **CLOSE EVENING** *PP*

END PROGRAM

❤ ❤ ❤

Slideshow Suggested Music: Union / One Tribe / Love Generation

Framed Group Picture(s)

Student Certificates

Blue Ribbons

Blue Ribbon Suggested Music: Let your Light Shine

ACE Close Suggested Music: Your Love is Lifting Me Higher Love Generation

REMINDER:
Facilitators - Please contact Program Director
w/update at end of day.

Thank you!

EduCare Foundation

ACE Program
Advisory Class
Lesson Plans

Taken from:

Making the Best of Me[©]

A Handbook for Student Excellence & Self-Esteem

By Stu Semigran & Sindy Wilkinson

EduCare™
F O U N D A T I O N

(818) 646-5220
www.educarefoundation.com

© Copyright 2010

Lesson Plan Overview

> Dear Teachers:
>
> The following lessons have been prepared to use with your students during Advisory Class on the following dates:
>
> The overall intentions of these activities are:
>
> ◈ To provide students the opportunity to connect with their teacher & classmates in various ways
> ◈ To see how well they have gotten to know their classmates over the past year
> ◈ To give students the opportunity to reflect on their experience over the past year
> ◈ To give students the opportunity to visualize and create a successful next year
>
> *The lessons are interactive, so your active participation is highly encouraged!*
>
> *With Best wishes,*
> *The EduCare Foundation Staff*

1. FRIENDSHIP PIE: **Handouts:** Yes

FORMAT: Interactive Activity

TIME: **20 Minutes:** 5 min. written / 10 min. interactive / 5 min. discussion

PURPOSE: 1) To experience meeting new friends in a fun, safe and accepting way.

2) To recognize the uniqueness of each of us as individuals.

2. MYSTERY PERSON: **Handouts:** Yes

FORMAT: Interactive Activity

TIME: **20+ Minutes** *(varies)*   Written set up: 5-Minutes

PURPOSE: To increase student's awareness of themselves and each other. This is excellent as a fun "getting to know you" activity.

3. I AM GRATEFUL FOR: **Handouts:** Yes

FORMAT: Written / Interactive Activity

TIME: **15 Minutes:** 10 min. written / 5 minutes discussion *(varies)*

PURPOSE: 1) To focus on gratitude.

Lesson Plan Overview

2) To encourage awareness of the things in life for which you are grateful.

4. CREATING THE NEW YEAR: **Handouts:** Yes

FORMAT: Written / Interactive Activity

TIME: **30 Minutes:** 20 min. written / 10 min. discussion *(varies)*

PURPOSE: 1) To create a vision or plan for a successful new year.

2) To reflect on the learnings of the past year and use them as "stepping-stones" into the next.

5. LEARNING FROM MISTAKES: **Handouts:** Yes

FORMAT: Written / Discussion Activity

TIME: **30 Minutes**: 15 min. written / 15 min. discussion *(varies)*

PURPOSE: 1) To neutralize the emotionally negative reaction to mistakes.

2) To recognize the importance of one's attitude that permits viewing mistakes as opportunities from which to learn.

6. TAKING CHARGE: **Handouts:** Yes

FORMAT: Written / Discussion Activity

TIME: **20 Minutes:** 10 min. written / 10 min. discussion *(varies)*

PURPOSE: 1) To enhance awareness of the degree to which students take personal responsibility for their actions.

2) To identify areas in which student wish to take greater responsibility.

3) To enhance group cohesiveness.

7. THE WEEK IN REVIEW: **Handouts:** Yes

FORMAT: Written / Interactive Activity

TIME: **10-20 Minutes:** 5-10 min. written / 10 min. discussion *(varies)*

PURPOSE: 1) To provide a tool to increase the awareness of the week's activities, thoughts and feelings.

2) To provide a tool to identify areas of growth or improvement.

Lesson Plan Overview

8. MANAGING MONEY: Handouts: Yes

FORMAT: Written / Interactive Activity

TIME: **30-40 Minutes:** 15-20 min. written / 15-20 min. discussion *(varies)*

PURPOSE: 1) To examine personal attitudes about money.

2) To identify strategies to create more positive attitudes and behaviors regarding money.

3) To identify the importance of money in one's life.

9. DAILY GOALS: Handouts: Yes

FORMAT: Written Activity

TIME: **5-10 Minutes Daily**

PURPOSE: 1) To experience setting and evaluating progress on short-term goals.

2) To build a winning habit in regards to goals.

10. WEEKLY PLANNER: Handouts: Yes

FORMAT: Written Activity

TIME: **15 Minutes First time: 3-5 minutes daily**

PURPOSE: 1) To keep track of daily assignments and tasks.

2) To develop a system that supports keeping agreements and increased personal responsibility for getting things done on time.

11. PUTDOWNS: Handouts: Yes

FORMAT: Written / Discussion / Interactive

TIME: **20-30 Minutes** + out of class time

PURPOSE: 1) To sensitize students to the negative effect of giving and receiving putdowns.

2) To develop observation skills.

Lesson Plan Overview

12. MAKING A DIFFERENCE: SERVICE: **Handouts:** Yes

FORMAT: Written / Interactive Activity

TIME: **25 Minutes +:** 10-15 Minutes written / 10 + minutes discussion *(varies)*

PURPOSE: 1) To enhance awareness of each individual's power to make a difference.

2) To build group cohesiveness.

13. STUDENT JOURNAL – PART II *(Optional)*:   **Handouts:** Yes

FORMAT: Written Activity

TIME: **10 Minutes** *(varies)*

PURPOSE: To provide an opportunity for self-reflection and awareness using various topics as guides.

14. NEW REALITY: **Handouts:** Yes

FORMAT: Written / Interactive (optional) / Discussion Activity

TIME: **25 Minutes:** 10 min. written / 10 min. interactive / 5 min. discussion

PURPOSE: 1) To increase awareness of future vision for self.

2) To enhance group trust through sharing.

3) To set foundation for creation of goals.

15. STRENGTH CIRCLES: **Handouts:** Yes

FORMAT: Written / Interactive Activity

TIME: **20-30 Minutes** *(varies)*

PURPOSE: 1) To practice self-acknowledgement.

2) To experience receiving acknowledgement from others.
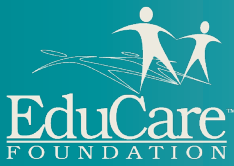
:

ACE Heartbeats
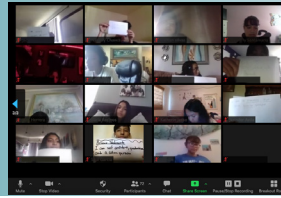
EduCare Foundation's mission is "to inspire and empower young people to become responsible citizens, compassionate leaders and to live their dreams." Through Social Emotional Learning (SEL) we empower youth to be healthy, whole, successful and contributing citizens, and adults to be inspiring and supportive role models. Environments of caring and self-discovery help youth realize their full potential. Since 1990, we have served over 230,000 students and 36,000 teachers & parents across 425 schools.

ACE HEARTBEATS
Virtual Heartset® Social-Emotional Learning Workshops

EduCare's ACE Heartbeats are a by-product of our flagship, social-emotional learning and youth development ACE (Achievement and Commitment to Excellence) Program.

Workshops focus on success, positive school climate and connection, and character-building skills. The goal is to empower students to achieve excellence in personal, social, and academic pursuits while building a school culture of empathy and kindness.

Format

- Highly interactive, 1-1¼ hour live workshops via Zoom, for approximately 75 students per workshop group.

- Within each workshop, the larger group is divided into "resource groups" (7-10 students plus one adult teacher or staff member) for structured social-emotional learning, team building and experiential activities. There are also whole group activities with experienced student mentors serving as group leaders.

- Includes a 1½ hour Growth Heartset® Professional Development as an orientation for teachers and staff actively participating in the student workshops.

- Workshops are delivered in 5, 8, or 10 sessions per group, and are done over consecutive days, weeks, or the course of a school year. Follow-up curriculum is provided.

For more information:
Armando Diaz
Program Director
armando@educarefoundation.com
(818) 646-5229

Virtual Professional Development

EduCare Foundation's mission is "to inspire and empower young people to become responsible citizens, compassionate leaders and to live their dreams." Through Social Emotional Learning (SEL) we empower youth to be healthy, whole, successful and contributing citizens, and adults to be inspiring and supportive role models. Environments of caring and self-discovery help youth realize their full potential. Since 1990, we have served over 230,000 students and 36,000 teachers & parents across 425 schools.

Heartset® Education is EduCare's unique platform for social emotional learning (SEL). It promotes and teaches self-awareness, personal responsibility, empathy, and compassion – to create a learning environment in which youth can flourish and realize their full potential in spite of life's uncertainties and challenges.

EduCare's Professional Development Workshops cover topics including **communication**, **conflict resolution** and **whole child education**. Teachers, school and district personnel gain **skills**, **tools**, and **practical activities** to support students and improve classroom environments.

WORKSHOP TOPICS

- Growth Heartset®: Establishing a Culture of Caring
  3 hours
- Team Building
  1½ hours
- Communication
  1½ hours
- Mindfulness for Peace & Calm
  1½ hours

- Honoring & Teaching The Whole Child
  3 hours
- Higher Ground – Teaching Conflict Management
  3 hours
- Essential Self Care
  1½ hours
- EduCare's Heartset Skills *(see below)*
  1½ hours per skill

EduCare's Eight Heartset Skills

Skill #1: Seeing the Best in Everyone – Honoring

Skill #2: Positively Reinforcing – Praising

Skill #3: Listening from the Heart

Skill #4: The Power of Choice – Personal Responsibility

Skill #5: Resolving Conflict

Skill #6: Moving from Judgment to Forgiveness

Skill #7: Turning Challenges into Learning Opportunities

Skill #8: Giving and Receiving

We are happy to customize courses to meet your specific needs – just let us know.

For more information:

Armando Diaz

Program Director

armando@educarefoundation.com

(818) 646-5229

EDUCARE AFTER SCHOOL PROGRAM – SAMPLE LESSON PLAN
HOMEWORK AND TUTORING ACTIVITY (MULTI-SUBJECT)

WHAT IS THE INTENTION OF THE PROGRAM?

The intention of our Tutoring/Homework program is to guide students on the path success and to refine their academic habits. We want to instill study habits that will prepare students to tackle challenges that revolve around academics and testing. Ultimately, our goal is to provide a quality driven resource that the students can take advantage of, resulting in improved grades and graduating rates.

WHO DOES THE PROGRAM TARGET?

9th, 10th, 11th and 12th grade students

STUDENT PRIOR EXPERIENCE(S)

Open to all students, no prior experience needed

HOW OFTEN WILL STUDENTS MEET?

Number of days each week	5
Number of weeks	35
Total number of sessions	175
Length of each session	2 hrs.

WHICH EDUCATION STANDARDS ARE MET IN THIS PROGRAM?

1.0 Academics
Students understand the academic content required for entry into post-secondary education and employment in the chosen sector.

The first foundation standard, Academics, reflects standards in mathematics, science, history-social science, and visual and performing arts that are directly applicable to the industry sector and will be taught and/or reinforced in sector course work.

WHAT SKILLS WILL STUDENTS GAIN IN THIS PROGRAM?

ACADEMIC GOAL(S):
- Students will develop stronger academic skills and improve performance
- Students will improve their reading, writing, and comprehension skills
- Students will improve their concentration

SOCIAL GOAL(S):
- Students will gain confidence
- Students will gain improved interpersonal skills
- Students will gain time and stress management skills
- Students will improve interpersonal and communication skills
- Students will develop a support system on campus

WHAT BROAD TOPICS ARE GOING TO BE COVERD IN THE PROGRAM?

- Students will work on core areas that include, English, math, science and history
- ESL
- Exam Prep

HOW WILL STUDENTS DEMONSTRATE WHAT THEY ARE LEARNING?

- Completed homework assignments turned in correctly and on time
- Maintain or improve attendance
- Increase test scores
- Increase graduation rates

HOW WILL STUDENTS "SHOW OFF/CELEBRATE" THEIR GROWTH?

- Improved grades and school performance, reclassification and graduating

WHAT MATERIALS ARE NEEDED FOR THE PROGRAM?
- Paper, pencils, pens
- Computers
- Textbooks
- White Board and Markers

Lesson Plan

MINUTES	ACTIVITY	SKILL DEVELOPMENT
15	• Check In • Welcome everyone • Set up working station	• Listening Skills • Communication Skills • Organizational Skills
45	• Assignments and Homework • Reading and comprehension • Tutoring	• Social Skills • Reading and writing • Research based skills • Comprehension Skills • Math Skills
15	• Break	• Social Skills • Self-Care • Oral Skills
45	• Assignments and Homework • Reading and comprehension • Computer time • Tutoring • Close out	• Social Skills • Reading and writing • Research based skills • Comprehension Skills • Math Skills • Planning Skills

Total Time: 120 minutes

EDUCARE AFTER SCHOOL PROGRAM – SAMPLE LESSON PLAN
YOUTH LEADERSHIP GROUP PLAN

WHAT IS THE INTENTION OF THE PROGRAM?

Students will gain knowledge and develop leadership skills through continuous participation.

WHO DOES THE PROGRAM TARGET?

9th, 10th, 11th and 12th grade students

STUDENT PRIOR EXPERIENCE(S)

No prior experience needed.

HOW OFTEN WILL STUDENTS MEET?

Number of days each week	2 sessions per week until end of school year
Number of weeks	35
Total number of sessions	70 sessions
Length of each session	1.5 hours – 3 hours (Varied length per session depending on the topic/lesson)

WHICH STATE QUALITY STANDARDS ARE MET IN THIS PROGRAM?

Skill Building

WHAT SKILLS WILL STUDENTS GAIN IN THIS PROGRAM?

ACADEMIC GOAL(S):
- Students will create a positive impact
- Students will become effective leaders
- Students will develop ways to improve school community and spirit
- Students will be prepared for changing 21st century

SOCIAL GOAL(S):
- Students will increase engagement in the community
- Students will learn how to successfully influence the evolution of the school's culture
- Students will gain personal and professional satisfaction in helping other students
- Students will gain recognition from their peers
- Students will gain improved interpersonal and communication skills
- Students will develop healthy relationships with other students and faculty

WHAT BROAD TOPICS ARE GOING TO BE COVERED IN THE PROGRAM?

- Kindness
- Community Service
- Leadership

- School Spirit
- Career Planning/Workshops
- College Preparedness

HOW WILL STUDENTS DEMONSTRATE WHAT THEY ARE LEARNING?

- Meet together with the program administrators and discuss Mentee grades
- Students will make a plan to learn what areas Mentees need extra help in
- Meet again and show program administrator how much Mentee has progressed
- By end of semester, grades will be reviewed for comparison

HOW WILL STUDENTS "SHOW OFF/CELEBRATE" THEIR GROWTH?

- Students will feel a sense of pride and accomplishment
- Students will know that they have helped others during difficult times
- Students will have knowledge of working together and collaborating
- Students will plan and lead schoolwide events

WHAT MATERIALS ARE NEEDED FOR THE PROGRAM?

- Paint, markers, pens, and pencils
- Paper, posters
- Access to computers and printers

Lesson Plan

MINUTES	ACTIVITY	SKILL DEVELOPMENT
15	Student-led transition: • Sign in, pass out agendas, welcome everyone	• Listening Skills • Communication Skills • Team Building
30	Opening/Sharing: • Discuss any topic or issue that students may have	• Social Skills • Oral communication Skills
60	Practice: • Students discuss upcoming projects (e.g., Green Dot Org Wide Event, campus events)	• Social Skills • Writing Skills • Team Building • Communication Skills • Oral Skills
30	Closing/Sharing: • Ask questions, close discussion	• Social Skills • Communication Skills • Oral Skills • Planning
15	Return Materials: • Students return any materials that were used	• Team Building Skills • Social Skills

Total Time: 2 hours 30 minutes

EDUCARE AFTER SCHOOL PROGRAM – SAMPLE LESSON PLAN
HIP HOP DANCE ACTIVITY PLAN

WHAT IS THE INTENTION OF THE PROGRAM?

The intention of the Hip Hop Dance class is to teach students the basic components of this style of dance. Students will develop moves that reflect their personalities and portray the way they feel. They will learn popular moves and have the opportunity to compete and perform for after school activities

WHO DOES THE PROGRAM TARGET?

9th, 10th, 11th and 12th grade students (open to any student interested in dance)

STUDENT PRIOR EXPERIENCE(S)

Students should be able to perform exercises that will help them develop their dance skills. Students will carry out a series of physical activities as part of a warm-up routine, which will enhance students' well-being.

HOW OFTEN WILL STUDENTS MEET?

Number of days each week	1
Number of weeks	16
Total number of sessions	16
Length of each session	1 hr.

WHICH EDUCATION STANDARDS ARE MET IN THIS PROGRAM?

1.0 ARTISTIC PERCEPTION
Processing, analyzing, and responding to sensory information through the language and skills unique to dance.
Students perceive and respond using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using dance vocabulary.

2.0 CREATIVE EXPRESSION
Creating, performing, and participating in dance
Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

WHAT SKILLS WILL STUDENTS GAIN IN THIS PROGRAM?

- Students will gain skills in hip hop, jazz, and contemporary dance
- Students will become self-motivated
- Students will develop their personalities
- Students will become more aware of their unique talents and capabilities and learn to appreciate others' talents
- Students will develop interpersonal connections and build friendships

● Students will increase their physical and exercising abilities

WHAT BROAD TOPICS ARE GOING TO BE COVERED IN THIS CLASS?

● Hip hop dance styles

HOW WILL STUDENTS DEMONSTRATE WHAT THEY ARE LEARNING?

● Students will demonstrate what they learn by performing during lunch and after school activities

HOW WILL STUDENTS "SHOW OFF/CELEBRATE" THEIR GROWTH?

● Students will show/celebrate their growth through dance competitions and concerts hosted by the school

WHAT MATERIALS ARE NEEDED TO TEACH THE CLASS?

● Stereo
● Location (e.g., cafeteria)

Lesson Plan

MINUTES	ACTIVITY	SKILL DEVELOPMENT
5	Warm-up stretch	● Social Skills
5	Review steps learned, practice individually	● Listening Skills
45	Rehearse: Come together as a group, review mistakes and make corrections, learn new steps	● Time Management Skills ● Patience Skills ● Team Building Skills
5	Close: Review day's practice, set goals for next meeting	● Listening Skills ● Team Building Skills ● Communication Skills

Total Time: 60 minutes

**COLLEGE ACCESS PLANNING AND REPORTING
SCHEDULE OF SERVICES AND PRICES***

Category	Unit	Price
College Access – High School Module	Per school year. All components may be delivered virtually in modified sessions.* **Description:** The College Access – High School Module consists of four (4) component programs: • Specialized College and Career Access and Success • ACE: Student Success and Life Skills Development • One-on-One Case Management • Integration and Access to EduCare or other After School Programs Each of the first three component programs are also available separately. The individual components and related costs are described below.	$108,970
Specialized College & Career Access and Success	Per school year for 75-100 students. Includes ten (10) sessions.* **Description:** Workshops, classes and activities that provide youth with the knowledge, skills, and confidence to successfully pursue post-secondary education. The program consists of: • College Readiness and Application Assistance: three customizable sessions designed to address the needs and college aspirations of students. Students learn the necessary steps involved on the college path and when to accomplish the important milestones along the way. Students also build skills and gain confidence in their ability to develop and pursue their individual College Road Map • Financial Aid Guidance: two workshops cover the various financial aid opportunities available from the federal government, state, post-secondary institutions and private sources, and how to obtain them (i.e., FAFSA, scholarships, fellowships, work-study, student loans and grants, etc.) • Financial Literacy: two workshops provide a basic foundation for students to learn how to make wise and responsible financial choices. • SAT / ACT / AP Test Preparation: a combination of three small-group instruction sessions, independent learning, and online resources to develop students' test taking skills and strategies. Career Surveys and Matching (Internship): assesses and identifies potential career options for students and	$25,000

	introduces them to the education and/or training needed for those careers.	
ACE Program: Student Success and Life Skills Development	Per school year for 100-125 students. One 3-day program and monthly workshops and/or ACE Heartbeats (virtual sessions).* **Description:** A year-long student success, leadership and character-building program designed to improve student achievement by addressing students' barriers to learning and by teaching attitudes and behaviors which support success: • Attitudinal development – positive decision-making, constructive choices. • Personal management – study skills, verbal skills, project and time management. • Emotional intelligence – managing anger, fear, rejection, and peer pressure. Interpersonal skills – conflict resolution, communication, and team-building.	$25,000
One-on-One Case Management	Per school year for 40-50 under-performing students.* **Description:** Student receives one-on-one Case Management sessions throughout the year with a Case Manager that tracks academic progress and school attendance, helps students develop their individualized College Road Map, provides mentoring, guidance, and support. Case Managers address individual student needs and issues that can range from homelessness, child abuse, immigration status and poverty. Case Managers work to connect students with resources and support in the school and community that can address their needs.	$58,970
Integration and Access to EduCare or Other After School Programs	Per school year.* **Description:** EduCare provides integrated services through existing and successfully established after school programs offered on campus. As part of the Core College Access Services, EduCare links students to the existing daily after school programs plus additional on-campus and community resources to meet each students' needs. The result is that the after school programs become a hub where the services of various partners are connected to better serve the participating students and the community.	Cost is integrated with the Case Management component described above.

ACE Initiative (AI) Module	Per school year.*	$189,000
	Description: EduCare's ACE Initiative offers a comprehensive year-round program of support services, activities, and programming to create a healthy and positive school culture that promotes student achievement, attendance, and graduation, and prepares them to succeed in college, career, and in life. The ACE Initiative Module consists of three (3) components: • ACE Student Services • ACE Professional Development • ACE Parent Services The individual components and related costs are described below.	
ACE Student Services	Per school year for all students.*	$155,000
	Description: Age and grade appropriate SEL and character-building programs that emphasize developing positive attitudes and wise decision-making that results in better behaviors and relationships, and improved academic performance. Activities, support and services are designed to build upon the lessons learned and follow a continuous quality improvement (CQI) model. Deliverables and pricing for each deliverable are as follows: • (1) ACE 3-day Program ($15,000) • (2) ACE 1-day Workshops ($10,000) and/or equivalent ACE Heartbeats (virtual sessions) • (1) ACE Retreat (High Ropes Course) ($15,000) • (3) ACE Assemblies ($3,000) • (2) Service Learning Projects ($5,000) • (1) Culmination Event ($10,000) • Year-long mentoring and support from a full time ACE Initiative Site Administrator ($97,000)	
ACE Professional Development	Per school year for 75-100 educators / staff.*	$25,000
	Description: Workshops, seminars and coaching activities that enable educators and school personnel to replicate EduCare's successful SEL practices and youth development strategies in their classrooms and school. Specific emphasis is placed on SEL, College Access and Readiness, Service Learning, English Language Development, Linked Learning (Career Pathways), and After School / Expanded Learning Program Management. Deliverables and pricing for each deliverable are as follows:	

	• (1) Educator Institute (3 consecutive days) ($15,000) • (1) Half-Day Professional Workshops (Teachers and Staff) ($5,000) • Year-long coaching ($5,000)	
ACE Parent Services	Per school year for 125 parents.* **Description**: Workshops and events that increase engagement and empower parents with strategies and tools for parenting with greater confidence and effectiveness. Deliverables include one (1) ACE Family Evening and four (4) Parent Workshops.	$9,000
College Access – Middle School Module	Per school year.* **Description:** The College Access – Middle School Module consists of three (3) component programs: • Specialized College and Career Access and Success • ACE: Student Success and Life Skills Development • Integration and Access to EduCare or other After School Programs Each of the three component programs are also available separately. The individual components and related costs are described below.	$45,000
Specialized College & Career Access and Success	Per school year for 40 students. Includes four (4) sessions.* **Description:** Workshops, classes and activities that provide middle school students with the knowledge, skills, and confidence to successfully pursue post-secondary education. The program consists of: • College Road Map: two (2) customizable sessions designed to address the needs and college aspirations of students. Middle school students learn the necessary steps involved on the college path and when to accomplish the important milestones along the way. Students also build skills and gain confidence in their ability to develop and pursue their individual College Road Map. • High School Success Road Map: two customizable sessions designed to guide middle school students on what to expect in high school. What classes to take, how to get involved, where to get help, and connecting with the after school programs.	$10,000
ACE Program: Student	Per school year for 100-125 students. One 3-day	$25,000

COLLEGE ACCESS PLANNING AND REPORTING
SCHEDULE OF SERVICES AND PRICES*

Success and Life Skills Development	program and monthly workshops.* **Description:** A year-long student success, leadership and character-building program designed to improve student achievement by addressing students' barriers to learning and by teaching attitudes and behaviors which support success: • Attitudinal development – positive decision-making, constructive choices. • Personal management – study skills, verbal skills, project and time management. • Emotional intelligence – managing anger, fear, rejection, and peer pressure. Interpersonal skills – conflict resolution, communication, and team-building.	
Integration and Access to EduCare or Other After School Programs	Per school year.* **Description:** EduCare provides integrated services through existing and successfully established after school programs offered on campus. As part of the Core College Access Services, EduCare links students to the existing daily after school programs plus additional on-campus and community resources to meet each students' needs. The result is that the after school programs become a hub where the services of various partners are connected to better serve the participating students and the community.	$10,000
Supplemental Components	**Description:** EduCare offers an array of additional services for students, parents, and educators that schools can choose from to enhance EduCare's College Access Modules, available in person and/or virtually. The Supplemental Components are described below.	
Academic In-Class Tutoring	20 hours / week during the school day throughout the school year for 25-35 students (depending on class size). Three tutors per school are suggested.* **Description:** Tutoring and academic support provided for a classroom during the school day. Tutors focus on the lowest performing students, but also provide support for the entire class as needed.	$20,000 per tutor
College Visit	One (1) day trip in Southern California for 50 students, when applicable. **Description**: One-day events at local universities and colleges that include a tour of the campus and various speakers / presentations to introduce youth to the college environment and enable them to	$3,000

	experience college life first-hand on a university campus.	
College Retreat	Two (2) day overnight trip in Southern California for 100 students, when applicable. **Description**: Overnight college retreat provides a more in-depth experience of college life. Students stay overnight in the dorms, tour the campus, participate in workshops and classes and hear from various speakers.	$20,000
Student Success Summer Bridge	Three (3) full days for 100 students. May be delivered virtually in modified sessions.* **Description**: Workshops for incoming 9th grade students and 12th grade graduates to help them in their transitions.	$15,000
Parent & Family Skills Development	Four (4) workshops per school year for 100 parents. May be delivered virtually in modified sessions.* **Description**: Four customizable workshops that empower parents with strategies for parenting with greater confidence and effectiveness. Topics Include: 1) parent empowerment workshops; 2) college readiness workshops; and 3) social emotional learning (SEL) workshops. Workshops provide parents and guardians with tools for family communication, family leadership, and support for high academic success. Parents learn and develop the skills to create a nurturing environment and strong foundation to support their child's college goals.	$8,000
Professional Development	Four (4) sessions (30 hours total) for 100 educators. May be delivered virtually in modified sessions.* **Description**: Training for teachers and school personnel that emphasizes Social Emotional Learning (SEL), English Language Development, and Linked Learning. EduCare's interactive, experiential professional development workshops provide educators with the opportunity to develop and enhance their effectiveness in working with both youth and colleagues. By providing educators with the tools, techniques, and resources to teach you the "3 R's" – Respect, Resiliency, and Responsibility, EduCare helps to develop nurturing environments to support youth on their college path.	$10,000
ACE Initiative (AI) Modified Module	Per school year.* **Description**: EduCare's ACE Initiative Modified	$41,000

	Module is a modified version of the ACE Initiative Module described above. The ACE Initiative Modified Module consists of three (3) components: • ACE Student Services • ACE Professional Development • ACE Parent Services Each of the three component programs are also available separately. The individual components and related costs are described below.	
ACE Student Services	Per school year for 300 students.* **Description**: Age and grade appropriate SEL and character-building programs that emphasize developing positive attitudes and wise decision-making that results in better behaviors and relationships, and improved academic performance. Activities, support and services are designed to build upon the lessons learned and follow a continuous quality improvement (CQI) model. Deliverables and pricing for each deliverable are as follows: • (1) ACE 3-day Program ($15,000) • (2) ACE 1-day Workshops ($10,000) • (2) Service Learning Projects ($5,000)	$30,000
ACE Professional Development	Per school year for 36-50 educators/staff.* **Description**: Workshops, seminars and coaching activities that enable educators and school personnel to replicate EduCare's successful SEL practices and youth development strategies in their classrooms and school. Specific emphasis is placed on SEL, College Access and Readiness, Service Learning, English Language Development, Linked Learning (Career Pathways), and After School / Expanded Learning Program Management. Deliverables include two (2) Half-Day Professional Development Workshops (Teachers and Staff)	$5,000
ACE Parent Services	Per school year for 90 parents.* **Description**: Workshops and events that increase engagement and empower parents with strategies and tools for parenting with greater confidence and effectiveness. Deliverables include three (3) Parent Workshops.	$6,000

END

Fulfillment Fund

Contract No.: 4400008920

Vendor No.: 1000011481

Contact Name: Joanne Reyes

Contact Number: 323-900-8721

Contact Email: jreyes@fulfillment.org

PROGRAM COMPONENTS

Summary Description:

To advance equitable college access for high school students in LAUSD, Fulfillment Fund will provide (virtual and in person, if permissible) any combination of the following services as determined by a Needs Assessment to be completed by Fulfillment Fund working in tandem with school administrators. Our services address barriers that students, particularly low-income, English Language Learner and other first-generation students, face in accessing and successfully matriculating to college and maximize student and parent participation to help make college a reality. Our College Access programs include:

- **College Access grade-specific curriculum (delivered in-classroom when permissible, or virtually via Google Classroom)** informed by strategies and techniques developed over decades of successfully engaging and inspiring 9th through 12th grade students to pursue post-secondary education. Our curriculum focuses on A through G course completion, high school graduation, college planning, self-advocacy, financial literacy, practical life skills, and career attainment. While planned delivery of this critical curriculum would be virtual while school campuses remain closed, if feasible and possible, we will consider delivering this curriculum in a blended virtual and in-classroom model, as we had done prior to COVID-19. Additionally, pre-COVID, we conducted small group advisement led by College Access Advisors specifically around A through G course completion. The proposed price structure reflects these different delivery methods (all virtual College Access Virtual Education vs. blended in-classroom delivery accompanied by small group A through G advisement.)

- **One-on-One College Counseling** with 11th and 12th graders at partner schools, which is extremely beneficial in ensuring that students persist in and graduate from high school and overcome perceptions about college accessibility among Targeted Student Populations (TSPs), including students from low-income families, English Language Learners and students of color. Research shows that counselors, when consistently and frequently available to provide direct services to students and parents, are a highly effective group of professionals who positively influence students' aspirations,

achievements, and financial aid knowledge (McDonough, 1997 and 2004; Orfield and Paul; 1993; Plank and Jordan, 2001). In addition, recent data from the US Department of Education's High School Longitudinal Study indicated that access to a counselor can particularly impact the higher education plans of first-generation students – for example, the percentage of time that counselors spent on college readiness activities was positively related to first-generation college students' belief about college affordability (National Association for College Admission Counseling). Currently, we are offering these services virtually. If and when safe and possible to do so, we plan to deliver our one college counseling in person, as we had done prior to COVID.

a. **Financial aid advisement**, which addresses financial barriers to college access by providing financial aid and scholarship resources. As a part of our College Counseling services, our College Counselors work with 11th and 12th graders, providing assistance with the FAFSA and Dream Act applications, reviewing and deciphering award letters, and guiding them in scholarship applications. Again, we plan for virtual connection with students and parents but if/when allowable, can readily deliver these services in person. Our counselors also lead workshops and webinars for larger facilitation of information for juniors, seniors and their parents.

- **Enrichment initiatives,** which include:

a. **Experiential Learning Opportunities**, which encourage and facilitate high school graduation and a college-going culture by providing day-long and overnight tours to different colleges and universities. Tours include public and private accredited four-year universities and community colleges. If and when safe and possible to do so, we plan to resume in-person college tours. Virtual tours will be held until in-person tours can commence and may also supplement in-person tours for geographically distant colleges. In addition, we offer Destination College+ (described above), a multi-day college access conference where students and parents participate in grade-specific workshops and a college fair with representatives from a number of postsecondary colleges and universities. These opportunities were previously delivered in person but given the advancement of technology, aptitude for this type of engagement and relative normalization, virtual delivery of these experiential learning opportunities may be more efficient and accessible. (Please note that the Pricing Sheet includes only pricing for in-person day-long college tours.)

b. **Identity-based Enrichment Groups**, designed to foster social-emotional support, improve student engagement, nurture high school persistence and improve college readiness. These after-school programs include: *Men Creating Change (MCC),* a leadership and professional development program specifically focused on helping young men of color due to historically low college matriculation and graduation rates among this group; *Resilient, Empowered, Ambitious Ladies (REAL),* which empowers and offers professional development opportunities for woman-identifying students through courses on leadership, cultural norms and gender expectations, health and career success; *LEAD,* a leadership development program focused on collaboration, public speaking, and project based learning, empowering students from across all of our partner high schools; and *Pride,* a program for gender non-conforming and LGBTQ+ students to support and empower their identities in a safe

space. In light of the ongoing pandemic, Fulfillment Fund has decided to redirect its resources to developing and implementing programming and student engagement strategies that can be delivered via virtual platforms, but still considering intentional strategies to specifically address college-going among TSPs via these empowering student enrichment groups. In the event that funding is secured to support these specific enrichment initiatives, we have the experience and ability to redesign these programs based on the expressed interests and needs of our students.

c. **Parent Engagement Program** is a targeted program for parents designed to build relationships and an opportunity to serve as a trusted resource in our students' communities. Workshops, currently offered virtually and with incentivized participation through raffles, are offered at least four times per school year in collaboration with school-led parent meetings. Topics include high school graduation and college entrance requirements, financial aid, budgeting, and understanding credit. All of these discussion topics underscore steady engagement and consistent school attendance. Parent workshops are specific to their child's grade level and are offered in English and Spanish. When held in person, participation is incentivized by food and beverage and offered during hours convenient for working parents.

d. **Fulfillment Fund University (FFU)**, which prepares high school seniors to transition to college. Research shows that college completion rates increase dramatically if there is a successful bridge to college within six months of high school graduation. As such, we begin working with seniors upon successful college admission to begin preparing them to transition. FFU features a set of workshops geared toward helping students successfully complete enrollment requirements, understand and prepare for college life, understand and access campus resources (in particular, resources for first-generation and TSPs), and build community with fellow Fulfillment Fund students attending the same or geographically close campus. This preparation is critical for those first few weeks and months acclimating to a new environment, and also creates excitement about entering this new phase of their personal and educational journey. With the onset of the coronavirus pandemic, Fulfillment Fund redesigned and delivered this FFU virtually.

• **Access to Fulfillment Fund's Scholarship Program:** Each year, Fulfillment Fund awards roughly 60 scholarships to students pursuing a four-year postsecondary pathway and 30 stipends to students enrolling in a two-year college. While the applications are competitive, we incentive students to participate in various enrichment opportunities by adding participation in these programs as a part of the review and scoring criteria. Students pursuing four-year colleges receive four years of annual scholarship support, upon meeting degree progress criteria, which further alleviates financial pressure on students and their families. Students enrolled in two-year programs also have stipend renewal opportunities as well as a Transfer Scholarship for those who successfully navigate transfer from a two- to four-year program. These scholarships are only available to seniors participating in Fulfillment Fund College Access programs at partner schools and is an additional tool to address the financial barriers of college-going.

- **Access to ongoing College Success support services**: All Fulfillment Fund high school graduates can opt in to receive ongoing college success advisement support once in college. The range of services includes one-on-one advisement and wellness checks, transfer support and advisement for students in two-year programs, peer mentoring, career readiness webinars, access to internships and job opportunities and participation in community-building events for college students. We follow students enrolled in college success services through college completion and also offer membership to our Alumni Association, which extends career readiness to continuing career growth opportunities through our network of advocates. While this is not formally a part of the service offerings in this RFP and is geared for college students, we underscore that a partnership with Fulfillment Fund at the secondary school level entails a commitment to support students through college completion.

Program Plan Agendas:
Fulfillment Fund's College Access programs take place year-round, commencing even over the summer to prevent summer slide/melt and to help prepare students for their next academic year.

College Access Curriculum
Our grade-specific college access curriculum is designed to: better inform students of the resources available to support their college pursuits (e.g., tutoring, financial aid, mental and physical health, legal, etc.); increase their knowledge of the four systems of higher education institutions and college admission requirements; and, to help them better advocate for themselves in college and career. To achieve this, our curriculum is organized around grade level themes that builds knowledge incrementally over time in a scaffolded approach to prepare students for college and the future and to empower them to play an active role in the college-going process. Our lessons speak to the benefits of a college education and how to gain admission, while instilling good study habits, self-advocacy, time management and other crucial life skills:

- 9th Grade: Curriculum focuses on helping students adjust to high school while fostering a college-going mindset by covering these topics in detail: Time Management & Organization, Formal Emails & Effective Communication, Self-Advocacy, College 101, College Entrance Requirements, and Importance of Extracurricular Activities.
- 10th Grade: Curriculum centers around academic success and builds on the college access and readiness lessons from the previous year. Topics include: Succeeding through Remote Instruction, Conducting Online Searches, How to be Academically Competitive, Understanding Your College Options, College Majors Exploration, Money for College, and Introduction to Careers.
- 11th Grade: Curriculum emphasizes college and career readiness and includes: Career Exploration, College Majors Exploration, CSU and UC Overview, Community College, FAFSA and DREAM ACT, College Essays (PIQs, EOP, Personal Statements), and Brag Sheet and Resume.
- 12th Grade: Curriculum focuses on college and financial aid and covers: Cost of College and Financial Aid, Completing Financial Aid Applications, Selecting a Major and Double Major, Receiving Financial Aid, and Loans. Furthermore, recognizing that many of our students do not know how to access financial resources to make college attainable and/or do not have the financial literacy skills needed to manage their

finances throughout college, Fulfillment Fund hosts a Financial Literacy Webinar Series for seniors to help them develop fiscally responsible behaviors that foster financial well-being in college and beyond. Held four times a year, these webinars cover the following financial literacy concepts: Opening a Bank Account, Budgeting Basics, Credit Card Basics, and Understanding Credit.

Moreover, our lessons complement the District's use of Naviance, building upon knowledge shared on that platform, but with a more tailored approach to the needs and concerns of first-generation students and TSPs. Our curriculum is additive and complementary to Naviance, and we also use Naviance as a tool in our individualized college counseling for 11th and 12th graders.

During the time when our curriculum is delivered entirely through virtual platforms, Fulfillment Fund staff will utilize a combination of online delivery modes to ensure the highest level of engagement and participation among our students. This includes synchronous learning such as live webinars and "Lunch with Fulfillment Fund"- a virtual meet-up for each grade level designed to build community and encourage interconnectedness while giving students weekly updates on available resources as well as asynchronous learning including Google Classroom lessons narrated by Fulfillment Fund advisors and A through G course completion checks narrated via video message to explain students' academic standing. When we have the ability to be back on campuses, our College Access lessons are delivered in partnership with teaching staff or during Advisory, with each grade level receiving eight lessons throughout the course of a year with a specific advisor assigned to each school. We remain committed to closely partnering with each school team to deliver this curriculum at the most appropriate and conducive time.

<u>One-on-One College Counseling</u>
Through one-on-one college counseling, we provide individualized college counseling plans, financial aid, and college application support for 11th and 12th graders. Our specially trained college counseling staff help students identify their interests and strengths to develop appropriate college lists and craft personal statements, culminating in college application and financial aid submissions, as well as assisting in selecting final college choices. This individualized, intensive work begins as early as the summer before junior year with a goals assessment completed with each student. Our counselors create individualized college lists including safety, attainable, and reach schools that are researched together to better formulate a college plan that best suits the student's academic, socio-emotional, and financial needs. Counselors assist through the entire college and financial aid application cycle including the college selection process and through the housing and orientation process. In coordination with the LAUSD counseling staff, Fulfillment Fund counselors deliver synchronous counseling sessions minimally once per semester beginning the junior year, through in-person/virtual one-on-one counseling meetings (virtual delivery is modified per District requirements) and live webinars specific to the topics covered in those grade levels (e.g., Common App workshop, understanding your financial aid award letters, et al.) and asynchronously as students (and parents) can access these webinars on our student and parent web portal.

<u>Enrichment Initiatives</u>
Collectively, our Enrichment initiatives promote relationship-building between students, parents and staff as well as the development of practical life skills. Enrichment initiatives are as follows:

- Experiential Learning:
  a. **Daylong trips to college campuses**, working in tandem with knowledge that students gain from our college access curriculum about the different higher education institutions, college admission process, different college majors and their relationship to careers, and more. These trips provide students with the exposure, experience and inspiration to pursue college and often open the conversation to future decision-making about what college is the best fit for them. Trips begin in the late fall/early winter, pause prior to finals and winter break, and commence in spring semester. Virtual tours are being hosted during the pandemic but will also supplement "visits" to geographically distant college campuses when pandemic conditions lift. We also plan to offer overnight trips upon pandemic conditions lifting and availability of resources. (**Overnight trips** are not included in the pricing sheet.)
  b. A critical element of our experiential learning, **Destination College+** is hosted annually, this year, taking place on October 11-14, 2020. Over the course of four days, students and parents will participate in workshops, a national virtual college fair, and specific financial aid completion workshops. Presenters will cover a range of topics including: learning virtually, demystifying the college application process, applying to selective colleges, completing the UC application, and the community college path through dual-enrollment. Intentionally hosted early in the school year each year, Destination College+ helps to frame a college-going mindset as students proceed with their school year. (Destination College+ is not included in the pricing sheet as we are offering it District-wide free of charge.)

- Our Identity-based **Enrichment Groups**, which build community and leadership skills while providing socio-emotional support, include the following groups that plan to convene throughout the academic year should resources allow. Seniors participating in Enrichment Groups are also celebrated via an end-of-year culmination ceremony, wherein they receive a special designation to wear with their cap and gowns during graduation.
  a. Resilient, Empowered, Aspiring Ladies (REAL): Provides empowerment and professional development opportunities for our woman-identifying students through courses on leadership, cultural norms, gendered expectations, health, and career success, all of which contribute to a college-going mindset.
  b. Men Creating Change (MCC): Aims to develop exemplary male-identifying leaders to transform their communities and break down cultural, financial, and economic barriers and confront gendered expectations to help them reach college and succeed.
  c. LEAD: This program provides leadership development opportunities for students across the various partner schools through collaboration and project based learning. Students are equipped with public speaking and leadership opportunities at their schools and engaged with professional guest speakers from various career fields.
  d. Pride: Open to gender non-binary and LGBTQ+ students to support and empower their identities in a safe space, aims to provide a sense of community and

belonging, underscoring resources and support on college campuses for this community of students.

- Working closely with school administrators and counseling teams, we seek to deepen trust and relationships with parents via our **Parent Engagement Program**. Hosting bilingual workshops at least four times a year, we also partner with school-led meetings and assemblies with parents. Working in partnership with school site parent coordinators, we co-facilitate Coffees with the Principal, Back to School nights, and grade level specific meetings throughout the year. Additionally, we welcome parent participation via our counseling services and financial aid advisement as well as at Destination College+, where we offer a unique workshop track for parents and guardians.

- **Fulfillment Fund University** is our transition to college initiative. After seniors commit to a college in May, we begin working with them to assure a successful and smooth transition to college during the end of 12th grade and into the summer preceding college. We begin by introducing them to their College Advisors in our College Success Program, who will support them in college completion. College Success Advisors also lead Fulfillment Fund University, a multi-day set of workshops designed to support graduating seniors matriculating to college. Workshop topics include not only practical and tactical information such as financial aid checklists and navigating campus resources but also address the socio-emotional needs of first-generation students though discussion of topics like imposter syndrome and providing opportunities to build their community with other incoming freshmen.

Evidence of Effectiveness:

The effectiveness of our comprehensive College Access programming is validated by the significant gains in college access knowledge that our Fulfillment Fund students demonstrate as a result of their participation as well as our high school graduation and college matriculation rates which are consistently higher than the LAUSD and national averages. Pre- and post-surveys collected from the past four academic years reveal that our high school students consistently demonstrate significant college access knowledge and positive beliefs and attitudes about higher education. Specifically, this past academic year, when surveyed at the end of the school year:

- 92% of 9th - 11th grade program participants know what is required to get into college;
- 89% of our seniors indicated they are more aware of their possibilities after high school and better able to make the right choices after high school;
- 92% of freshmen, 93% of sophomores, and 96% of juniors knew what classes to take in high school to get into a public, 4-year college or university in California; and,
- 94% of 11th graders felt more confident applying to college as a result of the services provided by Fulfillment Fund.

Regarding knowledge about how to access financial resources to support their college education:

- 87% of 10th graders and 96% of 11th graders stated they understood the options available to pay for college (financing a college education is a major barrier to college for low-income, first-generation students)

- 92% of 11th graders indicated they knew how to complete a FAFSA or Dream Act application
- 94% seniors completed the FAFSA; 1.7% completed the Dream Act application

Lastly, as mentioned previously, on average over the last decade, 95% of Fulfillment Fund students enrolled in college within one year of high school graduation.

FULFILLMENT FUND
Empowering Youth Through Education

SCHEDULE OF SERVICES AND PRICES
COLLEGE ACCESS PLANNING AND REPORTING

Category	Unit	Price*
Individualized College Counseling (11th and 12th graders)	Per Student Annual Cost	$298
College Access Virtual Education (9th through 12th graders)	Per Student Annual Cost	$68
College Access In-Classroom Curriculum and Advisement (9th through 12th graders)	Per Student Annual Cost	$137
Student Enrichment Groups (9th through 12th graders)	Per Student Annual Cost	$212
Parent Engagement Program	Per Parent Annual Cost	$149
Local College Campus Tours (9th through 12th graders)	Per Student Per Trip Cost	$63
Transition to College Initiative/ Fulfillment Fund University (12th graders)	Per Student Annual Cost	$93

Offered at rate noted up to 5 years per RFP

PLEASE SEE NEXT PAGES FOR FULL DESCRIPTION OF SERVICES.

Individualized College Counseling (11th and 12th Graders)_____$298 Annually Per Student

Our college counselors provide in-depth counseling sessions for 11th and 12th graders, guiding them as they complete requisite coursework, understand and complete financial aid applications, and determine their best-fit colleges. We provide individual support on college application preparation and personal statements to demystify the complex process of getting into and financing a college education. College counselors meet one-on-one with each student at minimum of once a semester and typically meet with students and parents several times throughout the course of the year. Our counselors' handle caseloads of up to 250 students, thus assuring adequate time to deliver personalized support.

College Access Virtual Education _____$68 Annually Per Student

We lead live synchronous curriculum-based lessons covering college planning, self-advocacy, financial literacy, completing the classes necessary for college acceptance, and more, delivered on virtual learning platforms, such as Google Classroom. On our Google Classroom, we also house our recorded lessons for asynchronous learning in addition to additional resources like upcoming webinars and scholarships. At each grade level, students receive targeted lessons, resources, and guidance that pave the way for their future college admittance, including access to a College Advisor. Our carefully constructed lessons aim to not only educate but also engage students through remote learning and are delivered in tandem with school curriculum and with Naviance, complementing our school partners' learning goals and existing resources while providing specialized content targeted to meet the needs of first-generation students and TSPs. Our live lessons are delivered after school hours but can also be delivered during advisory per each school's preferences.

College Access In-Class Curriculum and Advisement _____ $137 Annually Per Student

Our college access advisors reach high school students by leading curriculum-based lessons in the classroom, covering college planning, self-advocacy, financial literacy, completing the classes necessary to get into a UC or CSU, and more. At each grade level, students receive targeted lessons, resources, and guidance that pave the way for their future college admittance. When students reach 10th grade they also receive individual advisement sessions to prepare them for their next transition. Lessons are delivered in tandem with academic goals in classroom and in partnership with teachers.

Note: Content provided in our College Access Virtual Education and College Access In-Classroom Curriculum are similar. Only one or the other are meant to be delivered, depending on school needs and health/safety parameters.

Student Enrichment Groups _____ $212 Annually Per Student

To help students gain leadership skills, we offer identity-based student enrichment groups: Men Creating Change (MCC), a leadership and professional development program focused on helping young men of color due to their historically low college matriculation and graduation rates; Resilient, Empowered, Ambitious Ladies (REAL), which offers professional development opportunities for woman-identifying students through courses on leadership, cultural norms and gender expectations, health and career success; LEAD, a leadership development program focused on collaboration, public speaking and project-based learning, empowering students from across all of our partner high schools; and Pride, a program for gender non-conforming and LGBTQ+ students to support and empower their identities in a safe space. Participation in meetings held throughout the course of the year is encouraged by providing food and beverage (when in person), along with other incentives. We also host an end-of-year culmination ceremony for graduating seniors who participate in the program.

Parent Engagement Program_____ $149 Per Parent

We deliver a targeted parent program designed to build relationships and serve as a trusted resource in our students' communities. Workshops (currently offered virtually) are offered at least four times per school year in collaboration with school-led parent meetings. Topics include high school graduation and college entrance requirements, financial aid, budgeting, and understanding credit, and underscore steady engagement and consistent school attendance. Bilingual parent workshops are specific to their child's grade level. In person meetings are held during convenient hours for working parents; participation is encouraged by offering food, beverage and raffles.

Local College Campus Tours _____ $63 Per Student Per Trip

Students get a first-hand look at college life as our staff accompany them on day-long various local and regional campuses. For many students, it is the first time they envision themselves attending college. These trips provide students with the exposure, experience and inspiration to pursue college and often open the conversation to future decision-making about what college is the best fit for them. We offer a maximum of 40 students per bus per trip. Price includes roundtrip transportation from a school site to the university/college and meals.

Transition to College Initiative/Fulfillment Fund University _____ $93 Per Student

Our work to support graduating seniors to transition to college students begins in the second semester of senior year upon college decisions. We introduce seniors to their Fulfillment Fund College Success Advisor and begin supporting them to complete their pre-enrollment checklists. We invite students to Fulfillment Fund University, designed to form a bridge from high school graduation to the first day of college. Through a series of preparatory workshops held at the end of the school year and into the summer, we mitigate the 'summer melt' phenomenon, which nationally affects 10 to 15% of students nationwide who fail to successfully matriculate to college even upon gaining entry.

<div align="center">END</div>

Good Sports Plus, Ltd. dba ARC

Contract No.:   4400008921

Vendor No.:   1000001636

Contact Name: Brad Lupien

Contact Number: (310) 671-4499

Contact Email: brad@arc-experience.com

arc

PROGRAM COMPONENTS

arc's comprehensive approach revolves around customizable College Access programs for LAUSD middle and high school students and their parents/guardians. Programs will be comprised of a combination of on-site classes, virtual classes, college visits, mentoring sessions and informational workshops for families.

The plan begins with meeting the administration and/or school counselors to assess the school's needs, and help select the most beneficial options for the intended target populations. Ideally, student choice is factored into the specific programming that administration approves through the use of surveys, fact-finding interviews, or reports from faculty and counselors.

Student choice is not just encouraged, but fundamental to **arc**'s program design. Our motto is "Your Voice, Your Program." **arc**'s wide range of offerings is a key strategy in building a culture of opportunity and imagination. When students are encouraged to make their own choices, they are empowered to become active learners. Students recognize when we tailor our programs to their needs; they understand that their needs and interests matter, and that we are here to help them build new skills and explore. With this confidence, students are empowered to take ownership over their academic careers, and forge their own trajectories toward higher education.

Additionally, when deemed necessary, our staff will host focus groups with parents and community members to assess programmatic needs and determine which services for at-risk and high-need youth are currently in place to collaborate with. The program design is modular, allowing different workshop topics, events, and activities to be interchanged, so that each school receives their own tailored menu of College Access offerings.

When the programming options have been confirmed, **arc** will deploy its trained facilitators and coordinators to the campus. Our selection of workshop themes is based on proven results—they are the topics that have been marketed most successfully in the past with high attendance, ensuring that **arc**'s College Access programs maximize student/parent participation in the program.

Due to **arc**'s experience serving college access and comprehensive after school programming to urban campuses, we are sensitive to the range of circumstances that students and families face when approaching college. Because we intentionally recruit from within the communities that we serve, our staff are themselves often intimately familiar with these experiences, functioning as relatable, empathetic mentors to students. Equitable access is not treated as a specialized topic, but an underlying ethic of all **arc**'s program design and instructional practices.

arc

Sample Schedules

The following scenarios reflect full programming packages with multiple offerings. This integrated schedule provides the most benefits to students and families, however administrators may also contact us for the option to choose individual components for their campus, or construct an adjusted menu.

Middle School Scenario

Middle school programs will span 6 weeks. On-site student workshops will be led by a coordinator and cover a variety of informative sessions to educate middle school students on how and why to begin preparing for college. These sessions will be largely exploratory, exposing students to the possibilities of colleges and careers.

Four college tours (or virtual sessions, pending any restrictions) will be scheduled by the Program Coordinator in collaboration with the College Tour Advisor. Schools will be chosen based on feedback from stakeholders. Tours will include chaperones, transportation, class visits, Q&A with current undergraduate students, snacks, and a souvenir from their favorite school.

Middle school students and parents will have access to mentors that will coach them on the importance of preparing for the college experience at an early age. Mentors will help ensure students and their families are fully informed about pre-college requirements.

An informational parent workshop for up to 30 attendees (10 students plus 2 family members each) will be hosted to provide family members additional information and answer any questions they might have. This family workshop will help guardians stay involved, helping build a road map for the future, and supporting their child as a college-bound student.

Middle School Sample Schedule	
Student Workshops *2-part series of 1-hour sessions facilitated by the Program Coordinator*	College-Bound Basics 1: Why begin thinking about college in middle school? How can I start preparing now? What are the differences between 2-year and 4-year institutions, technical schools, and public and private schools?
	College-Bound Basics 2: Overview of different industries and career paths. Preparing for HS requirements. Building your student resume to be more eligible for scholarships, financial aid, and grants.

arc ⟲

College Tours *4 tours or virtual meetings spanning different types of higher education institutions*	Technical School
	Two-Year Institution
	Four-Year Public College or University
	Four-Year Private College or University
Family Workshop *1-hour session facilitated by the Program Coordinator and a Mentor*	Know what resources are available through a college's Educational Opportunity Program (EOP). Learn how to best support your child to become college-bound from middle school through high school. Become familiar with common deadlines, including FAFSA, standardized tests, and the application season.

High School Scenario

A fully integrated high school program will span 6-12 weeks, depending on the optional additional workshops. On-site student workshops will be led by a coordinator and cover a variety of informative sessions to educate high school students on assessing their current progress toward becoming a strong prospective applicant, and empowering them to become college-ready as individuals. These sessions range from exploratory topics (eg. learning about different majors and career paths) to more hands-on and practical experiences (eg. registering and starting a profile on the Common App website).

Four college tours (or virtual sessions, pending any restrictions) will be scheduled by the Program Coordinator in collaboration with the College Tour Advisor. Schools will be chosen based on feedback from stakeholders. Tours will include chaperones, transportation, class visits, Q&A with current undergraduate students, snacks, and a souvenir from their favorite school.

High school students and parents will have the opportunity to register for a focused workshop with up to 39 attendees per session (13 students, each with up to 2 guest family members). This informational session will provide immediate resources that families can use and serve as a Q&A for their concerns.

| **High School Sample Schedule** | |
| **Student Workshops**
6-part series of 1- or 2-hour sessions facilitated by the Program Coordinator | College-Bound Basics 1: How can I choose the right school for me? What are the differences between 2-year and 4-year institutions, technical schools, and public and private schools? How can I prepare to apply? |

	College-Bound Basics 2: Choosing prospective majors, based on a desired career path. Identifying your strengths, interests, and motivations to pursue higher education, so you can make the most of your time in college.
	Building a College-Bound Schedule: Fulfilling A-G requirements, the benefits of AP classes, dual-enrollment opportunities, and broadening your experience with extracurricular activities.
	Navigating the Application Process: Applying to college can be daunting for everyone, and especially for first-generation students. Learn about all the components of a typical college application so you can put your best foot forward.
	How to Get Financial Aid: Find out the different options to help pay for your education, including scholarships, grants, your school's financial aid department, work-study, and part-time student status.
	Life After College: Learn about the transition from studying a subject to practicing it as an industry professional. Explore careers and the paths that people have taken to get to their dream jobs.
College Tours *4 tours or virtual meetings spanning different types of higher education institutions*	Technical School
	Two-Year Institution
	Four-Year Public College or University
	Four-Year Private College or University
Family Workshop *1-hour session facilitated by the Program Coordinator and a Mentor*	Know what resources are available through a college's Educational Opportunity Program (EOP). Learn how to best support your child to become college-bound from middle school through high school. Become familiar with common deadlines, including FAFSA, standardized tests, and the application season.

	Higher education experts delve deeper into specialized topics about the college experience, such as:
Mentoring *1-hour sessions facilitated by a Mentor and supported by the Program Coordinator*	● Study Abroad ● Adjusting to the College Lifestyle ● Self-Motivation and Effective Study Habits ● Managing Student Finances ● Majors, Minors, and Concentrations ● Out-of-State Schools

In addition to the suggested workshops and mentoring sessions above, **arc**'s College Access curriculum includes a variety of other possible modules, depending on student interest and needs identified by school administration and counselors. Additional options include:

- SAT / ACT Test Prep
- Resources for AB540 Students
- AP Tutoring
- FAFSA Workshop
- Internships

We are also experienced in providing single-day events, such as:
- Career Day
- Mock Interview Day
- Talks by Industry Leaders

A sample lesson plan is attached on the following pages:

LESSON PLAN • INTRODUCTION TO COLLEGE APPLICATIONS

Grades 9th-12th

Themes equitable access, navigating institutions, self-advocacy

LIAS Principles Active, Expands Horizons, Meaningful

SWBAT Begin a Common App; learn the typical components of a college/university application; learn the difference between numbers-based evaluations vs. qualitative/holistic evaluations.

• •

Lesson/Activity Description

Students will learn about the main components of a college application, set up their own Common App account, and begin the process of crafting their personal statement.

Opening Discussion

What do students already know about the college application process (from friends, older siblings, etc.)? Introduce the concepts of the Numbers Admission Review and the Holistic Admission Review.

Numbers Admission Review – applicant is admitted or denied strictly based on the school's G.P.A, test score requirement, or another numerical metric.

Holistic Admission Review – applicant is reviewed using numerous factors, i.e. G.P.A., test scores, difficulty of high school courses, life challenges, personal statement, leadership, volunteer work, special skills/talent, etc.

Common App

1. Pass out Handout 1. Review the elements of the main Common App.

2. Have one of the students begin the process on a projector or shared

🎓 COLLEGE/CAREER

Materials Needed
- Handout 1: Walkthrough of the Common App
- Handout 2: What's My Passion? Brainstorm Sheet
- Handout 3: Personal Statement Breakdown
- College Access Activity Survey
- pencils or pens
- laptops/computer lab or projector
- whiteboard and dry-erase markers

Preparation
- Make copies of handouts and the post-session survey, or prepare links.

- If conducting session at a computer lab, open a browser window on each machine to the Common App website. If using a projector or hosting a virtual session, open a clean window with the Common App so no unrelated tabs will be visible.

screen (they should not input any sensitive information such as SSID or test scores while the page is displayed).

3. If devices are available, have each student register for or log in to their own account on commonapp.org, to begin filling out basic information.

4. Explain that there is also the Common App for HBCUs which costs $20 and is sent to 56 institutions in the network. Display the page at commonblackcollegeapp.com.

Assessment / Check for Understanding

Reinforce which elements of an application are relevant to a Numbers Admission Review, and which elements are relevant to a Holistic Admission Review.

What's Your Passion?

1. Pass out Handout 2 and pencils/pens as needed.

2. On a whiteboard or on a drawing application with projector/shared screen, model out a brainstorming practice (word cloud, concept map, etc.) about your passions.

3. Have students brainstorm their own ideas individually.

Personal Statement Breakdown

1. Pass out Handout 3 and put students into pairs (If the session is virtual and there are not enough staff to supervise multiple breakout rooms, reformat to a whole group exercise.)

2. Students will trade their passion brainstorm models and work through the prompts on Handout 3, refining their ability to communicate their interests to each other. How coherent are the words/phrases in the brainstorm model? How accurate is your current narrative? What passions are you more certain about? How could you describe your passions in more specific/understandable words?

3. Convene as a group to discuss how students gained any deeper understanding about how to identify and communicate their passions.

Debrief

Thank the group for their participation. Tailor suggested next steps based on the students in the room. Younger students may have more time to improve long-term metrics, such as GPA. For older students whose GPA and test scores are less likely to change, the instructor may counsel them on how they can show their strengths through their personal statements. ∎

arc

Outcomes

The success of **arc**'s programming has been validated in data collected from students.

Case Study: College Bound

These results were collected from College Bound, an **arc** college access program that followed the previously described model, implementing 6 on-site workshops and 5 campus visits for SDUSD high school students.

100% of students completed the program reporting that they learned a lot more about college due to College Bound, compared to only 54% before participating.

100% of students were more motivated to apply for college. This attitudinal improvement was due to the combined effect of skill-building in our workshops and expanded horizons from campus tours and career path explorations. Students who were aware of the available opportunities and felt more competent in navigating the college application process were also more empowered to engage in the process.

■ Agree   ■ Neutral   ■ Disagree

I know more about different options for college. — 98%
I know more about the entrance tests I need to take for college. — 90%
I know more about college applications. — 95%
I know more about financial aid. — 98%
I am more motivated to apply for college. — 100%
I am more likely to talk with teachers, counselors, and/or family about applying to college. — 98%
I knew a lot about college BEFORE participating. — 54%
I know a lot more about college AFTER participating. — 100%

0%   25%   50%   75%   100%

98% of students said that they were more likely to speak with a counselor about college. One of the gaps in access is in connecting underprivileged students to the resources that already exist; this can be due to lack of awareness, an inability to commit the time and energy, or even mistrust of institutions. **arc**'s college access programs seek to address these various issues by educating students on the options available to them based on their specific circumstances, whether they are first-generation, from a low-income household, or have undocumented status.
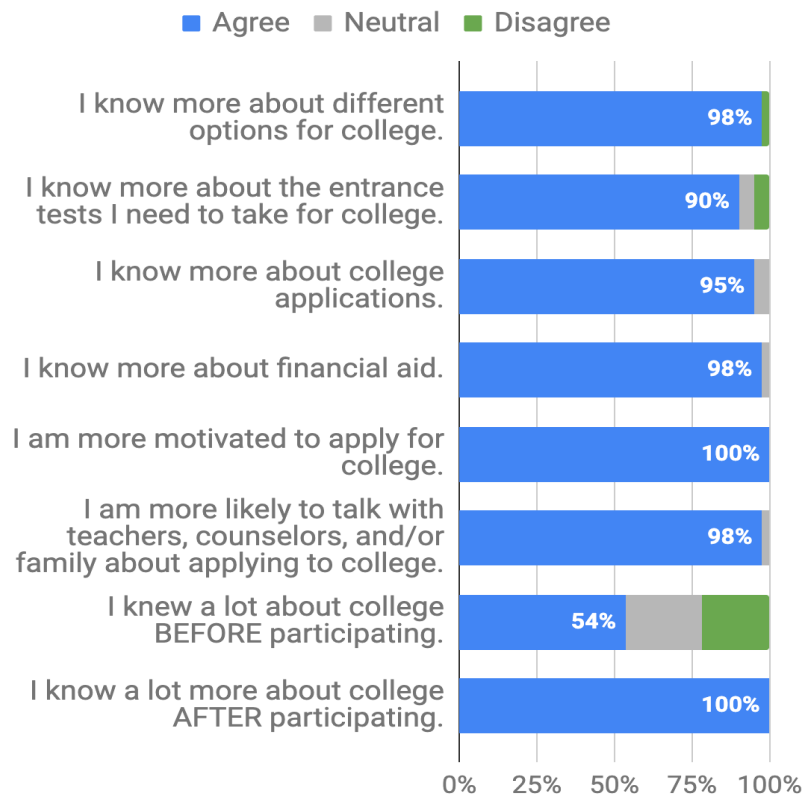
98% of students were more informed about the financial aid process. A major barrier to tertiary education is the intimidating cost of many institutions. Financial aid workshops are typically some of our most well-attended programs due to this common struggle.

The strength of **arc**'s college access programming has been proven in feedback ratings, highly attended workshops, and in the reported experiences of families and youth across Southern California, including many LAUSD students. We look forward to deepening our relationship with the district by providing the offerings outlined above.

SCHEDULE OF SERVICES AND PRICES

PRICE

arc Middle & High School College Access and Reporting	cost per school (13 students)
6 onsite College Access Classes, including materials, and compensation, payroll taxes and related benefits for facilitators.	$1,200.00 ($200 per session)
4 college tours, including transportation to college, facilitation and snack.	$4000.00 ($1000 per tour)
5 mentoring sessions per student with a college consultant. ($76 per session, per student).	$5,000.00 ($76 per session per student)
Gear and supplies, including college souvenirs and information packets for families.	$300.00
Marketing Expenses (printed materials, posters, etc.)	$200.00
1 family night per group for 39 attendees (13 students plus 2 guests each), including presentation materials, staffing costs, refreshments for the evening	$1,000.00
Management costs of each session including Project Manager, Assistant Manager and Senior Management oversight and related payroll costs and benefits	$1,697.50
Overhead costs including human resources, accounting, and general overhead	$1,165.00 (8% of total)
TOTAL	**$14,562.50**

This proposed budget provides a robust program to 13 students and their parents at each middle school or high school that we serve. The budgets were determined based on historical experiences that **arc** has in the providing over 100 college tours for 61 middle school and high school sites. Because we have provided these services to many students, our operating efficiencies are maximized and we are able to offer unique services with high quality staff.

Staffing costs comprise the majority of expenses. **arc**'s philosophy has always been that the people make the program. We pay people well and have a chain of command to ensure a quality program to provide students with as many opportunities for success in the college arena as possible.

iMentor, Inc.

Contract No.:   4400008922

Vendor No.:   1000019624

Contact Name: Primo Lasana

Contact Number: (917) 826-2031

Contact Email: plasana@imentor.org

This document is designed to provide an overview of each curricular unit, as well as the objective/purpose and PM preparation/facilitation notes for each lesson. If viewing electronically, the hyperlinks in the table below can be clicked to quickly skip to that section of the document.

12th Grade

High-Level Overview:

In the 12th Grade, pairs will strengthen their relationship by collaborating on post-secondary tasks, preparing for their post-secondary lives, and deciding on a best fit post-secondary pathway. Pairs will successfully meet all deadlines and requirements needed to have as many options for their post-secondary lives. Lastly pairs will see each other as a strong mutual support system in order to become autonomous in the post-secondary program.

Pair Goals for the Year:

- ✓ Re-establish pair relationships after the summer;
- ✓ Identify how mentors can provide differentiated support for their unique mentee;
- ✓ Collaborate in writing application prompts for programs of interest;
- ✓ Work together to ensure mentee completion of relevant program applications;
- ✓ Understand the requirements needed to access financial aid and apply on time;
- ✓ Facilitate difficult conversations with families about post-graduation;
- ✓ Check in regularly to gauge the strength of relationship and adjust as needed;

- ✓ Lean on the mentor's post-graduation and/or college experience;
- ✓ Explore the "real" side of college and/or alternative pathways;
- ✓ Build a plan for managing time, money, and stress in post-grad life;
- ✓ Build trust through storytelling to find and apply to relevant scholarships;
- ✓ Compare options for mentees to make the most informed decision;
- ✓ Build a network of support for mentee to lean on in their new environment;
- ✓ Establish a plan for matriculation into chosen pathway and the PSP.

Unit 1: My Goals

<table>
<tr>
<td colspan="3">

Overview:

In this first unit, mentees will be re-acquainted with the program. They'll work collaboratively to re-engage with their mentors and build excitement for the 12th grade. By taking time for mentees to focus on the important goals and tasks of 12th grade, this unit sets up mentees to remember why their mentors are critical this year, and how they will be able to help. At the end of this unit, pairs will understand what is expected of them this year, be reconnected, and be excited to take their relationship to the next level.

The pair relationship objective for this unit is for pairs to re-establish their relationship after the summer break.
</td>
</tr>
</table>

Lesson	Summary	PM Preparation/Facilitation Notes
12.1.1: My Next Chapter	Objective: Mentees will be able to understand the expectations of 12th grade and re-establish their relationship with their mentor as a support system. Purpose: This is the first lesson of 12th grade. It sets mentees up to reconnect with their mentors. It is important that pairs reconnect as quickly as possible, since the first semester is a busy time in the post-secondary process. Mentees will think about how they will work with their mentors this year so that they successfully accomplish their post-secondary plan. Mentees will also reflect on how they can improve their relationship with their mentor, in order to maintain a strong connection when they enter their post-secondary program.	PMs can prepare for this lesson by reviewing pairs' last communication on the platform (likely from the previous academic year) to inform follow up and provide support to pick up where they left off. Additionally, if PMs are aware of any mentees that met their mentor over the summer, it would be helpful to the lesson to work with that mentee to prompt them to share their experience with the class during the Do-Now.
12.1.2: Beginning of Year Survey	Objective: Mentees will honestly and thoroughly complete a program survey. Purpose: The Beginning of Year Survey records how mentees are feeling as they start the year. The survey allows the program to gauge mentee progress from 11th to 12th grade, as well as against later surveys and assessments. By completing this survey honestly, mentees will provide the necessary information to help ensure the efficacy and success of our program.	PMs can also prepare for this lesson by reviewing survey administration best-practices (searchable on the Learning Center) to support mentees in taking the survey seriously/providing candid responses. PMs must follow regional guidelines for inviting pairs to the survey. PMs must prepare a one-question survey in advance of facilitating the lesson for the Do Now (instructions for this are in the lesson plan). PMs should communicate to mentors that mentees took the survey during class survey and might not have time to send a message and encourage them to write anyway (and prompt them to complete their survey as well).

12.1.3: Organizing for Applications and Leveraging Your Mentor	Objective: Mentees will be able to understand the importance of post-secondary deadlines and how to leverage their mentor in completing each component.	This lesson has mentees look back at their College List that they had developed in 11th grade. PMs will need to plan redistribute/provide access to/direct pairs toward the College Lists.
	Purpose: It is important for mentees to know what programs they still plan to apply to as well as how the mentors will be able to support them. Mentees will review their college research lists completed at the end of 11th grade. Then, mentees will reflect on the ways in which they can leverage their mentor's support to help them in completing application tasks and first semester deadlines.	
12.1. Event: Looking Back and Moving Forward	Objective: Pairs will reconnect and reevaluate their relationship and their post-secondary choices from last year. Pairs will also set a goal to accomplish together before next month's event.	This event works best if pairs have access to the College List that they had developed in 11th grade. PMs will need to plan redistribute/provide access to/direct pairs toward the College Lists.
	Purpose: This event provides pairs with an opportunity to reestablish their relationship and move forward into the important tasks of 12th grade. Many pairs have not seen each other since the last event of 11th grade. Thus, this event has pairs looking back at 11th grade to remember all that they have done. Looking back will spur memories that will allow them to plan to strengthen their relationship for the upcoming year. Lastly, the mentees have many deadlines to meet in the first semester and this event sets the groundwork on the post-secondary application process.	The checklist activity will likely require PMs to make regional customizations and PMs should check with their grade team lead/manager for support in these efforts. It is a great idea for PMs to review pair meeting data from the prior program year to identify any pairs that completed a low number of meetings to more aggressively market the event to them and promote the completion of more meetings during senior year.

Unit 2: The Personal Statement

Overview:

Mentees will review and discuss their post-secondary applications, essay writing and possible application essay topics. They will learn how to structure an admissions essay using a personal narrative. At the end of the unit, working collaboratively, pairs will produce a complete (or good working draft) of an application essay. Pairs will also be prepared to fill out applications in the next unit. It is important to note that several of the lessons in this unit are contingent upon where mentees are in their admissions essay process, so diligent preparation is required for successful implementation of this unit (or may need to be skipped if desired by school partner).

The pair relationship objective for this unit is for pairs to collaborate with one another on the college application process with particular attention to the admissions essay.

Lesson	Summary	PM Preparation/Facilitation Notes

12.2.1: Post-Secondary Applications	Objective: Mentees will be able to identify the important information they will need for post-secondary applications, and they will be able to reflect on personal qualifications that they will highlight in their applications. Purpose: Mentees will begin to understand the post-secondary application process, while documenting their own personal qualifications.	This lesson leverages sample college applicants embedded in curricular resources. PMs should prepare for this lesson by reviewing the samples prior to facilitation and even select 1-2 that they feel will resonate most with their mentees.
12.2.2: My Essay Topic	Objective: Mentees will be able to come up with a strong post-secondary application essay topic, will begin to view the admissions essay as an opportunity for self-advocacy, and a way to make their application stand out. Purpose: In this lesson, mentees will learn how their personal statement can help admissions counselors see them as more than their grades and test scores. Mentees will also learn about the importance and power of using strong narratives in their essays.	This lesson will require modification based on where PMs' mentees are in the admissions essay process (guidance for this can be found in the lesson plan).
12.2.3: Writing My Story	Objective: Mentees will be able to explore ways to organize a strong post-secondary application essay and captivate the reader with a personal narrative. Purpose: It is important for mentees to understand how to write a personal statement that showcases their strengths, especially using strong personal narratives.	Because this session covers the structure of an admissions essay, it may require modification based on where mentees are in the process. However, with light modification, it can be made relevant to all mentees regardless of where they are by coming from a lens of crafting stories, self-marketing and obtaining feedback from peers.
12.2.4 Essay Revision	Objective: Mentees will be able to revise and edit personal statements for post-secondary applications. Purpose: This lesson provides mentees with in-class time to gain feedback and work on their personal statements, a critical element to completing and submitting post-secondary applications on-time.	This lesson will require modification based on where PMs' mentees are in the admissions essay process.

Unit 3: Post-Secondary Program Applications

Overview:

In this unit, mentees will prepare to and complete their post-secondary applications. The structure of the class will help mentees stay focused and organized while completing applications. After this unit, pairs will have their applications complete and have a plan to complete the remaining components of the application process.

The pair relationship objective for this unit is that mentors and mentees collaborate to complete applications.

Lesson	Summary	PM Preparation/Facilitation Notes
12.3.1: Application Prep ✓ Lesson Includes Assessment	Objective: Mentees will prepare for their applications by recording their application deadlines and the important information needed to successfully complete them. Purpose: Mentees will be introduced to the system they will use to keep track of their application due dates and steps. This tracking system will help PMs, mentees and mentors stay on task while providing PMs with necessary information for ongoing advising. Mentees will begin recording deadlines and relevant admission information.	This lesson has mentees look back at their College List that they had developed in 11ᵗʰ grade. PMs will need to plan redistribute/provide access to/direct pairs toward the College Lists. Additionally, the worksheet from this lesson will is meant to be used throughout the unit, so PMs should develop a plan for collecting/maintaining/redistributing worksheets. This lesson includes the College Process assessment which checks for understanding on the previous two lessons. Prior to class, PMs will need to invite mentees to the assessment on the platform (resources for this process are embedded in the lesson plan).
12.3.2: Completing Applications Day 1; 12.3.2: Completing Applications Day 2; 12.3.2: Completing Applications Day 3; 12.3.2: Completing Applications Final Day. ✓ Lessons Involve Significant PM Preparation Time	Objective: Mentees will begin/continue to complete their post-secondary applications. Purpose: Applying to post-secondary programs takes planning and time. It is critical for mentees to set goals/priorities in order to complete their applications on time with a PM present to answer questions and seek ways to involve mentors' support.	How this lesson is set up will set the tone for the next few weeks of application work time and as such, PMs should approach planning for class thoughtfully. While the focus of the Completing Applications lessons are similar, it is critical for PMs to prepare for these lessons by reviewing the Mentee Connection of each lesson as they vary significantly – providing guidance and structure for mentees to share their research experience with their mentor and mentors to support their mentee toward success. The PM will need to plan for accommodating mentees who have selected non-college, post-secondary pathways and keep them engaged. PMs must prepare to redistribute the worksheets collected the previous week and will need to plan to collect/maintain them again for future use. PMs should also have extra copies for mentees who misplaced it/were absent and have copies of the "Common Questions" section from the previous lesson.
12.3.Event: Managing Applications Part 2	Objective: Pairs will work collaboratively on their post-secondary tasks. Purpose: This event provides pairs with the space and resources to complete important tasks in order to meet the deadlines of their post-secondary applications.	PM should assign pairs to tables based on where they are on the application process (the event plan has guidance for how to group pairs). PM should develop a list of pairs that they will focus on during the work time prior to the event (the event plan has guidance for how to group pairs).

| | | The Event packets are large as they include all the application tasks. PM's should plan ahead and choose to include as much of the event packet as possible depending on where the pairs are in the application process. |

Unit 4: Paying for College

Overview:
In this unit, students will review financial aid material in order to understand the important terms and processes of financial aid. Then, students will examine the FAFSA and understand the steps to successfully complete it. In connection to the FAFSA, students will discuss the importance of talking to their families about completing this important application. Lastly, students will have an opportunity to reflect on their relationship with their mentors in order to continue to strengthen it. At the end of the unit, pairs will be empowered with the information to successfully navigate the financial aid components involved.
The pair relationship objective for this unit is that mentees and mentors continue to develop closeness by asking for, receiving or providing support.

Lesson	Summary	PM Preparation/Facilitation Notes
12.4.1: Financial Aid Review	Objective: Mentees will be able to review key terms and definitions related to financial aid. Purpose: In this lesson, mentees will review key terms related to financial aid using a Kahoot game or a game of Jeopardy. This will prepare mentees for the upcoming lessons on FAFSA. This first lesson provides mentees with the basic information needed to navigate the world of financial aid during the application process and in their post-secondary programs.	PMs must make a choice to facilitate this lesson in one of two ways (guidance for both options are available via curricular resources). Regardless of the choice PMs make, it is worth spending a bit more time planning and preparing for this lesson to mitigate the possibility that technology gets in the way of successful implementation.
12.4.2: Finding Scholarships	Objective: Mentees will be able to understand the importance of completing scholarships and which ones they should apply for. Purpose: Many mentees have little awareness of the number and variety of scholarships available for college. Mentees also don't know where to begin to find quality and attainable scholarships. In this lesson, mentees will begin the process of researching scholarships and reflect on how their identity and accomplishments can help them seek out specific scholarships.	PMs have the option of having mentees either use materials provided in the lesson resources or a regionally developed resource to search for scholarships. PMs should ensure they are comfortable navigating the resource they choose to share with mentees. PMs should check with their grade team lead/manager/regional lead to see what regionally developed materials are available.
12.4.3: FAFSA	Objective: Mentees will be able to list the requirements and deadlines for applying for financial aid. Purpose: In order to be eligible for federal mentee aid, mentees must complete the Free Application for Federal Mentee Aid (FAFSA) before the start of each school year.	Delivery of this lesson will look different based on the context of PMs' school partner. PMs should check in with the person primarily responsible for managing the relationship with the school partner to ensure iMentor and the partner's efforts are aligned.

	Although this was briefly covered in 11th grade, this lesson gives mentees a closer look at the process of applying for and receiving financial aid so that they are prepared to complete the FAFSA with their families.	This lesson includes a video which will require the use of a projector if PMs elect to deliver the lesson along with it. Additionally, there is a small suite of FAFSA resources for PMs to review prior to facilitating this lesson to set themselves up for success.
12.4.4: Completing FAFSA With My Family ✓ Lesson Includes Assessment	Objective: Mentees will be able to make a specific plan to talk with parents/guardians about FAFSA. Purpose: It is important for mentees to understand their personal responsibility for initiating conversations with their families and making decisions about how to pay for college. This can be uncomfortable, as many parents (for various reasons) prefer to shield their children from the family's financial situation. This lesson prepares mentees to initiate those conversations and get the information they need to complete the FAFSA and make informed decisions about financing their education.	This lesson includes the Financial Cost of College assessment which checks for understanding on the previous two lessons. Prior to class, PMs will need to invite mentees to the assessment on the platform (resources for this process are embedded in the lesson plan).
12.4.5: Mid-Year Reflection	Objective: Mentees will be able to reflect on how to strengthen trust in a relationship. Purpose: This lesson focuses on mentees' roles in continuing to build trust with their mentors. This is an opportunity to reinforce or renew expectations for mentees, including the importance of in-person events. Some pairs will begin 12th grade with strong relationships; others will still be developing, and some pairs will be new. This lesson emphasizes the importance of the active role both parties must take to maintain and/or strengthen their relationships.	PMs should prepare for this lesson by developing (or obtaining) real program examples of how pairs built trust – there are examples embedded in the Learn and Engage section of the lesson, but this exercise may be more effective at achieving the objective if the examples provided are specifically relatable to mentees in that school. It is also important for PMs to consider where their mentees are in their relationships, paying special attention to any recently re-matched mentees.
12.4.Event: Planning for the Future Event Requires Significant Preparation and/or Collaboration with the PSP	Objective: Pairs will work collaboratively on their post-secondary tasks. Pairs will be introduced to the Post-Secondary Program. Purpose: This event provides pairs with the space and resources to complete the important tasks and to meet the deadlines of their post-secondary applications.	PMs should plan to arrange pairs in seating configurations based on their post-secondary plans to foster collaboration in small groups. There is a supplementary curricular resource for this event pertaining to pairs on a non-college pathway. Understanding the current post-secondary pathway may require the PM to spend time updating information regarding progress through their process. PMs may also need to customize the event packet to align with regional/school needs. This event includes an introduction to the PSP. To make this event as impactful as possible, PMs should work with

| | | their regional PSP team and attempt to have a staff member, or ideally, a pair from the PSP to attend the event and participate in the introduction. |

Unit 5: Life After High School

<table>
<tr><td colspan="3">Overview:

In this unit, students will explore the new responsibilities and freedoms they will have in their post-secondary life. They will learn about the supports and resources that will be essential to their success. Students will practice advocating for themselves in order to strengthen their ability to utilize their future resources. Students will read and discuss quotations from real college students about balancing one's social life and academics to manage the stress that comes with the transition to post-secondary life. By the end of the unit, pairs will understand the common responsibilities and challenges that students experience in their first year after high school. Pairs will also have an understanding of the tools and resources that will be available to support them.

The pair relationship objective for this unit is for mentees to reflect with their mentor on their experiences and how they were able to be successful through other aspects of life outside of academics.</td></tr>
<tr><td>Lesson</td><td>Summary</td><td>PM Preparation/Facilitation Notes</td></tr>
<tr><td>12.5.1: New Responsibilities</td><td>Objective: Mentees will be able to preview and anticipate new responsibilities related to life after high school.

Purpose: In this lesson, mentees will learn about the increased independence, freedom, and responsibility they will experience after high school. This lesson introduces everyday responsibilities many mentees will take on for the first time and encourages them to think about their post-secondary lives.</td><td>This lesson includes an intentional introduction to the PSP. While the previous event also included an introduction, it is likely that not all mentees were able to attend, and as such, it is worthwhile to spend class time on the introduction as well – being sure to include recap language for those that did attend the event.</td></tr>
<tr><td>12.5.2: Post-Secondary Expectations</td><td>Objective: Mentees will be able to explain how they will need to develop and rely on new skills to succeed with less structure after high school such as time management, self-advocacy, and building social capital.

Purpose: One of the most significant ways post-secondary life differs from high school is there are fewer built-in advocates for individual mentees. Mentees must be prepared to advocate for themselves, no matter what post-secondary path they choose. Mentees will face situations that call for self-advocacy inside and outside of class, in the workplace, in housing situations, and in other contexts.</td><td>This lesson does not include a Do-Now in order to make time for an extended Learn and Engage portion of the lesson involving a role play. PMs will need to review the lesson and work to anticipate whether they can execute all the role plays or if they need to select the most relevant scenarios for their mentees based on time available.</td></tr>
<tr><td>12.5.3: Beyond Academics</td><td>Objective: identify extracurricular activities and campus organizations they may want to pursue in college.

Purpose: Mentees who are involved in extracurricular and service organizations are often more invested in their post-</td><td>PMs can prepare for this lesson by reflecting on the extracurricular activities they participated in during college in order to share with the class. Additionally, the PM can identify extracurricular activities that are present in the</td></tr>
</table>

	secondary education/experience. This can have a positive effect on academic and work performance. This lesson aims to help mentees envision their post-secondary lives by previewing activities and organizations mentees may want to participate in once they have identified their post-secondary pathway.	high school environment that have a similar or identical counterpart in most college environments.
12.5.4: Balancing My Social Life	Objective: Mentees will be able to explore the ways that social connections will provide support and a sense of belonging in college. Purpose: Balancing one's social life and academics can be a challenge for young adults with newfound freedom. Rather than discourage mentees from pursuing friendships and social engagement in favor of academics, this lesson emphasizes the responsibility mentees have of balancing their priorities.	This lesson includes an audio excerpt from a podcast. PMs should listen to the podcast prior to teaching the lesson as they will need to familiarize themselves with the points at which the curriculum prompts them to pause the audio for discussion/reflection.
12.5.5: Stress Management	Objective: Mentees will be able to reflect on how they currently manage stress and learn effective coping mechanisms. Purpose: The combination of new responsibilities, higher expectations, and less supervision can contribute to mentees falling behind and/or feeling anxious. This lesson introduces new coping strategies mentees can use when they feel stressed while pursuing their post-secondary goals.	This lesson includes mentee quotes that the PM should review prior to facilitating it in class. If necessary, the PM may need to develop their own mentee quotes to make the lesson more relevant for their class.
12.5.Event: After Hitting Submit ✓ Event Includes Rubric	Objective: Pairs will examine and work on the tasks needed to be complete after submitting their applications. They will also complete the career exploration rubric. Purpose: The college application process is often managed centrally with communication about deadlines and requirements coming from the college counselor or school-based staff at the high school. Once mentees have completed their college applications, however, the responsibility of managing the remaining steps shifts to individual mentees. Mentees can often fail to matriculate to college because they are unaware of how to navigate the multi-step matriculation process. By laying out the remaining steps and identifying when each step needs to	PMs should approach planning for this event thoughtfully with the knowledge that pairs will be working through a set of tasks at their own pace. This point in the year is often characterized by mentees having anxiety and fear about what will happen next and PMs should work to identify any pairs that may need individualized support during the event. Pairs will work through a checklist during this event for which PMs will need to develop a plan to collect and maintain in order to redistribute at future events (as the checklist will be used in later curricular content and can give the PM valuable context into where pairs are in the post-secondary process).

	happen, mentor-mentee pairs can collaborate on important tasks that will prove crucial for successful matriculation.	This event includes the Career Exploration Rubric, which the PM will need to accommodate when planning this event. PMs should attempt to plan to bring computer carts so they can do the rubric online. Alternatively, pairs could try to complete the rubric on a smart phone, but this is a much less desirable user experience. If computer carts cannot be obtained and smart phones are not a desirable option, PMs should plan to bring printed copies of the rubric and collect them following the event.

Unit 6: Navigating Finances

Overview:

In this unit, students will examine the financial responsibilities that they will have after high school. Students will review and discuss personal finance best practices and common pitfalls. They will also learn the difference between credit and debit accounts, and various options for repaying credit card debt. Finally, they will discuss the importance of balancing work and study while in their post-secondary path. By the end of this unit, pairs will understand the basic financial literacy necessary to be successful after high school.

The pair relationship objective for this unit is for mentees to discuss with their mentor how to best manage personal expenses they may encounter after high school.

Lesson	Summary	PM Preparation/Facilitation Notes
12.6.1: My Personal Finances	Objective: Mentees will be able to distinguish between direct and indirect costs, as well as fixed and variable expenses they may encounter after high school. Purpose: Without a personal budget system, mentees risk overspending on low-priority expenses and coming up short on high priority expenses, such as tuition. It is critical that mentees begin post-secondary life equipped with a plan for managing a budget. This lesson introduces concepts related to personal finances so that mentees are prepared to discuss budgeting with their families and mentors.	The infographic provided in the materials for this lesson is lengthy and as such, PMs may elect to print out only a portion based on where their class is at the point in time the lesson will be delivered and/or collect copies after each class to reuse in later classes to reduce paper waste.
12.6.2: College Finances Simulation	Objective: understand the importance of a budget and how personal choices will impact their finances. Purpose: This lesson has mentees participate in a simulation of the common financial choices made after high school. This lesson takes the information from lesson 12.6.1 and has the mentees apply it in a concrete way. Mentees will be able to see how their choices will affect their ability to pay for their new responsibilities.	This lesson requires the PM to leverage mentor responses to their mentee from the previous lesson (guidance for this process is provided in the lesson plan).

12.6.3: Understanding Credit	Objective: Mentees will be able to compare the advantages and consequences of using credit and debit. Purpose: In their senior year of high school and when they enter their post-secondary path, mentees may start to receive letters from credit card companies. Many mentees may also be considering mentee loans as a way to pay for their post-secondary path. It is crucial for mentees to understand how credit and interest work before making major financial decisions.	This lesson includes a video from the website Vimeo. If the PM's school has unreliable WiFi or has site-blockers in place, the PM may want to download the video in advance.
12.6.4: Working in College	Objective: weigh the benefits and challenges of working while in college. Purpose: Many mentees work during college in order to be as financially independent as possible. When searching for a job while pursuing a post-secondary program, mentees must consider their priorities and choose jobs that will help them achieve their goals, rather than compete with those goals. This lesson provides mentees with a framework to balance work and school.	This lesson will be most effective if PMs prepare by reflecting on their own decision making process regarding working during college to share with the class.
12.6. Event: Post-Secondary Finances	Objective: Pairs will analyze sample financial aid awards and continue to complete transitional tasks to their post-secondary pathway Purpose: The transition from high school to a post-secondary pathway includes various tasks that require consistent navigation through many processes. One of the key factors of enrolling into a college option is financial affordability. Unfortunately, financial aid award letters are not all the same and are at times confusing. Thus, this event spends a significant time on understanding the terms and calculations of financial aid award letters. After this event, the pairs will be able to analyze their own financial aid awards and be able to make an informed financial decision.	This event involves pairs' continued work on the checklist they began during the previous event, so PMs will need to leverage the process they developed for redistributing the checklists and will want to re-collect at the end of the even again for pairs' future use and their ability to obtain valuable context into where pairs are in the post-secondary process.

Unit 7: Choosing My Path

Overview:
In this unit, students will reevaluate their post-secondary options in order to make an informed decision about which post-secondary program they will attend next year. Students will also receive guidance on how to analyze sample financial aid award letters, in preparation for analyzing their own. Lastly, students will

begin completing the specific tasks necessary to successfully transition to the post-secondary option of their choice. At the end of this unit, pairs will make a decision for their post-secondary pathway and begin completing the required pathway specific tasks that must be completed prior to high school graduation.

The pair relationship objective for this unit is for mentors and mentees to work to make an informed decision about their post-secondary path.

Lesson	Summary	PM Preparation/Facilitation Notes
12.7.1 Fit Factors	Objective: Mentees will reevaluate their post-secondary options using their personal Fit Factors. Purpose: Deciding which post-secondary option to choose, is both a momentous occasion and difficult decision for many students. It can be easy to get caught up in the excitement of acceptances and forget to think rationally about what to do after high school. This lesson gives students the opportunity to look back at the Fit Factors they used to evaluate programs and create their post-secondary lists in 11th grade. Now that they have more information, students will be able to reconsider their priorities and make an informed decision about the post-secondary option that is the best fit for them.	The timing of this lesson is very important. This lesson (and unit) should be completed after students have received decisions from all or most of the colleges and post-secondary programs that they applied to. It is also important to complete this unit well in advance of deadlines that students have to respond to offers. **Remind students to bring any/all financial aid award letters they have to the next lesson (12.7.2: Financial Aid Award Letter). **
12.7.2 Financial Aid Awards ✓ Lessons Involve Significant PM Preparation Time	Objective: Mentees will be able to explain the benefits and drawbacks of various types of financial aid. Purpose: Financial aid award packages can be difficult to understand. Whether a loan is subsidized or not, how much a grant will actually cover, and the benefits and drawbacks of using Federal Work-Study to earn (mostly) tax-free income are just a few of the complex financial concepts that students will have to sort through. This lesson prepares students to have informed discussions about their financial aid options.	In the student worksheet, there are sample financial aid award letters. These are general letters that can be applicable to any student. PM has the option to use financial aid award letters specific to their region/city for the examples.
12.7.3 My Net Price	Objective: Mentees will practice comparing and discussing their financial aid options in order to make an informed decision. Purpose: The net price of post-secondary options often differs wildly, particularly for 4 year and private institutions. To make an informed decision, students need to compare net prices and be able to discuss the pros and cons of each option with their families. In this lesson, students will use their knowledge of their financial aid award letters to practice discussing their options.	

12.7.4 My Matriculation Plan	Objective: Mentees will use their post-secondary program's website to customize a matriculation plan, which will help them stay on track to start their program in the fall. Purpose: First-generation college students are particularly vulnerable to "Summer Melt," the phenomenon that describes how 4 out of 10 college-intending freshmen—even those who have already paid a deposit—fail to make it to campus in the fall because they did not complete one of many tasks required by their college. Summer Melt happens when students miss communication from their colleges or programs or can't figure out how to overcome barriers. In this lesson, students will utilize their matriculation plans to help themselves stay on track for matriculation.	Students who have been admitted to colleges, certificate or gap year programs may need a password to access the "admitted students" section of their school or program's website. You may want to check with students that they have access to this information before this class. Based on the colleges and programs your students are most likely to attend, locate the "admitted students" page in advance, as this can be challenging to find. The My Matriculation Plan - College worksheet is for students who are planning on attending college. These will be the tasks and general deadlines for them. The My Matriculation Plan - Post-Secondary Pathways worksheet is for students who are not planning on attending college and are pursuing another pathway. Students who are not sure what they plan to do may want to use the time to use these materials to work on their resumes and networking skills.
12.7 Event: Preparing for My Decision	Objective: Mentees and their mentors will discuss their current priorities and criteria that will be used to finalize their post-secondary pathway decision. Purpose: This session is designed to help pairs identify and consider a variety of factors to help students make their final postsecondary decision in the near future.	A postsecondary placement decision is made by considering several factors. It's nuanced, and you have to be prepared to tailor it to each student and family. Some of our students will only be considering colleges, some of our students are considering alternate pathways, and some of our students are considering both. Regardless of which pathway they chose, we want all of our students to have a solid framework to guide their decisions. Pairs should have access to laptops to help research information. Also, in this event, PSP is discussed. It would be beneficial if PM could have a PSP PM or PSP pairs to participate.

Unit 8 Cultivating Social Capital

Overview:

In this unit, students will discuss which aspects of their relationship with their mentors will stay the same and which will change after high school. They will create a communication plan to provide structure, set expectations, and support their continued collaboration with their mentor in iMentor's Post- Secondary Success Program (PSP). Students will also map out the timeline, resources, and the people who can help them in their transition from high school to post-secondary pathway using their personalized Matriculation Plan. Students will also discuss the importance and create a preliminary plan for finding their place within their new post-secondary communities. At the end of this unit, pairs will have concrete plans on how to continue to collaborate together in PSP and understand the resources available to them, and how to access and use those resources.

	The pair relationship objective for this unit is for mentors and mentees to work together to create a plan for after high school in connecting to supports as well as each other.	
Lesson	Summary	PM Preparation/Facilitation Notes
12.8.1 Communicating and collaborating after high school	Objective: Mentees will develop a plan for communicating with their mentor after high school. Purpose: In PSP, students' relationships with their mentors will be more of a two-way street. Successful pairs communicate often, share openly about their personal and professional/academic lives, they also ask for support, and see each other in person. By making a detailed plan for how and when they will communicate with their mentors, students will be more likely to maintain consistent communication throughout the summer and into their post-secondary pathway.	This lesson can stand alone and is able to be scheduled whenever a region is ready to enroll pairs into PSP. **In order for the students to be enrolled into PSP on the platform, the tasks/announcements must be scheduled before this lesson has started. ** Since this is the last unit of 12th grade, it is important to record post-secondary data for the iMentor program to utilize in the future. Beginning in lesson 12.8.3 (and the lessons that follow), PMs are asked to direct the students to input their applications and their statuses into college checklist on the platform. If the PM is not intending to assign the unit its entirety, the PM will include time and space for students to enter this information during the remaining lessons.
12.8.2 Support For My Transition ✓ Lessons Involve Significant PM Preparation Time	Objective: Mentees will discuss strategies to overcome common challenges that they may face as they transition to their post-secondary pathway. Purpose: This lesson focuses on students understanding the issues that may arise as the transition to a new environment. These issues are not connected to a specific pathway but rather to a life transition that are common across all post high school pursuits. The focus is on some of the most common personal issues that prohibit students from successfully persisting in their chosen pathway.	The student worksheet includes the reading materials related to all four issues that will be discussed. This lesson is designed so that students are working together in small groups. **PM should create their groupings prior to class in order for maximum student time with the materials. ** PM should personalize the lesson with any and all reflections from their time of transition to college/workspace, this will help students more easily connect with the materials.
12.8.3 Communities of Support	Objective: Mentees will match common challenges faced in the first year of post-secondary life with the appropriate support services. Purpose: It is important for students to think about what kind of people, communities, friendships, and support networks they will want to seek out after high school. All students, no matter how prepared they think they are, experience some degree of culture shock and an adjustment period upon entering their post-secondary pathway.	

12.8.4 Cultivating Social Capital	Objective: Mentees will know who they can approach for help and how to ask for help in their post-secondary pathway. Purpose: It is important for students to think about what kind of people, communities, friendships, and support networks they will want to seek out after high school. The most successful students are those who seek support when they need it. This can feel awkward for many young adults, especially those who wish to prove their independence. This lesson aims to normalize student support services and give students opportunities to practice asking for help, which will help them succeed after high school.	
12.8.5 Finding My Place	Objective: Mentees will be able to name 1-2 strategies they might use to become part of their new community in the fall. Purpose: In any environment, there is the potential to feel out of place, because of race/ethnicity, gender, religion, income background, or something else. In this lesson, students will build self-awareness by reflecting on what might make them feel out of place when they begin their post-secondary pathway, and brainstorm ways to manage those feelings.	If possible, PM should share their experience(s) on how they felt out of place and what they did to gain a sense of belonging. This video "First Generation Students Unite" (4:40), is used during this lesson> ** Please preview the video prior to class to make sure that you everything you need, large screen, Wi-Fi, etc., to successfully play it during class time**
12.8.6 End of Year Survey	Objective: Mentees will honestly and thoroughly complete a program survey. Purpose: The End of Year Survey allows PMs to gauge where students are and how they have progressed, compared to earlier surveys. By completing this survey, students provide necessary information to help ensure the efficacy and success of the program.	If there is extra time after a student has completed the survey and written to their mentor, PM should ensure that students have inputted all application information into the College Checklist. Mentees and mentors must be invited to the survey on the platform prior to class. PMs must follow regional guidelines for inviting pairs to the survey. PMs can also prepare for this lesson by reviewing survey administration best-practices (searchable on the Learning Center) to support mentees in taking the survey seriously/providing candid responses.
12.8.7 End of High School Celebration	Objective: Mentees will celebrate what they have accomplished in high school and thank their mentors for their contributions to their success. Purpose: In this lesson, students will reflect on how their mentors have contributed to and supported their growth	

	during high school. They will wrap up the year by practicing an important strategy for strengthening relationships and social capital: expressing gratitude.	
12.8 Event: Picking My Pathway	Objective: Mentees and their mentors will reflect on what "best choice" means to them, and then work together on planning for post-secondary. Purpose: Pairs will reflect on the options the mentee has and talk about how to make a choice most aligned with their preferences and needs.	There are two documents that will guide pair collaboration – College-Decision Making Sheet and the Postsecondary Comparison Sheet. Pairs can use one or both depending on what options they are considering. Each sheet is meant for mentors to help mentees reflect on what is important to them right now and look up important information to compare their options. If a pair has already made a decision on a college, they should work on their Matriculation Plan/Transition Checklist. If a pair has already made a decision on an alternative pathway, they should work on the Alternative Pathways Persistence Plan (needs to be printed and not included in the event packet). The Alt Pathways Persistence Plan is designed to help pairs and program managers work as a team to ensure students stay on track to enroll in a pathway as soon as possible after graduation and persist to completion. This document clearly explains the roles and responsibilities of the pair in using the plan. If Pairs need help finding alternative options, PM can direct them to the Post-Secondary Directories. Pairs should have access to laptops to help research information.
12.9 Event: End of Year Celebration/Commitments ✓ Event Includes Rubric	Objective: Mentees and their mentors will reflect on what they accomplished as a pair this year and over the course of high school. Pairs will revisit and establish communication expectations for the summer and into PSP. Purpose: This is the last Event of the high school program. Pairs will now "fly the nest" and take charge of their relationships—including when and how they will continue to collaborate and communicate. This Event will affirm the commitments some pairs have made together and allow for an in-person commitment to extend their pair relationship after high school.	PM should consider how to make this event be a celebration as well as complete the event activities. Some suggestions are to create a photo slide show of the pairs throughout the program (PM can use the photos that have taken as well as the photos on the iMentor Flickr account), create a "photo booth" back drop for pairs to take photos, decorate the event space with a in graduation theme, etc. It's important that all pairs have time to discuss and complete the Leveraging Your Mentor rubric together. The rubric is one of the two in person assessments that all PMs are asked to complete at an event. The most efficient way

		to report this assessment to R&E is by having computers for mentors and mentees to complete the online version. This also can be done by using the internet on phones. A printed copy of the rubric is included in the Event Packet for pairs to use for ease and then transfer information to the online version. Please read here for how to administer and manage completion of the assessment: https://staff.imentor.org/help/how-to-administer-assessments-and-manage-completion#in-person If internet access is not available, the best workflow is to have the pairs complete the paper copy. Then either the mentors complete it online when they are home or PM can choose to collect and submit. When possible, invite the PSP PM who will be the PM of the cohort in order to help further the transition from high school to PSP.

COLLEGE ACCESS PLANNING AND REPORTING

PRICES

Category	*Unit	Price
Materials, license fees, digital resources, etc.	One time or annual costs	300 per student annually

Naviance, Inc.

Contract No.: 4400008923

Contact Name: Scott Hinojosa

Contact Number: (801) 634-8282

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

- **Counselor Community:** The Hobsons Counselor Community brings together Naviance high school counselors and higher education admissions staff through a collaborative online community to provide a place where you can build relationships, develop deeper knowledge about secondary and postsecondary institutions, and work together to help students find best-fit options. Naviance staff members are able to login to the Counselor Community to view detailed college and high school profiles, post news about your institution, and search for and connect with colleagues.

- **RepVisits,** which is part of the Counselor Community, increases access to higher education by improving efficiency for scheduling college visits that help students make valuable connections with college representatives. High schools can set up their visit schedules and college fairs easily and quickly, and college admissions personnel can search and sign up for visits and fairs with the click of a button. Counselors at Naviance schools can share visit availability with colleges, increase awareness of your high school, and help students make valuable in-person connections at colleges of interest. Additionally, as part of our ongoing efforts to support schools and districts that are moving to a remote learning environment for the SY20-21, Naviance is excited to announce enhanced scheduling functionality in RepVisits. These updates enable schools to designate their visits as virtual, in person, or either and colleges will choose their preferred visit type. **Nationwide, 98.75% of Naviance high school users surveyed would recommend RepVisits to a colleague!**

- **Scattergrams:** Findings from a recent study done by a Harvard doctoral candidate indicate that, on average, students are 20 percent more likely to apply to a college with a visible Scattergram. For in-state public colleges, students are 53 percent more likely to apply and two times as likely to enroll if the institution's Scattergram is visible. In fact, the findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students, showing a 2.3 percentage point increase in four-year college enrollment for every additional relevant Scattergram seen. To adhere to the requirements set forth in the RFP regarding the omission of academic studies in our response, we have not included the article, but we are happy to provide the full article upon request.

- **SuperMatch College Search:** Through the Hobsons Intersect solution, students can search for post-secondary institutions based on over 80 fit and interest factors including Location, Academic Offerings, Admission Criteria, Diversity, Institution Characteristics, Costs, Student Life, Athletics, and Resources.

- **College Profile Pages:** Extensive and engaging profile pages featuring virtual tours, overview, studies, student life, admissions, and cost data for over 10,000 higher education institutions including information from the Department of Education, third-party providers, and directly sourced information from over 4,000 higher education institutions in the Intersect by Hobsons platform. Students can also compare their academic profiles (GPA, SAT, and/or ACT) to the averages of students that have been accepted to that institution both nationally and from their high school.

- **College Events & College Visits:** Information about events being hosted by colleges on-campus, regionally, and virtually allow students the ability to view details of the visit and even register to attend. Information about institutions visiting the student's high school (scheduled via RepVisits by the over 10,000 participating higher education representatives and/or manually input by the high school) is included in the Naviance Student page.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

- **Counselor Community:** The Hobsons Counselor Community brings together Naviance high school counselors and higher education admissions staff through a collaborative online community to provide a place where you can build relationships, develop deeper knowledge about secondary and postsecondary institutions, and work together to help students find best-fit options. Naviance staff members are able to login to the Counselor Community to view detailed college and high school profiles, post news about your institution, and search for and connect with colleagues.

- **RepVisits,** which is part of the Counselor Community, increases access to higher education by improving efficiency for scheduling college visits that help students make valuable connections with college representatives. High schools can set up their visit schedules and college fairs easily and quickly, and college admissions personnel can search and sign up for visits and fairs with the click of a button. Counselors at Naviance schools can share visit availability with colleges, increase awareness of your high school, and help students make valuable in-person connections at colleges of interest. Additionally, as part of our ongoing efforts to support schools and districts that are moving to a remote learning environment for the SY20-21, Naviance is excited to announce enhanced scheduling functionality in RepVisits. These updates enable schools to designate their visits as virtual, in person, or either and colleges will choose their preferred visit type. **Nationwide, 98.75% of Naviance high school users surveyed would recommend RepVisits to a colleague!**

- **Scattergrams:** Findings from a recent study done by a Harvard doctoral candidate indicate that, on average, students are 20 percent more likely to apply to a college with a visible Scattergram. For in-state public colleges, students are 53 percent more likely to apply and two times as likely to enroll if the institution's Scattergram is visible. In fact, the findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students, showing a 2.3 percentage point increase in four-year college enrollment for every additional relevant Scattergram seen. To adhere to the requirements set forth in the RFP regarding the omission of academic studies in our response, we have not included the article, but we are happy to provide the full article upon request.

- **SuperMatch College Search:** Through the Hobsons Intersect solution, students can search for post-secondary institutions based on over 80 fit and interest factors including Location, Academic Offerings, Admission Criteria, Diversity, Institution Characteristics, Costs, Student Life, Athletics, and Resources.

- **College Profile Pages:** Extensive and engaging profile pages featuring virtual tours, overview, studies, student life, admissions, and cost data for over 10,000 higher education institutions including information from the Department of Education, third-party providers, and directly sourced information from over 4,000 higher education institutions in the Intersect by Hobsons platform. Students can also compare their academic profiles (GPA, SAT, and/or ACT) to the averages of students that have been accepted to that institution both nationally and from their high school.

- **College Events & College Visits:** Information about events being hosted by colleges on-campus, regionally, and virtually allow students the ability to view details of the visit and even register to attend. Information about institutions visiting the student's high school (scheduled via RepVisits by the over 10,000 participating higher education representatives and/or manually input by the high school) is included in the Naviance Student page.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

- **Counselor Community:** The Hobsons Counselor Community brings together Naviance high school counselors and higher education admissions staff through a collaborative online community to provide a place where you can build relationships, develop deeper knowledge about secondary and postsecondary institutions, and work together to help students find best-fit options. Naviance staff members are able to login to the Counselor Community to view detailed college and high school profiles, post news about your institution, and search for and connect with colleagues.

- **RepVisits,** which is part of the Counselor Community, increases access to higher education by improving efficiency for scheduling college visits that help students make valuable connections with college representatives. High schools can set up their visit schedules and college fairs easily and quickly, and college admissions personnel can search and sign up for visits and fairs with the click of a button. Counselors at Naviance schools can share visit availability with colleges, increase awareness of your high school, and help students make valuable in-person connections at colleges of interest. Additionally, as part of our ongoing efforts to support schools and districts that are moving to a remote learning environment for the SY20-21, Naviance is excited to announce enhanced scheduling functionality in RepVisits. These updates enable schools to designate their visits as virtual, in person, or either and colleges will choose their preferred visit type. **Nationwide, 98.75% of Naviance high school users surveyed would recommend RepVisits to a colleague!**

- **Scattergrams:** Findings from a recent study done by a Harvard doctoral candidate indicate that, on average, students are 20 percent more likely to apply to a college with a visible Scattergram. For in-state public colleges, students are 53 percent more likely to apply and two times as likely to enroll if the institution's Scattergram is visible. In fact, the findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students, showing a 2.3 percentage point increase in four-year college enrollment for every additional relevant Scattergram seen. To adhere to the requirements set forth in the RFP regarding the omission of academic studies in our response, we have not included the article, but we are happy to provide the full article upon request.

- **SuperMatch College Search:** Through the Hobsons Intersect solution, students can search for post-secondary institutions based on over 80 fit and interest factors including Location, Academic Offerings, Admission Criteria, Diversity, Institution Characteristics, Costs, Student Life, Athletics, and Resources.

- **College Profile Pages:** Extensive and engaging profile pages featuring virtual tours, overview, studies, student life, admissions, and cost data for over 10,000 higher education institutions including information from the Department of Education, third-party providers, and directly sourced information from over 4,000 higher education institutions in the Intersect by Hobsons platform. Students can also compare their academic profiles (GPA, SAT, and/or ACT) to the averages of students that have been accepted to that institution both nationally and from their high school.

- **College Events & College Visits:** Information about events being hosted by colleges on-campus, regionally, and virtually allow students the ability to view details of the visit and even register to attend. Information about institutions visiting the student's high school (scheduled via RepVisits by the over 10,000 participating higher education representatives and/or manually input by the high school) is included in the Naviance Student page.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

- **Counselor Community:** The Hobsons Counselor Community brings together Naviance high school counselors and higher education admissions staff through a collaborative online community to provide a place where you can build relationships, develop deeper knowledge about secondary and postsecondary institutions, and work together to help students find best-fit options. Naviance staff members are able to login to the Counselor Community to view detailed college and high school profiles, post news about your institution, and search for and connect with colleagues.

- **RepVisits,** which is part of the Counselor Community, increases access to higher education by improving efficiency for scheduling college visits that help students make valuable connections with college representatives. High schools can set up their visit schedules and college fairs easily and quickly, and college admissions personnel can search and sign up for visits and fairs with the click of a button. Counselors at Naviance schools can share visit availability with colleges, increase awareness of your high school, and help students make valuable in-person connections at colleges of interest. Additionally, as part of our ongoing efforts to support schools and districts that are moving to a remote learning environment for the SY20-21, Naviance is excited to announce enhanced scheduling functionality in RepVisits. These updates enable schools to designate their visits as virtual, in person, or either and colleges will choose their preferred visit type. **Nationwide, 98.75% of Naviance high school users surveyed would recommend RepVisits to a colleague!**

- **Scattergrams:** Findings from a recent study done by a Harvard doctoral candidate indicate that, on average, students are 20 percent more likely to apply to a college with a visible Scattergram. For in-state public colleges, students are 53 percent more likely to apply and two times as likely to enroll if the institution's Scattergram is visible. In fact, the findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students, showing a 2.3 percentage point increase in four-year college enrollment for every additional relevant Scattergram seen. To adhere to the requirements set forth in the RFP regarding the omission of academic studies in our response, we have not included the article, but we are happy to provide the full article upon request.

- **SuperMatch College Search:** Through the Hobsons Intersect solution, students can search for post-secondary institutions based on over 80 fit and interest factors including Location, Academic Offerings, Admission Criteria, Diversity, Institution Characteristics, Costs, Student Life, Athletics, and Resources.

- **College Profile Pages:** Extensive and engaging profile pages featuring virtual tours, overview, studies, student life, admissions, and cost data for over 10,000 higher education institutions including information from the Department of Education, third-party providers, and directly sourced information from over 4,000 higher education institutions in the Intersect by Hobsons platform. Students can also compare their academic profiles (GPA, SAT, and/or ACT) to the averages of students that have been accepted to that institution both nationally and from their high school.

- **College Events & College Visits:** Information about events being hosted by colleges on-campus, regionally, and virtually allow students the ability to view details of the visit and even register to attend. Information about institutions visiting the student's high school (scheduled via RepVisits by the over 10,000 participating higher education representatives and/or manually input by the high school) is included in the Naviance Student page.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

- **Counselor Community:** The Hobsons Counselor Community brings together Naviance high school counselors and higher education admissions staff through a collaborative online community to provide a place where you can build relationships, develop deeper knowledge about secondary and postsecondary institutions, and work together to help students find best-fit options. Naviance staff members are able to login to the Counselor Community to view detailed college and high school profiles, post news about your institution, and search for and connect with colleagues.

- **RepVisits,** which is part of the Counselor Community, increases access to higher education by improving efficiency for scheduling college visits that help students make valuable connections with college representatives. High schools can set up their visit schedules and college fairs easily and quickly, and college admissions personnel can search and sign up for visits and fairs with the click of a button. Counselors at Naviance schools can share visit availability with colleges, increase awareness of your high school, and help students make valuable in-person connections at colleges of interest. Additionally, as part of our ongoing efforts to support schools and districts that are moving to a remote learning environment for the SY20-21, Naviance is excited to announce enhanced scheduling functionality in RepVisits. These updates enable schools to designate their visits as virtual, in person, or either and colleges will choose their preferred visit type. **Nationwide, 98.75% of Naviance high school users surveyed would recommend RepVisits to a colleague!**

- **Scattergrams:** Findings from a recent study done by a Harvard doctoral candidate indicate that, on average, students are 20 percent more likely to apply to a college with a visible Scattergram. For in-state public colleges, students are 53 percent more likely to apply and two times as likely to enroll if the institution's Scattergram is visible. In fact, the findings suggest that Naviance's tools have the greatest impact on black, Hispanic and low-income students, showing a 2.3 percentage point increase in four-year college enrollment for every additional relevant Scattergram seen. To adhere to the requirements set forth in the RFP regarding the omission of academic studies in our response, we have not included the article, but we are happy to provide the full article upon request.

- **SuperMatch College Search:** Through the Hobsons Intersect solution, students can search for post-secondary institutions based on over 80 fit and interest factors including Location, Academic Offerings, Admission Criteria, Diversity, Institution Characteristics, Costs, Student Life, Athletics, and Resources.

- **College Profile Pages:** Extensive and engaging profile pages featuring virtual tours, overview, studies, student life, admissions, and cost data for over 10,000 higher education institutions including information from the Department of Education, third-party providers, and directly sourced information from over 4,000 higher education institutions in the Intersect by Hobsons platform. Students can also compare their academic profiles (GPA, SAT, and/or ACT) to the averages of students that have been accepted to that institution both nationally and from their high school.

- **College Events & College Visits:** Information about events being hosted by colleges on-campus, regionally, and virtually allow students the ability to view details of the visit and even register to attend. Information about institutions visiting the student's high school (scheduled via RepVisits by the over 10,000 participating higher education representatives and/or manually input by the high school) is included in the Naviance Student page.

The Los Angeles Unified School District seeks established vendors with substantial experience providing College Access services and resources to students in middle and high schools and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. In particular, the District requires access to a range of college access tools, resources, materials and options to support students who would represent the first generation of their family to go to college and students in targeted populations (e.g., underserved students in higher education, current or former foster youth, students who are or have experienced homelessness, English Language Learners, students receiving Special Education services and students experiencing poverty). Any contract(s) resulting from this Request for Proposal (RFP) will be for the provision of direct services to schools and school communities, and District personnel working with schools, concomitant with that goal. College Access services will, by default, employ various modes of delivery including virtual online synchronous and asynchronous and address the particular needs of different grade spans and student/parent populations. The intent is to provide school principals and District staff the option of selecting from a range of pre-established College Access service provider resources of varying lengths of time, specificity and price to find the service that suits their students' and parents' needs best. Proposers may submit proposals to offer any variety or combination of College Access services, for example:

- **SAT / ACT / AP test preparation**

Supported. Naviance Test Prep, available as an optional add-on, provides up-to-date content for high school standardized tests (i.e., ACT, SAT, Advanced Placement) and seamlessly integrates with Naviance to deliver proven, engaging courses that help students perform their best on test day, all in one place:

- Adaptive personalized test prep plan unique to each student based on diagnostic exam, how well and how often they use it, and their chosen test date
- Gamified engaging courses
- Premier content
- Intelligent reporting

A study of 18,000 students showed that students who use Naviance Test Prep results in a 16% average score improvement when used regularly. Results were determined by comparing 18,000 students' answers at the beginning of the course—during the first 20% of activities—to the end of the course, after they completed at least 80% of the activities. Students at the end of the course, on average, had 16% better scores.

- **College tours and exposure (including virtual tours)**

Supported. Naviance features a robust College Knowledge toolset that helps students to identify the postsecondary training that's right for them by making data-informed application decisions, schedule college campus visits and identify scholarship opportunities. We have summarized these features below,

COLLEGE ACCESS PLANNING AND REPORTING

LOS ANGELES UNIFIED SCHOOL DISTRICT

Providing information on the price categories of the product and or services offered. Prices are fully-burdened, including travel and other expenses.

SCHEDULE OF SERVICES AND PRICES

Category	*Unit	Price
Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	Please see our detailed pricing options below.
Materials, license fees, digital resources, etc.	One time or annual costs	Please see our detailed pricing options below.
Professional Development, Administrators	Per day/half day costs	Please see our detailed pricing options below.
Coaching	In person/on-line and frequency/duration	Please see our detailed pricing options below.
Implementation monitoring	Reviews/visits per year	Please see our detailed pricing options below.
Deliverables	Data analysis, summary reports and recommendations	Please see our detailed pricing options below.

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours

1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

LAUSD Pricing Options*

Recommended Solution: *Naviance Curriculum Solution for All High Schools & Middle Schools*

Based on our understanding of LAUSD's strategic goals and requirements set forth in the RFP, we recommend our Naviance Curriculum Solution for your entire middle and high school student population. Discounts for 3-Year and 5-Year Terms are reflected below.

Naviance Solutions	2-Year Terms *Price Per Student**	3-Year Terms *Price Per Student**	5-Year Terms *Price Per Student**
***Student Population:** Pricing below reflects subscriptions for all LAUSD middle school & high school students.*			
Naviance Curriculum Solution Includes the following: • Naviance for High School • Naviance for Middle School • eDocs • AchieveWORKS 　• *Do What You Are Assessment* 　• *MI Advantage Personality Assessment* 　• *Learning Styles Inventory* • Career Key • Naviance Curriculum • Alumni Tracker • Insights Premium	$6.00	$5.75	$5.50

Naviance A La Carte Options: *A La Carte Pricing for All High Schools & Middle Schools*

Should LAUSD be interested in continuing with the Naviance a la carte pricing options for your entire middle and high school student population, we have provided detailed pricing below, which reflects discounts for 3-Year and 5-Year Terms.

Naviance a la Carte Options	2-Year Terms *Price Per Student**	3-Year Terms *Price Per Student**	5-Year Terms *Price Per Student**
***Student Population:** Pricing below reflects subscriptions for all LAUSD middle school & high school students.*			
Naviance *(High School & Middle School)*	$3.50	$3.25	$3.00
eDocs (Seniors only)	$1.20	$1.10	$1.00
AchieveWORKS • *Do What You Are Assessment* • *MiAdvantage Personality Assessment* • *Learning Styles Inventory*	$1.20	$1.20	$1.20
Career Key	$0.50	$0.50	$0.50
Naviance Curriculum	$2.00	$1.75	$1.50
Alumni Tracker	$ 0.75	$ 0.70	$ 0.65
Insights Premium	$2.25	$2.00	$1.75
Course Planner 2.0	$1.35	$1.10	$1.00
x2VOL	$1.50	$1.50	$1.50

Optional Add-On: *Naviance Test Prep for High Schools*

Should LAUSD be interested adding Naviance Test Prep for High Schools, as referenced in the RFP, we have provided detailed pricing below, which reflects discounts for 3-Year and 5-Year Terms.

Naviance Test Prep for High School	2-Year Terms *Price Per Student**	3-Year Terms *Price Per Student**	5-Year Terms *Price Per Student**
***Student Population:** Pricing below reflects subscriptions for all LAUSD high school students.* *(Naviance Test Prep not available for Middle School)*			
Naviance Test Prep			
SAT Test Prep	$1.50	$1.50	$1.50
ACT Test Prep	$1.50	$1.50	$1.50
SAT / ACT Test Prep	$3.00	$3.00	$3.00
AP (22 subjects) Test Prep	$1.50	$1.50	$1.50

Consulting Services

Naviance Consulting is designed to scale solutions and best practices to support district-wide initiatives related to College, Career, and Life Readiness. We have included pricing below.

Consulting Services	Price Per Hour
Consulting Services include, but are not limited to, the following: • System Imports & Configuration • Course Catalog Coding • Plans of Study Alignment to Endorsements • Initial Implementation Training • Follow-Up Training • Development of Implementation Plan • Student Program Development • Student Task Assignments • Data Tracking & Reports • Weekly ADMN Meetings • Measure & Track Success • Plan for Next Steps for Improvement	**$250**

Nepris, Inc.

Contract No.:   4400008924

Vendor No.:   1000009897

Contact Name: Thomas McMullen

Contact Number: (424) 282-0277

Contact Email: thomas@nepris.com

Program Components

Nepris has four engagement models which allows your CORE, CTE, STEM, and Work-Based Learning students to connect "live virtually" with industry professionals from all over the country bringing interest, relevance, and exposure to various career pathways and to your CTSOs. The power of the Nepris platform is its flexibility to easily shift between distance learning, to a hybrid model, to brick and mortar. Through Nepris, you can continue with virtual tours, project mentorship/evaluation, mock interviews, and topic pathway presentations.

Four Engagement Models in Detail:

Request Virtual Live Classroom Session: Within minutes, create a specific request based on your unique curriculum, inviting professionals virtually into your classroom. Here are some ways other educators are connecting:

- Project Mentoring and feedback
- Authentic audience for PBL lessons
- Guest speakers for STEM career days
- Industry panel for CTE capstone project presentations
- Industry support for AVID, DECA, GT and other programs

Live Industry Chats (webinar): Nepris offers daily opportunities to join live, virtual chats with professionals on a variety of topics that prepare students for college and career. The topics follow the national themes in education along with several unique series being offered throughout the school year. With one click, you can sign up to participate in one of these chats along with other classrooms from across the country.

Video Library: While Nepris core value is to connect industry professionals with students for a live online interaction, we record most of these interactions and have the largest library (roughly 10,000) of authentic industry content that can be consumed by students directly or used by teachers, counselors, librarians etc....to supplement instruction and offer college and career advice. These videos cover over 250 careers across all 16 career clusters

Career Exploration Tool: Open the door of possibilities for your students! Nepris career explorer uses Dept of Labor's O'NET database tied to the authentic industry video library, providing students with an opportunity to research and compare careers, jobs, skills and salary information.

- Explore careers of your choice
- Compare multiple career options side by side
- Browse videos aligned to your selected career

Types of Industry Interaction: Nepris works closely with curriculum and Instruction (C & I), Career and Technical Education (CTE) and College and Career Readiness (CCR) teams to help plan yearlong industry engagement at each district. Here are a few example industry engagement scenarios:

- Virtual Mock Interviews–Focused on high school students, virtual mock interviews provide students the unique opportunity to practice interviewing skills with real professionals from companies like AT & T, Frito Lay, General Motors etc...
- Q & A with employers–Middle and high school students can engage in live conversations with diverse professionals from various industries in the process being exposed to various careers from welding to engineering.
- Project Mentoring and feedback–Students in 5th–12thgrade working on specific projects can now get live feedback from industry experts during the process. e.g.: Robotics teams, CTE capstone projects, Entrepreneurship courses etc.
- Review of Resumes–High School students can get help from industry professionals to review their resumes and cover letters (min. 5 students).
- Virtual tours of workspaces–virtual workplace experiences provide a chance for students to get a feel for the work environment and be better prepared for internships and first jobs as they graduate.
- Capstone Project evaluation (in CTE)-Schools often struggle to get industry support to evaluate student cap stone projects. Nepris can bring a virtual panel of industry experts to evaluate student projects across all 16 CTE career clusters.
- College and Career advice–Counselors can schedule live online chats with universities and employers and help prepare students across the district with minimal effort on their part.
- Intro to new technologies
- Real world applications–From elementary to grade 12 all classrooms can interact with industry from all over the world to bring meaning to abstract topics they learn in the classrooms. This helps engage students better in their lessons while giving them a glimpse of new technologies and real-world careers.

COLLEGE ACCESS PLANNING AND REPORTING

PRICES

Provided is information on the price categories of the product and or services offered. Prices are fully-burdened, including travel and other expenses.

Category	*Unit	Price
Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	$500 Virtual 2 hr., $2,500 In-Person per day $1,250 ½ day In-Person per day
Materials, license fees, digital resources, etc.	One time or annual costs	$3,300 annual per school building site license (unlimited access and usage
Professional Development, Administrators	Per day/half day costs	$500 Virtual 2 hr., $2,500 In-Person per day $1,250 ½ day In-Person per day
Coaching	In person/on-line and frequency/duration	$500 Virtual 2 hr., $2,500 In-Person per day $1,250 ½ day per day
Implementation monitoring	Reviews/visits per year	4 sessions per year, implementation planning, PD/training/mid year review, end of year review
Deliverables	Data analysis, summary reports and recommendations	Summary reports, data analysis for teachers and school sites

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours
1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

Return to Table of Contents   END

Opinion Interactive dba Spotlight

Contract No.:   4400008925

Vendor No.:   1000015666

Contact Name: Mike Fee

Contact Number: (510) 282-7041

Contact Email: info@spotlight-education.com

A.2 Overview of Services

Summary of Program Components

Spotlight proposes to deliver a three-pronged program to the students and families of Los Angeles Unified:

1. Deliver the College and Career Readiness Guide or the College Opportunity Guide to every 8th-12th grader in LAUSD (or to those in schools that wish to provide it).
2. Deliver personalized financial aid video reports to the families of every high school student in LAUSD (or to those in schools that wish to provide it).
3. Produce a series of college access information videos for LAUSD, and make these videos available for customization by schools.

We believe that these three elements will prove most effective if delivered together. However, we know from experience that they are also effective if delivered separately, should the District select only one or two components, or should constituent schools opt not to receive all three service elements.

Student-Facing Program Component: Deliver a College and Career Readiness Guide or a College Opportunity Guide to every 8th-12th grade student in LAUSD.

As described, above, the College and Career Readiness Guide is a proven-effective resource among students in large, urban school districts, and especially among their target populations. This report converts student data, ranging from grades and completed courses to career aspirations, into a robust, personalized profile that explains to a student not only where they seem to be headed, but the *specific action steps* they should take to aspire higher. Translation ensures that students are able to discuss this report with their families, regardless of home language.

Our program plan agenda for this component includes:

- Production of a personalized report for every 8th-12th grade student in the district. (*Note: CCRG may be produced for younger students, but proves less personalized, since these students typically have less data to convert into reports.*)
- Twice-annual production and delivery, to provide students with helpful information in advance of making key decisions, such as selecting courses or researching colleges or scholarships
- Translation into LAUSD's five most-spoken languages (after English), to ensure buy-in from families as well as students

> *College & Career Readiness Guide Nuts & Bolts*
> - Customized for district use; configured for individual schools
> - Compiles student data into a personalized profile that answers the questions, *Where am I headed, and how can I aspire higher?* — with respect to both college and career
> - Personally recommends targeted resources, including community-based programs that are a fit for the student's needs
> - 6-8 pages, depending on customization
> - Produced in student's home language
> - Delivered securely and digitally

- Research into locally-based programs and organizations, to be featured in personalized fashion in a student's CCRG
- Delivery via secure email and/or text message

Should CCRG prove *too* robust or too expensive for LAUSD or its schools, Spotlight proposes instead delivering the College Opportunity Guide to every 8th-12th grade student in the district. While less robust at just two pages, this report nonetheless provides every student with a personalized view into their likely admission to California colleges, and provides a step-by-step roadmap to their post-graduation aspirations. We have enclosed a sample College Opportunity Guide with this document.

> *College Opportunity Guide*
> *Nuts & Bolts*
> - Customized for district use
> - Compiles student data into a personalized profile that answers the questions, *Where am I headed, and how can I aspire higher?*
> - Two pages
> - Produced in student's home language
> - Delivered securely and digitally

Spotlight will deliver "COG" according to a similar program plan agenda, including production for all 8th-12th grade students; twice-annual production; translation; and full digital delivery.

Should LAUSD elect to make either of these reports only to schools that opt to provide them to their students, Spotlight is prepared to produce them on this limited basis.

Family-Facing Program Component: Deliver Personalized Financial Aid Videos to the families of every high school student in the district.

As Video Reporting Technology has proven particularly effective in communicating with parents, especially those who do not speak English, Spotlight proposes to deliver a personalized video explanation of each student's financial aid options.

> *Personalized Financial Aid Videos*
> *Nuts & Bolts*
> - Created explicitly for LAUSD
> - Compiles family data into a personalized *video* that points the parents to targeted resources
> - 4-5 minutes long
> - Produced in student's home language; narrated by native-speaking voice actors
> - Viewable on any device

Every LAUSD parent will receive a *personalized* video — delivered to any device — that explains such financial aid elements as:

- Cal Grants
- Federal Grants and Loans
- Other Loans
- Scholarships, including those that are particularly designed for their student, based on such factors as location, grades, or ethnicity

Further, these videos will provide specific instructions, such as key resources to consult, and targeted buttons that serve as links to destination websites, ranging from lists of

scholarships to the websites for locally-based organizations that provide financial aid counseling.

Our program plan agenda includes the following steps:
- Custom-creation of the "template" for these personalized videos in partnership with LAUSD staff
- Translation into the five most spoken languages, after English; record the videos with native-speaking voice actors
- Annual delivery to students' families via email and/or text message

General-Purpose Component: Produce a series of college access information videos for LAUSD, and make these videos available for customization by schools

Building on the success of our recently-developed College Readiness Video Spotlight will custom-develop a series of five informational videos for LAUSD. The District will be able to make these videos available to all students via websites; moreover, Spotlight will facilitate delivering them directly to students via email or text message.

The topics of these videos will include:
1. California College Admissions
2. Historically Black College and Universities
3. The Hispanic Association of Colleges and Universities
4. Completing the FAFSA
5. Combating Summer Slide: How to Prepare to Go to College

Our program plan agenda includes the following steps:
- Custom-creation of the suite of videos in partnership with LAUSD staff
- Translation into the five most spoken languages, after English; record the videos with native-speaking voice actors
- Consultation with school to determine interest in site-customized versions

As with all resources that we produce, Spotlight will invest heavily in research and quality assurance, to ensure that these videos are accurate and current. For example, we will soon release a modified version of the California College Readiness Video to reflect new, COVID-based policies and requirements.

Again, the Spotlight team would be delighted to provide this suite of resources to LAUSD students and families, as they reflect many of the services requested in the RFP. Specifically:

- The College and Career Readiness Guide and College Opportunity Guide address:
  - Family communications, planning, materials, training, and capacity-building
  - Family leadership and support for high academic success
  - College research and application assistance
  - College matching
- Personalized Financial Aid Videos address

- o Family communications, planning, materials, training, and capacity-building
- o Financial guidance including federal and state aid and scholarships
- Customized Informational Videos address
    - o Family communications, planning, materials, training, and capacity-building
    - o College research and application assistance
    - o Financial guidance including federal and state aid and scholarships

PRICE

OPINION INTERACTIVE LLC DBA SPOTLIGHT

This Volume contains proposals for the three components of Spotlight's proposed College Access program for LAUSD:

1. Student-Facing College Access Reporting *(College & Career Readiness Guide and/or College Opportunity Guide)*
2. Parent-Facing Financial Aid Video Reports
3. Customized and Translated Informational Videos

1. *Student-Facing College Access Reporting: College & Career Readiness Guide and/or College Opportunity Guide*

   LAUSD may elect to adopt and customize either the College & Career Readiness Guide, the College Opportunity Guide, or both reports on behalf of the schools that then choose to provide them to their students.

COLLEGE AND CAREER READINESS GUIDE – TWICE ANNUAL DELIVERY			
Fee Type	**Category**	**Unit**	**Price**
District Customization*	Materials, license fees, digital resources, etc.	One time fee, per district	$45,000
School Configuration**		Annual fee, per school	$1,500
Report Delivery Fee	Deliverables	Annual fee, per student (who receives the report)	$2.00

*Paid once (ever) by LAUSD; includes translation into LAUSD's five most spoken languages

**Paid annually per school that adopts the College and Career Readiness Guide

COLLEGE OPPORTUNITY GUIDE– TWICE ANNUAL DELIVERY			
Fee Type	**Category**	**Unit**	**Price**
District Customization*	Materials, license fees, digital resources, etc.	One time fee, per district	$15,000
School Configuration**		Annual fee, per school	$750

Schedule of Services and Prices

Report Delivery Fee	Deliverables	Annual fee, per student (who receives the report); paid annually	$.75

*Paid once by LAUSD; includes translation into LAUSD's five most spoken languages

**Paid annually per school that adopts the College Opportunity Guide

2. *Parent-Facing Financial Aid Video*

   If LAUSD elects to provide this resource to parents, schools do not pay an additional fee.

FINANCIAL AID VIDEO REPORT			
Fee Type	**Category**	**Unit**	**Price**
District Customization*	Materials, license fees, digital resources, etc.	One-time fee, per district	$55,000
Report Delivery Fee	Deliverables	Annual fee, per student (whose parent(s) receive the report); paid annually	$1.50

*Paid once by LAUSD; includes translation into LAUSD's five most spoken languages and recording by native-speaking voice actors.

3. *College Access Informational Video Series (five videos, configurable by school)*

COLLEGE ACCESS INFORMATIONAL VIDEO SERIES			
Fee Type	**Category**	**Unit**	**Price**
District Customization*	Materials, license fees, digital resources, etc.	One-time fee, per district	$25,000
School Configuration**		Annual fee, per school	$1,500

*Paid once by LAUSD; includes translation into LAUSD's five most spoken languages and recording by native-speaking voice actors.

**Enables schools to further customize the videos with site-level resources and information.

Should LAUSD elect to purchase all three components, Spotlight will discount all fees by 5%.

END

Partnership for Los Angeles Schools

Contract No.:   4400008926

Vendor No.:   1000007652

Contact Name: Ian Guidera

Contact Number: 310-699-1806

Contact Email: ian.guidera@partnershipla.org

The following four components make up the Partnership's College Access program and services:

1. Partnership College Compass™ Program

The Partnership's K-12 College Compass program is intended to increase the percentage of students who see themselves as college-going and then enroll in a four-year college after high school, equipped with the academic knowledge and social-emotional resilience necessary to graduate. The College Compass program leverages three core strategies: 1) Expose students and families to the long term value of college; 2) Help students to envision themselves as a future college students and their families to visualize them in the same light; and 3) Support students and families to take the steps that they will need in order to be admitted to a "best fit" four-year college or university, enroll there, matriculate and graduate with a bachelor's degree.

The College Compass™ program is made up of three elements: 1) A series of experiences and a comprehensive K-12 curriculum that helps educators articulate the age-appropriate steps needed to prepare students for college; 2) The College Compass for students, a tool and process for robust self-monitoring and goal setting that connects students to their education and progress; and 3) The College Compass for families, a regular communication tool for that updates families about their own student's progress. The College Compass for students and the version for families include individualized student data that comprehensively measure if students are on or off track for college completion; this information allows students and families to set meaningful goals together against where the student seeks to be on their path to college. (The attached price proposal in Volume III estimates the amount of training time necessary to enable school staff and parents to implement a College Compass program.)

The College Compass program curriculum outlines metrics and activities at every K-12 grade level K-12 in four categories: 1) Academic skills; 2) An understanding of why college is important; 3) A personal vision to go to college; and 4) Knowledge of the steps and requirements on the path to college access and completion. The College Compass for students facilitates self-monitoring and goal setting so that students take ownership over their education and life trajectory. The College Compass for families equips parents (and other influential family members) to join educators in supporting students with the next steps that they need to take. Tracking essential indicators and activities for all students K-12 is an important tool for building college culture.

Please see attached Exhibits A-E for sample College Compass documents for students and families.

2. Partnership Coaching and Capacity Building Services

Integrated with the College Compass™ program, the Partnership supports schools with coaching and capacity-building to support college culture. Partnership home office staff members are expert practitioners, facilitators and coaches who tailor coaching and capacity-building services to the needs of each individual school site. Partnership coaching and capacity-building focus on the following areas:

- Collecting and analyzing available college-going data for schools to build understanding of bright spots and gaps, and to support schools in creating and implementing strategies to achieve a specific goal in their annual strategic plan related to college and career.
- Connecting schools that share the same feeder pattern but represent different school levels (elementary, middle, and high school) to create opportunities for older students to speak with younger students about college and their aspirations, and to help younger students develop their own aspirations.
- Providing all high school counselors with regular professional development regarding topics that include using student self-monitoring to improve student conferences; and utilizing

academic performance indicators and targeted supports to increase college-going among English Learners.

- Providing all high school college counselors with tailored professional development focused on understanding college success data and learning how to advise and support students to understand the college process, apply to "best fit" schools and take the steps necessary for a successful transition
- Considering the gaps in support and service that college access partners could provide and working with schools to source, manage, and evaluate "best fit" partners to support college-related goals.
- Identifying and implementing supports to help elementary and middle schools plan college fairs, college visits and other events where students and parents (or other family members) can talk together about college.
- Improving Advanced Placement programs at all high schools through the identification and sharing of best practices.

In alignment with these coaching and capacity building services, the Partnership also trains AmeriCorps VISTAs to provide near-peer college advising and help schools directly by acting as college success advisors, which increases the school's capacity for high-quality advising and college support. The summer before college is a critically important time when many students lack the guidance needed to navigate tuition and financial aid hurdles, find housing and/or complete other paperwork such as the FAFSA. In summer 2020, Partnership-trained AmeriCorps VISTAs piloted a first-ever "summer melt" program for college-going students who had just graduated from our network high schools; the program supported the recent graduates in overcoming common barriers to matriculation. The Partnership plans to take the lessons learned from this pilot in considering whether and how to provide "summer melt" services to schools in the future.

If approved, the Partnership would provide schools with the training and tools necessary to successfully implement their own College Compass™ program. In addition, the organization would deliver PD and coaching to build capacity in school stakeholders, including administrators, teachers, other school staff, families, community partners and students; taken together, these supports strengthen college culture and deliver meaningful supports to students.

Please see attached Exhibits F-H for sample Coaching and Capacity Building agendas and trainings.

3. Partnership Parent College™ Program
The Partnership believes in the fundamental importance of parents and other family members in ensuring student achievement and college access, matriculation and completion. The Partnership's College Access program includes another major initiative that provides direct services to students and their families: the Parent College™ program.

Parent College™ is the Partnership's signature family engagement program. Through Parent College, the Partnership educates parents directly to hold high academic expectations of their children, create a college-going culture at home and advocate confidently for their students at school. Since its launch in 2010, Parent College has reached a cumulative total of 8,600 parents. The program takes place on a Partnership campus within each of the Partnership's three focal communities (Watts, South LA and Boyle Heights) on Saturday mornings from September through April. With the transition to distance learning for the foreseeable future, the Partnership is launching a fully-remote Parent College program for families in 2020-2021 that is scheduled to begin later in September 2020.

The Parent College™ program is driven by a pivotal goal: that all students will be college-ready when they graduate. The program's introductory course offers parents the knowledge, skills and confidence to better promote their children's academic success. Known as *Foundational Education*, the course is divided into three module categories: Academic (what happens in the classroom); Empowerment (what parents need to know about the school system and supporting their student); and College Readiness (what it takes to gain acceptance to and cover the costs of attending college).

The annual Parent College program consists of six sessions, offering all three learning tracks concurrently. In past years, the program has also offered an off-site activity for all participants: the Parent College University Day field trip. For this free annual event, the Partnership buses families from their neighborhoods to attend specially-designed activities at a local university campus. This large-scale event takes place on a Saturday during the middle of the school year. The 2019-20 University Day event took place at UCLA on February 8, 2020 and attracted more than 1,200 Partnership parents, students and other family members (aged 12 and older). In addition to learning about college access, the applications process, and scholarships, families also heard remarks from State Superintendent Tony Thurmond, UCLA Chancellor Dr. Gene Block and former UCLA Distinguished Professor Dr. Pedro Noguera (now Dean of the USC Rossier School of Education).

Please see attached Exhibits I-M for sample Parent College agendas, trainings, and one-pager.

4. Partnership College Culture and Restorative Communities Program
The Partnership believes in a holistic, restorative framework to support college-going school cultures that integrate restorative practices, a culture of college completion, social-emotional learning, trauma-informed practices and culturally and linguistically responsive teaching. Restorative Communities are spaces that are physically, intellectually and emotionally safe, trauma-informed and committed to social and racial justice. By first developing and cultivating Restorative Communities, the Partnership ensures that student learning time is maximized and the root causes of behaviors, feelings and needs are addressed and supported. The organization engages in systems-building at school sites to create and sustain Restorative Communities that promote a belief, in both adults and students, that all students are capable of accessing and completing a four-year college or university.

The Partnership cultivates college-going cultures on school sites through a range of differentiated and integrated supports. The College Culture and Restorative Communities program specifically includes the two elements described below:
- Restorative and College Culture Leads (RCCLs). The experienced teachers in the RCCL teacher leader role have three primary responsibilities across the Partnership network, grades K-12:
  - As contributing members of their school's leadership team and co-lead of their school culture teams, RCCLs lead the planning, implementation and progress monitoring of restorative practices so that each school meets its specific culture goal within its annual strategic plan.
  - RCCLs work with their teacher colleagues to implement classroom and school-wide practices that promote social emotional learning, restorative practices and culturally responsive teaching and learning.
  - RCCLs collaborate with the Partnership to strengthen their schools' college culture.

  The Partnership leads professional development for RCCLS and reinforces their learning through ongoing coaching, resources, data analysis, observations and feedback. The Partnership also provides each RCCL with an annual stipend for participating in required PD sessions and meeting school-based deliverables. The educators serving in the RCCL role

cultivate their leadership skills while strengthening their school culture and improving classroom climates. By providing students—most of whom suffer from trauma—with a safe space conducive to learning, RCCLs transform student outcomes, building the academic skills and social emotional resilience students need for college access and completion.

- Coaching and Capacity-Building Services. In addition to the RCCL program, the Partnership supports its network schools with Restorative Communities-focused coaching and capacity-building PD. Partnership staff are expert practitioners, facilitators and coaches who tailor hundreds of sessions each year to meet the needs of each individual school site, team of educators, family group or community partner. Partnership coaching and capacity-building focuses on the following areas: community building, restorative circles, social-emotional learning, nonviolent communication, restorative dialogue, school culture goals and strategic implementation plans. The Partnership's PD and coaching works with all school stakeholders, including school leaders, teacher leaders, educators, other school staff, families, community partners and students. Taken together, these supports strengthen school culture and deliver meaningful support for LA Unified students.

If approved, the Partnership would provide schools with the training and tools necessary to successfully launch and implement their own Restorative Communities program, including the Restorative and College Culture Leads program, and coaching and capacity building for the team leading the school's culture work. The attached price proposal in Volume III includes an estimate of the amount of training time necessary to implement this work successfully.

Please see attached Exhibits N-Q for sample RCCL plans, learning standards, and trainings.

The Partnership's program plan has a demonstrated track record of maximizing student and parent participation and providing equitable access to college opportunities, particularly for first-generation students and those from targeted populations described in the RFP.

The Partnership demonstrates the effectiveness of its college-going work in many ways. Two critical annual metrics of college access are the percentage of eligible high school seniors applying to four-year colleges/universities and the percentage accepted to one or more four-year colleges or universities. Since the 2014-15 school year, both percentages have increased markedly: the rate of students applying to four-year colleges rose from 29% in 2014-15 to 68% in 2019-20, while the acceptance rate grew from 32% to 49% over that same period. At lower grade levels, the Partnership measures the percentage of students reporting that they plan to attend a four-year college, which increased from 51% of students in 2016-17 to 67% in 2019-20.

Below are additional data from the 2019-20 and 2018-19 school years demonstrating evidence of the reach and success of the Partnership'sCollege Access program:

Partnership Network High Schools: Cumulative Data	
978	Partnership network graduates (2019-20)
57%	Four-year college eligibility rate (2019-20)
49%	Four-year college acceptance rate (2019-20)

44%	Two-year college enrollment rate (2019-20)
38%	Two-year college enrollment rate (2019-20)
57%	ELA proficiency rate (Spring 2019 SBACs)
22%	Math proficiency rate (Spring 2019 SBACs)

The Partnership measures the success of a program such as Parent College™ by the number of participants and their attitudes toward the impact of the programming in which they participated. During the 2019-20 school year, more than 1,900 unique participants participated in Parent College workshops held in person before LA Unified campuses closed in mid-March 2020. At the annual Parent College University Day event in February 2020, more than 1,200 parents, students and other family members (aged 12 and older) took a full day field trip to UCLA to learn how to make college a reality for their families.

The Partnership also assesses the success of Parent College through surveying designed to measure how the respondent—a parent (or other family member)—perceives Parent College™ activities as impacting their own capacity to support their student's academic achievements, including college access. For example, during the 2019-20 school year, 94.6% of parents agreed/strongly agreed with the statement, "After today, I feel more confident about my ability to take action to support my child academically." Survey results also reveal that Parent College gives participants greater confidence in helping their students to navigate college access, including the college application and financial aid processes.

The success of the College Culture and Restorative Communities program can be found by looking at many of the same metrics tracked as part of the LA Unified's LCAP goals. For example, from 2015-16 through 2018-19, the single student suspension rate dropped from 3.1% to 0.7% and was down to 0.3% in February 2020, just before the Shelter in Place Order went into effect. In addition, during the 2015-2020 timeframe, the percentage of students planning to complete a four-year degree or higher increased from 51% to 62% at the middle school level, and from 60% to 72% at the high school level. These improvements are supported by other metrics, including the percentage of Partnership school staff who reported that they feel prepared to teach and model social-emotional skills, which increased from 63% to 78% over the same time period (2015-2020).

Adapting to a Distance-Learning Environment

The Partnership is confident in its ability to provide its College Access program and services virtually through a combination of synchronous and asynchronous learning. The Partnership's determination to press forward and its flexibility to adapt in near real time have been invaluable in meeting the unprecedented challenges imposed by the COVID-19 pandemic. The abrupt shift to distance learning, necessitated by LA Unified's school closures, has resulted in the Partnership developing and codifying best practices and resources for learning in a virtual environment both synchronously and asynchronously. In August 2020, the organization launched the Partnership Educator Hub (https://partnershipla.org/educator-hub/), a free, publicly accessible online tool that shares this work on distance learning principles and targets, along with resources developed over the summer. The Partnership drew from these materials to assist LA Unified in drafting its own instructional guide for online and hybrid learning.

PRICES

COLLEGE ACCESS PLANNING AND REPORTING

Prices are fully-burdened, including travel and other expenses.

PRICE BY COMPONENT AND WITH RECOMMENDED DAYS/YEAR

Program Component	Category	*Unit	Unit/Daily Cost	Recommended Days	Price (Annual)
Partnership College Compass Program	Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	$2,000.00	4	$8,000
	Materials, license fees, digital resources, etc.	One time or annual costs	$1,000 (x2)	N/A	$2,000
	Coaching	In person/on-line and frequency/duration	$1,500.00	4	$6,000
	Implementation monitoring	Reviews/visits per year	$1,500.00	4	$6,000
	Deliverables	Data analysis, summary reports and recommendations	$3,250.00	4	$13,000
Coaching and Capacity Building Services	Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	$2,500.00	4	$10,000
	Materials, license fees, digital resources, etc.	One time or annual costs	N/A	N/A	N/A
	Coaching	In person/on-line and frequency/duration	$1,500.00	4	$6,000
	Implementation monitoring	Reviews/visits per year	$1,500.00	4	$6,000
	Deliverables	Data analysis, summary reports and recommendations	$1,500.00	4	$6,000
Parent College	Professional	Per day cost/half day costs	$0.00	0	$0

Program	Development, Teachers	for up to 30 teachers			
	Materials, license fees, digital resources, etc.	One time or annual costs	$8,680.00	N/A	$8,680
	Coaching	In person/on-line and frequency/duration	$7,000.00	10	$70,000
	Implementation monitoring	Reviews/visits per year	$1,500.00	1	$1,500
	Deliverables	Data analysis, summary reports and recommendations	$1,750.00	8	$14,000
College Culture & Restorative Communities Program	Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	$2,000.00	4	$8,000
	Materials, license fees, digital resources, etc.	One time or annual costs	N/A	N/A	N/A
	Coaching	In person/on-line and frequency/duration	$1,500.00	4	$6,000
	Implementation monitoring	Reviews/visits per year	$1,500.00	4	$6,000
	Deliverables	Data analysis, summary reports and recommendations	$1,500.00	4	$6,000

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours
1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

END

Plus Me Project

Contract No.:   4400008927

Vendor No.:   1000007701

Contact Name: Richard Reyes

Contact Number: (323) 441-6700

Contact Email: richard@theplusmeproject.org

Program Components

Our program provides college access services and resources to middle and high school students and their parents. We intentionally have built a model that supports with overcoming internal and external barriers to college attendance and enhancing confidence in their capacity to attain college education. We also utilize resources and materials that both students and parents can access during our programming.

PLUS ME empowers middle and high school students during what is traditionally a tumultuous time of personal change and of critical decision-making. With the aid of successful role models from relatable backgrounds, students gain confidence in pursuing their college aspirations. Many of the students we serve are future first generation college students and students in targeted populations.

The programs work by fostering open dialogue between teenage students and empathetic role models. In safe learning environments, students increase their life skills, self-advocacy, and confidence through storytelling workshops for college, career, and community advancement.

PLUS ME's success stems from a proven, five-step process for student development and is focused on providing tools that support students in being prepared for college, career, and life once they graduate from high school:

1) Students are introduced to PLUS ME through our **Guest Speakers PLUS ME** program. Here, trained storytellers share the personal journeys that led them to and through college. Our presenters highlight the various academic, personal, familial, and relational struggles and accomplishments they experienced from middle school through college. These highly engaging tales of achievement and perseverance serve as examples from which students can draw when facing their own personal and academic obstacles. Since we currently have a team of seven storytellers, students have the opportunity to hear from a diverse set of role models throughout any given year and connect with different stories. Many of our presenters are first generation college graduates which allows students who will be the first in their family to attend a relatable role model. **This program has been brought to over 125 LAUSD middle and high schools because of its effectiveness at engaging students and providing real-life college and career success stories that students can connect with and learn from.**

2) After delivering multiple success stories from diverse role models, PLUS ME encourages and trains students to become proactive and goal-oriented. Our **Leaders PLUS ME** workshop-centered program allows students to more fully own and celebrate their strengths, interests, and personal accomplishments. This five-session life skills series covers: knowing yourself, power of positivity, goal setting, resiliency, and mindfulness. Each session contains curriculum that our team designed to support students in gaining skills that will help them as they navigate their high school years and select which colleges are best for them. We use storytelling, dialogues, and interactive

activities to engage with each cohort of students that we serve. **This program has been brought to over 25 LAUSD middle and high schools because of its opportunity to engage students and provide them with relevant soft skills development for college and career readiness.**

3) Next, in our **Storytellers PLUS ME** program, students grow a platform from which to give voice to their passions. In supportive and trusting environments, these young storytellers articulate their personal narratives. Our curriculum supports students with identifying important characters, settings, struggles, accomplishments, and lessons from their lives. Students engage in various dialogues that result in them realizing they are not alone, gaining a stronger sense of self, and learning how to vulnerably share their life experiences with others. In this program, students receive a My Story Matters Journal, our 100-page personal narrative guides that hold our curriculum and support students with building their stories. At the end of our program, each student has the opportunity to stand before their class, share their story, and build stronger connections with their peers and teachers. This experience sets the stage for them to build their story that will turn into their college personal statement. **This program has been brought to over 50 LAUSD middle and high schools because of its uniqueness in social-emotional development for all students and community building.**

Here are our program outcomes:

Session 1: Characters & Settings

- Students will learn the elements that make up their own story
- Students will reflect on the important people and places from their lives

Session 2: Struggles & Accomplishments

- Students will identify and articulate important events from their life journeys
- Students will be encouraged to vulnerably share parts of their stories with peers

Session 3: Small Moments

- Students will develop timelines showcasing impactful critical life moments
- Students will share their current reality and vision for their future in small groups

Session 4: Lessons Learned

- Students will dialogue about lessons they have learned and express their impact
- Students will piece together their story and prepare for their final share out

Session 5: My Story Matters

- Students will share their stories and celebrate their successes
- Students will create a plan for how they intend to share their story in the future

4) Once students have competed our Storytellers program, they are invited to participate in our **Writers PLUS ME** program. This program helps students take their discovered narrative and build on their writing skills to transform them into powerful personal statements for college applications. Each student leaves with a completed journal filled with small moments from their lives that have shaped who they are and first drafts of their Personal Insight Questions for the UC applications or essays for their Common Apps. **This program has been brought to over 15 LAUSD high schools because of its ability to engage students in writing the elements of their college personal statements.**

Here are our program outcomes:

Session 1: Characters & Settings

- Students will write about important people and places from their lives
- Students will dig deep and identify how these elements impacted them

Session 2: Story Mountains

- Students will identify and articulate important events from their life journeys
- Students will learn a tool that helps them articulate their thoughts and feelings

Session 3: Understanding Why

- Students will reflect and identify why moments have impacted them
- Students will write a short life story highlighting a struggle they have overcome

Session 4: Putting It All Together

- Students will learn a tool that helps them piece stories together
- Students will piece together their story and prepare for their final write

Session 5: My Story Matters

- Students will complete a first draft of their personal narrative
- Students will complete a first draft of their PIQs

5) The **Achievers PLUS ME** program concludes the five-step process by encouraging our young adults — many of whom are, by this point, on the cusp of college enrollment — to gain confidence and self-awareness for the next step in their lives. In small groups, trained coaches help students work through insecurities and fears, navigate relationships and roadblocks, and develop a trusted network of support that directly combats the dreaded "summer melt" phenomenon. This curriculum provides students with engaging content and a toolkit that they can use throughout their college years. Our program is designed for college bound seniors throughout their final year of high school. **This program has been brought to 10 LAUSD high schools because it meets**

many of the college and career readiness outcomes that individual counselors have developed for their own students.

Here are our program outcomes:

Session 1: Gaining Self-Awareness & Confidence For College

- Students will reflect on their past to celebrate their accomplishments
- Students will articulate and connect over their purposes for attending college

Session 2: Discussing Insecurities & Fears Relating To College

- Students will identify their fears relating to taking the next step in their lives
- Students will problem solve and identify ways to fight through their insecurities

Session 3: Navigating Relationships & Roadblocks In College

- Students will learn why *summer melt* stops students from attending college
- Students will anticipate potential challenges and set proactive combatting plans

Session 4: Developing Support Systems Before Entering College

- Students will share who their support systems are and can be in the future
- Students will discover how accountability can impact their college success

Session 5: Owning Your Story During College

- Students will develop an elevator pitch on how to introduce themselves
- Students will discover ways to share their story with others in college

6) While our work and mission centers on supporting students, our model also engages the adults who have the most interaction with students on a daily basis. Our **Educators PLUS ME** workshops walk teachers, administrators, and support staff through components of our Storytellers PLUS ME program. By bringing this program to educators, we provide the opportunity for them to self-reflect and share their stories with one another. This program helps build a stronger school storytelling culture, increases staff connections, and provides tools that allow the educators to learn how to build stronger rapport with their own students through narrative sharing. Our motto for our PD workshops is: "When educators know their stories matter, so do their students." We also use this when supporting educators with understanding what students need to include in their college personal statements. By providing this training to staff, it helps them understand how to guide students with building their stories. **This program has been brought to over 10 LAUSD middle and high schools because it supports many of the professional development goals set within individual principal's discretion of staff engagement and culture development.**

7) The final piece to our program puzzle is connecting with the parents. Our **Parents PLUS ME** workshop series immerses parents and guardians in our Storytellers PLUS ME curriculum providing them with tools, resources, and experiences that foster increased involvement and positive school relations. By educating these adults on the importance of personal narratives and supporting them with developing and articulating their own, parents gain a stronger sense of community and confidence within their voice. The safe space that is created at each school site through our facilitation allows parents to connect and bond over discovered shared experiences. Facilitated in English or Spanish, parents engage in our curriculum and identify ways they can implement their learning with their own children and families back home. At the completion of our program, they all have the opportunity to vulnerably own their story in front of their supportive community. When parents craft their own foundational narratives and feel they are granted the permission to share them, they leave inspired to make a change. Our program is designed to build parents up and provide them with the tools to own their stories in order to advocate, support, and inspire the communities they live in. We use this program strategically with a college access lens by informing parents of the importance of the college personal statement and how they can support their child with framing their stories. **This program has been brought to over 10 LAUSD middle and high schools because it directly addresses the District's overarching parent engagement goals within the District's strategic plan.**

Our proven track record in Los Angeles has allowed us to successfully support college and career readiness, academic enrichment and intervention, and student and parent engagement for over 150 schools. Since inception, we have maintained at least a 93% approval rating from students, staff, and parents who participate in our workshops and look forward to continuing to maintain and increase this percentage in the years to come.

PLUS ME Project is a community partner based in Los Angeles. We pride our work on building strong partnerships with school districts, charter networks, organizations, and individual educators that help us support them with reaching their student's college access goals.

COLLEGE ACCESS PLANNING AND REPORTING

PRICES

PLUS ME PROJECT

Category/Service	Unit	Price
Guest Speakers PLUS ME	1 hour session	$300
Leaders PLUS ME	1 hour session	$300
Storytellers PLUS ME	1 hour session	$300
Writers PLUS ME	1 hour session	$300
Achievers PLUS ME	1 hour session	$300
Educators PLUS ME	1 hour session	$300
Parents PLUS ME	1 hour session	$300

Category/Service	Unit	Price
Leaders PLUS ME	5 hour series	$1,250
Storytellers PLUS ME	5 hour series	$1,250
Writers PLUS ME	5 hour series	$1,250
Achievers PLUS ME	5 hour series	$1,250
Parents PLUS ME	5 hour series	$1,250

Category/Product	Unit	Price
My Story Matters Journal Individual	1 Journal	$15
My Story Matters Journal Classroom Pack (30+)	1 Journal	$12
My Story Matters Journal Grade Level Pack (100+)	1 Journal	$10

Guest Speakers PLUS ME can be done in large groups.
All other services are done in classroom setting environments.
All programs can be done virtually, in person, or blended.

END

Salesian Family Youth Center

Contract No.:   4400008928

Vendor No.:   1000017231

Contact Name: Juan Carlos Montenegro

Contact Number: (323) 980-8551

Contact Email: jc@salesianclubs-la.org

A.2 Overview of Services

PROGRAM COMPONENTS

1. Summary Description of Program Components

Salesian proposes to College Access programs to middle school and high school students and their families. Salesian's College Access Program provides grade appropriate activities to help students believe that college is in their future and helps them reach it. Students will create their individual plan for high school graduation and college acceptance. The program will help students develop a strong foundation for success after high school and help them develop and pursue their post-secondary educational goals. Middle School activities introduce students to the idea of college and prepare them for success in high school. High School activities guide students on how to create their individual college pathway.

Programming includes: 1) academic support services, 2) academic case management, 3) college exposure, 4) transition programs, 5) test prep, 6) family programming, 7) college prep workshops, and 8) mentoring.

2. Program Plan Agendas Describing Topic, Strategies and Resources available

<u>Academic Support Services</u> help students improve their academic outcomes in core subject areas. Activities are designed to support the lessons of the school day. Programs help students graduate on time and prepare them for success in and after high school. *One-on-one or Small Group Tutoring* sessions in core subject areas (Math, English/Language Arts, and Science) and other subjects as needed. Salesian strives to help students meet California academic standards, as well as address the goals of the school. For example, if the school wants to see an increase in math scores of 9th grade students, Salesian will implement a program in coordination with 9th grade math teachers to provide additional support to students they refer to the program. *EL Tutoring in Math, Science and English:* Salesian will work with the school's EL Department and Title 1 Coordinator to create EL tutoring, workshops, and interest-based programs and activities to develop language skills of EL students.

<u>Academic Case Management</u> will be age and grade appropriate. A Middle School Academic Case Manager will meet with students twice a year to keep students on their college path. Students participate in college trips and academic and career workshops to help prepare middle school students for success in high school. High School Academic Case Managers will provide support through the college application process and guidance through the scholarship and financial aid process. Meetings will be more frequent as they get closer to graduation.

<u>College Exposure</u> activities include college tours (in person and virtual), guest speakers, and other workshops. College visits introduce students to college life and inspires students to strive for their dream school.

<u>Transition Programming</u> provides incoming 9th grade students with additional support. Working with the feeder middle school, Salesian will provide matriculating 8th grade students with support, workshops, and resources to prepare them for high school. The High School Summer Bridge Day provides transition activities for matriculating 8th grade students. Students will tour

the high school, meet with teachers and school personnel, participate in workshops, and get an orientation about various programs and resources. Incoming 9th grade students will be put into small groups with Peer Leaders (students participating in Salesian's College Access Program) so they enter high school with a support group of their peers and older students assisting them with the transition. The program consists of one full day and two half days.

Test Prep workshops and study sessions help students prepare for the SAT, PSAT, and ACT.

Family Programming includes workshops on topics like how to pay for college, FAFSA, the college application process, and how to prepare their student for college.

College Prep Workshops cover a range of topics from the A - G requirements, to how to choose a college, preparing the personal essay, and the difference between private and public colleges.

Salesian provides youth with positive mentors to guide them through the turbulent years of adolescence into adulthood. Social pressures coupled with the socio-economic challenges in the community create barriers that seem insurmountable to impressionable youth. Dedicated staff and volunteers are caring mentors who guide and support them so they can overcome these challenges and barriers. Staff and volunteers mirror Salesian's values and help instill them in the children and youth they serve.

All program activities will be in synch with the lessons in the classroom. This is accomplished by regular meetings with teachers and personnel. Staff will use district books and materials so that it is familiar to the students. Salesian will use standards-aligned curricula, like K12 SAT Prep and Rosetta Stone, in its programs. Staff incorporate social-emotional learning and valuable life lessons in programs like time management and responsibility that will benefit students not only in the classroom, but in life. All programming will be intentional to instill the love of learning and connect the school day lesson with everyday life and activities.

Salesian incorporates the following youth development principles into all of its programs.

- *Competence*: Staff make sure our students are given the skills to complete projects successfully. We work to help students develop the skills and knowledge they need to accomplish tasks and assignments. We build in competencies in all aspects, from sports to math to music. Increasing competencies is a goal within each program.

- *Confidence*: We believe that all our students should display confidence in all situations they tackle. We promote a lot of interaction in our programs to encourage public

speaking and interpersonal skills. We create a supportive environment so that they can feel free to make mistakes and learn from them.

- *Character*: We build character in our students. We practice this by hiring staff members that embody the values that the organization holds. We want our students to mirror our staff by building great qualities.

- *Caring:* We provide a space for all our students to have a sense of ownership so they can take full responsibility of the space and display kindness and awareness for others. We make sure the students know we care, about them, the school, the community and ourselves.

- *Youth Contribution*: All of our programming gives an opportunity for our students to take the lead in the planning and implementation of our programs. We provide them with a voice in planning and empower them to create a program that they can be proud to call their own.

3. Evidence of Effectiveness

2018-2019 evaluations of Salesian's SHOUT Program at Roosevelt High School by ERC (Evaluation, Research and Cyber-Solutions), LAUSD's outside evaluator for its Beyond the Bell Programs, show that students that participate SHOUT for at least 31 days had better academic outcomes than non-participants. The percentage of SHOUT participants who met or exceeded the State standard on the CAASP (California Assessment of Student Performance) was 22.7% greater than non-participants in English-Language Arts and 28.6% greater in Math. SHOUT participants also earned 92.1% of credits they attempted compared to the 74.8% earned by non-participants. EL students in SHOUT also performed better, with 47.6% scoring Moderately Developed or Well Developed on the English Language Proficiency Assessment for California (ELPAC) compared to the 28.4% of non-participants. Additionally, 2.7% more SHOUT EL students redesignated as Fluent English Proficient (14.3%) than non-participants (11.6%).

Salesian conducts internal evaluations and support all of the evaluation activities of our partners (school, BTB, LAUSD and community partners) to assess our impact and improve programs. Salesian participates in all required BTB evaluation activities: Site Visits/Observations, Federal Program Monitoring (FPM) and External Evaluations. Additionally, Salesian conducts the following evaluation activities at the school site:
- Pre and Post Activity surveys to measure participant knowledge and measure effectiveness of activity leaders – Fall and Spring Semester
- Student, Parent, Teacher Surveys – Spring Semester
- Quality Self-Assessment Rubric - Fall and Spring Semester
- End of the Year Principal Survey
- Academic Case Management of Active Members- Year round

In addition to these evaluations, we determine overall effectiveness in relation to the goals described in the LAUSD BTB Program Plan that are aligned with the following Superintendent's goals.

Outcome 1: Improve student performance on the CAASPP.
Success is determined if mean CAASPP scale scores of after school participants are positively correlated with the number of days they attended the program, and if the value-added gains of the mean scale scores of students who participated for at least 30 days are significantly greater than non-participants in English/Language Arts and Mathematics.

Outcome 2: Improve students' regular school day attendance. Success is determined based on two factors: 1) if the mean change in regular day attendance of after school participants over the previous year correlates positively with the number of days they attended the after school program during the current year; and 2) if the mean change in regular day attendance of students who participated in the after school program for at least 30 days is significantly greater than that of non-participants.

Outcome 3: Improve rate of redesignation of English learners as Fluent English Proficient (RFEP). Success will be determined if the redesignation rate of EL students who attend the after-school program for at least 30 days is 5% greater than non-participants.

Outcome 4: Improve student performance on the HSET. Success is determined if the English/Language Arts and Math HSET pass rates of 10th and 11th grade students who Participate in the after school program for at least 30 days are 10% greater than non-participants.

Outcome 5: Improve graduation rate. Success is determined if the graduation rate of seniors who attend the after school program for at least 30 days is 10% greater than non-participants. Finally, all agencies meet at least once a year with the After School Program Administrative Coordinator. During this meeting, the agency's attendance performance, the findings of the outside evaluators and its compliance with district policies is reviewed. Each program receives an "After School Report Card" that provides a summary of how the particular provider and its respective providers are performing.

Salesian evaluates its programs according to the outcomes described above and improves programs based on the results of various evaluations. Staff analyze evaluation results, meet with students, parents, and school personnel to obtain more feedback and develop strategies for program improvement. Overall program effectiveness is evaluated in relation to the goals identified by LAUSD in its program plan. The Program Manager shares evaluation results with staff to discuss issues, recognize and reward accomplishments and identify areas of improvement. The Program Manager works with the staff to create and implement a strategy to address issues. The team identifies any training opportunities and partner that can provide support. Then after the team works on the strategy, we revisit the evaluation to see where we are and if improvements have been made.

One example of how we interpreted evaluation data was when we saw that 14.3% of Roosevelt High School's students were EL students and our 2017-2018 ERC evaluation report showed that we were only serving 7% and that while 26.6% of the STEM Academy of Hollywood was EL we were only serving 8% we knew we had to make a change. So, we began working with the

school's EL Department to provide tutoring, workshops, and interest-based programs targeting EL students and developed activities to increase involvement and participation in our program.

We share evaluation results with our Board, parents, community partners and the school. Usually this is done in meetings. For example, we shared the ERC results with Roosevelt High School so they could help us create a program for our EL and 9th grade students. We use our website and e-newsletter to share information from evaluations with parents and the community.

COLLEGE ACCESS PLANNING AND REPORTING

PRICES

The provided information has the price categories of the product and or services offered. Prices are fully-burdened, including travel and other expenses.

Category	*Unit	Price
Small Group Tutoring (5 to 10 students)	Per Hour	$50
One-on-One Tutoring	Per Hour	$75
Academic Case Management	50 meetings (1-hour meetings with 50 students)	$1,500
College Visits for 50 students	Full Day Trip	$2,500
College Visits for 50 students	Half Day Trip	$1,000
College Workshops	1 hour	$750
Summer Transition Program for 50 students	2 Day Program (1 full day and 1 half days)	$2,000
Test Prep Workshops	2 hours	$1,250
Parent/Family Workshops for 50 parents/guardians	1 hour	$750

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours
1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

END

Study Smart Tutors, Inc.

Contract No.:   4400008929

Vendor No.:   1000006862

Contact Name: Jack Friedman

Contact Number: (818) 457-1728

Contact Email: JackF@StudySmartTutors.com

PROGRAM COMPONENTS

Each implementation of a Study Smart Tutors program begins with communication between a partner school and a Study Smart Tutors' Program Manager, Project Director, or Founder. In this first stage, partners request a proposal for one or more of the services that Study Smart Tutors offers, based on programmatic goals, student needs, budget, and other administrative or structural factors.

The Study Smart Tutors team then sends a flexible and customizable proposal for services, which includes an outline of service dates, times, and the number of students, staff, and/or families slated to participate. Additionally, each proposal includes a sample outline of service content and a quote for the total cost.

Once a partner program reviews and confirms the proposal details – via email or phone call – the proposal is considered confirmed. Once confirmed, the partner program is connected with Study Smart Tutors' Academic Services Coordinator, who schedules instructors, confirms location details, coordinates and sends all relevant student and program materials, and who serves as primary point-of-contact during the service period.

Study Smart Tutors employs a group of highly qualified, trained instructors who lead its student and family services. Each Study Smart Tutors instructor is carefully vetted and selected based on specific qualifications. Instructors comply with all school and district regulations regarding background checks, Live Scan compliance, and similar requirements.

Once services are completed, students and/or partner program staff complete a survey (provided by Study Smart Tutors), and the results are tabulated and sent back to the partner program where a meeting is scheduled for review and feedback.

Curriculum & Teaching Methodology

All Study Smart Tutors courses and lessons are taught using proprietary and internally created curriculum, lesson plans, and materials. Study Smart Tutors' continuously updates and adapts our material based on changes and updates to standardized testing by conducting research and attending conferences throughout the year on youth development, college application updates, financial aid, college entry requirements, and other curricular changes. Course length and content is **customizable based on the needs of each partner school**. Study Smart Tutors shall provide all necessary supplies, teaching materials, and self-transportation to provide serves to students, staff, and families at the designated sites.

Study Smart Tutors' instructors are trained to provide effective and engaging test preparation and college readiness programming by utilizing the following techniques:

- College-Going Framework
    - Goal Setting
    - Purpose Driven Lessons
- Varying Instructional Style
    - Lecture
    - Discussion
    - Individual Practice
    - Group Work
- Continuous Feedback
    - Effective Grouping
    - Diagnostic Score Class Grouping
    - Varied Partner and Group Work
- Student Incentives
    - Participation Based Prizes
    - Review Games & Quizzes
    - Entry & Exit Tickets
- Homework
    - Relevant Assignments
    - Continued Practice
    - Khan Academy Integration

Instructor Training

Study Smart Tutors provides the following training modules to best prepare its instructors to engage with and effectively deliver content to high-school students from low-income and/or first-generation college bound backgrounds:

1. Pre-Screening
    a. All instructor applicants are screened on the following parameters:
        i. Completion of a four-year college degree
        ii. Demonstrated passion in providing educational opportunities to all students
        iii. Experience working with middle and high school-aged students
        iv. Proficiency in Math & ELA
        v. TB test and background check

2. Professional Development
    a. All instructors receive no less than six hours of professional development per year focused on the following topics:
        i. Test Prep & College Readiness Content
        ii. Student Engagements Strategies
        iii. Effective Classroom Management
        iv. Accurately Checking for Understanding

3. Classroom Observation & Co-Teaching
    a. All instructors complete the following tasks leading up to their first classroom placement
        i. 10-hours of classroom observation with a veteran Study Smart Tutors Instructor
        ii. 10-hours of co-teaching with a veteran Study Smart Tutors Instructor
        iii. Feedback and continued training from Study Smart Tutors Instructional Team.

Overview of Services:

Study Smart Tutors provides services for program staff, students, and families. These services were initially rooted in standardized test prep for high school students, and since 2014, have expanded to include workshop instruction on several student success and college access themes. Below are detailed descriptions of the services provided.

Overview of Student Workshops

All courses and workshops are taught using Study Smart Tutors' internally created curriculum, lesson plans, and materials, and are led by Study Smart Tutors' instructors. Each of these proposed workshops can be scheduled to occur during school, after-school, on Saturday, or during the summer. Each course length can be customized from a one-hour bootcamp to a 30-hour comprehensive course.

Exam Preparation Workshops

Course Title	Grade Levels	Description
ACT	9-12	Students will review the ACT exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores
AP Readiness	11, 12	Students will review the AP exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores
PSAT (8/9)	8, 9	Students will review the PSAT exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores
PSAT 10/NMSQT	9, 10	Students will review the PSAT exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores
SAT	11, 12	Students will review the SAT exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores
SBAC	10-12	Students will review the SBAC exam, develop individualized SMART Goals, learn, and practice strategies to help them improve their scores

Sample Test Preparation Service Descriptions

SAT Prep Course
Through our interactive curriculum and engaging lessons developed specifically for first-generation and low-income students, this course is designed to give students the tools they need to succeed on the SAT. Students will learn to set effective goals for SAT success, then learn to read efficiently to answer SAT questions, avoid the "sounds good" trap in SAT grammar, prevent algebra mistakes, use logic to outsmart SAT math, and incorporate effective test-taking strategies on exam day. Students will complete pre- and post-course exams to ensure that their scores have improved, and each student will receive a detailed score report with recommendations for further practice. Pre and post exams can be administered by either school staff or Study Smart Tutors.

ACT Prep Course
Through our interactive curriculum and engaging lessons developed specifically for first-generation and low-income students, this course is designed to give students the tools they need to succeed on the ACT. Students will learn to set effective goals for ACT success, read efficiently to answer ACT questions, avoid the "sounds good" trap in ACT grammar, prevent algebra mistakes, outsmart the science section by effectively reading charts and graphs, and incorporate effective test-taking strategies on exam day. Students will complete pre- and post-course exams to ensure that their scores have improved, and each student will receive a detailed score report with recommendations for further practice. Pre and post exams can be administered by either school staff or Study Smart Tutors.

PSAT Prep Course
Through our interactive curriculum and engaging lessons developed specifically for first-generation and low-income students, this course is designed to give students the tools they need to succeed on the PSAT. Students will learn about the importance of the PSAT and SAT and incorporate effective test-taking strategies on exam day. Students will complete an in-class or at-home PSAT practice test at the end of the course to ensure that their scores have improved. This exit test will be administered and graded by Study Smart Tutors. Students will complete pre- and post-course exams to ensure that their scores have improved, and each student will receive a detailed score report with recommendations for further practice. Pre and post exams can be administered by either school staff or Study Smart Tutors.

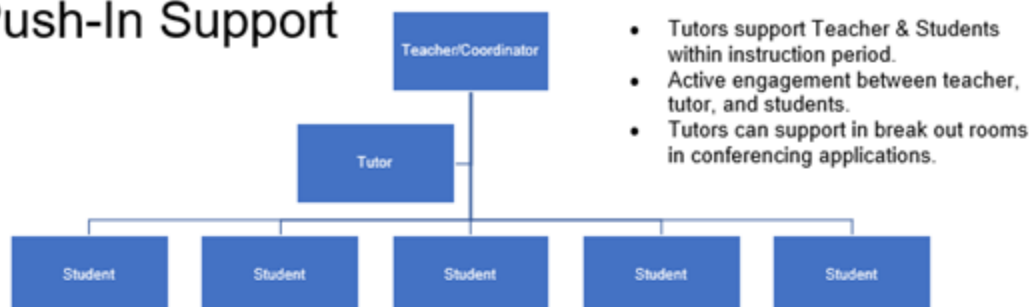**Scored PSAT, SAT, or ACT Diagnostic Exams**
Study Smart Tutors provides proctoring and scoring of mock college entrance exams such as the PSAT, SAT, ACT. Each exam can be proctored by Study Smart Tutors or school site staff. Exams are scored by Study Smart Tutors and detailed score reports are provided to students within ten business days of the exam taking place.
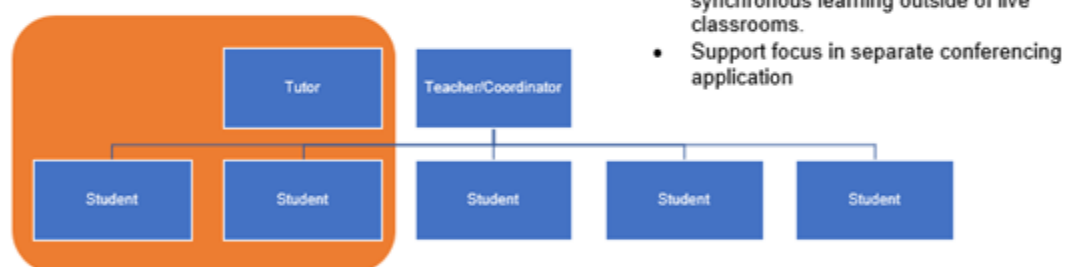
AP Readiness Course

This AP Readiness course will prepare students for Advanced Placement courses and exams. Students will learn to navigate the AP course environment, set effective course goals for AP test success, identify key concepts in each AP subject are, build AP reading and writing skills, and develop study skills for college-level coursework and beyond.
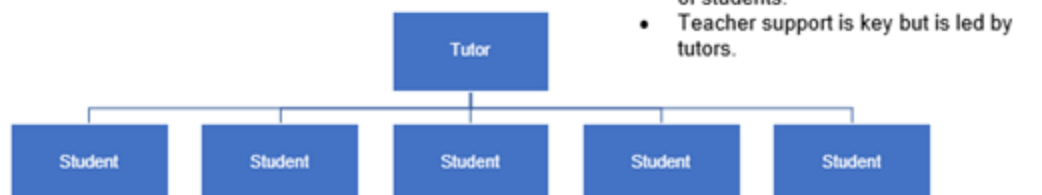
<u>Tutoring Services</u>

Push-In Support

Teacher/Coordinator

Tutor

Student | Student | Student | Student | Student

- Tutors support Teacher & Students within instruction period.
- Active engagement between teacher, tutor, and students.
- Tutors can support in break out rooms in conferencing applications.

Pull-Out Support

Tutor

Teacher/Coordinator

Student | Student | Student | Student | Student

- Tutors support Teacher & Students within instruction period.
- Support in Google Classroom, synchronous learning outside of live classrooms.
- Support focus in separate conferencing application

After-School Tutoring

Tutor

Student | Student | Student | Student | Student

- Support given outside of instruction time.
- Can function as "office hours" for targeted group of students.
- Can function as extended learning of classroom concepts for targeted group of students.
- Teacher support is key but is led by tutors.

Tutoring Enrichment, Intervention, and Academic Support Description

Study Smart Tutors provides targeted tutoring and intervention support to high-need populations. Tutors are trained to specifically support EL's, RFEP's, foster youth, and low-income students. All tutors are subject-area experts, and support students in English, math, science, and history classes. Each tutor supports up to 12 students simultaneously. Tutoring can occur during school, after-school, or during lunchtime. Sessions can be scheduled to occur daily, weekly, or at whatever duration meets school schedules and budget criteria. Students will complete pre- and post-course exams to ensure that their scores have improved, and each student will receive a detailed score report with recommendations for further practice. Pre and post exams can be administered by either school staff or Smart Tutors.

<u>College Readiness Workshops</u>

Workshop Title	Grade Levels	Description
Supporting Asynchronous Learning	7-12	Students will have a basic understanding of what an asynchronous learning environment is and discuss & practice tools, resources, and strategies to help them become successful.
Conducting Online Research	9-12	Students will discuss proper ways of conducting research online and learn to differentiate between valid and inaccurate sources.
Knowing Your Learning Style	8-12	Students will assess their own learning styles and develop personal goals to help them become more successful in the classroom
Literature Analysis Strategies & Practice	9-12	Students will learn and apply different reading strategies to help them better understand and analyze literature pieces.
Note-Taking Skills	8-12	Students will learn and practice different note-taking strategies, such as Cornell Notes and Thinking Maps to improve with academic engagement.
Avoiding Plagiarism	9-12	Students will learn to distinguish & differentiate between plagiarism and summarizing. They will also learn how to properly cite an author's work in MLA format to prevent plagiarism.
Reading Strategies for Comprehension	9-12	Students will learn and practice reading strategies, such as CATCH & using reading questions to become better readers.

College Research and Application Assistance Workshops

Workshop Title	Grade Levels	Description
Applying for Scholarships (includes requesting letter of recommendations)	12	Students will learn about the process of applying for scholarships, including how to ask for letters of recommendation & beginning the brainstorming process for their essay
College Admissions/Match Process (Informational)	11, 12	Students will examine the different post-graduation pathways, their specific requirements, and how to decide their 'best fit'.
College Application Process & Tracking Your Application	11, 12	Students will be walked through the online application process for both the UC and CSU system. They will also get a brief overview of California Colleges & CommonApp.
College Entrance Writing (CommonApp)	12	Students will gain a basic understanding of the CommonApp, including basic requirements and question overview. Students will also brainstorm examples and experiences to help with their essay development.
College Entrance Writing (PIQ)	12	Students will gain a basic understanding of the PIQ, including basic requirements and question overview. Students will also brainstorm examples and experiences to help with their essay development.
Transition to College (includes basic financial literacy)	9, 10	Students will explore and better prepare themselves for the transition to college. They will examine basic financial budgeting, transitioning to new residential living situations, and the various resources that different colleges have to offer to support their students during this transition.
Requesting Letters of Recommendation	11, 12	Students will learn about the proper etiquette for requesting a letter of recommendation, including the importance of using a brag sheet in the process.
What Matters to Colleges: Planning for the Future (High School Course Selection, A-G req., and school involvement)	9-12	Students will explore the significance of high school class selection, including A-G requirements & school involvement as it pertains to the college application process.

College Research and Application Assistance Sample Workshop Descriptions

College Admissions Essay Writing Workshop
This writing workshop will provide students with the knowledge and skills to write effective personal statements and complete college applications. Students will gain insight into what college admissions officers look for in personal statements, and will learn practical skills related to brainstorming, structuring, writing, and proofreading essays. This workshop will enable students to craft new or edit existing personal statements using a framework designed for any prompt, across colleges and degree programs.

College Research and Application Workshop
Students will learn the ins and outs of the college admissions process by understanding their personal admissions timeline and creating a plan to ensure a successful transition to post-secondary education. This workshop will provide students with tools to find their best fit college, prepare for admissions requirements, collect effective letters of recommendation, write an essay grader will love, reduce nerves around the college interview, and successfully apply for scholarships and financial aid.

Career Surveys and College Matching Workshops

Workshop Title	Grade Levels	Description
Career Exploration & College Major	10-12	Students will explore different career opportunities and paths and its educational criteria. Students will also explore different colleges and majors based on the career of their choice.
Asking for References	10-12	Students will learn and practice the proper way for asking and listing references for different applications/forms.
Professional Etiquette/Presenting Yourself	10-12	Students will explore what it means to have professional etiquette and engage in various group activities that both model and practice it to help strengthen these skills.
Writing an Effective Cover Letter	10-12	Students will examine the different components of a strong cover letter and write their own according to a job industry of their interest.
Resume Building	10-12	Students will examine the different components of a strong resume and begin their own using a multitude of resources provided to them through the session.
Interview Skills	10-12	Students will strengthen their interviewing skills by analyzing the most asked questions, utilizing learnings from different texts, and participating in mock interviews with each other.
Job Searching & Creating an Elevator Pitch	10-12	Students will analyze the different ways of searching for jobs and develop their own 'elevator pitches' that they can use that illustrate their own strengths and character.

Financial Guidance Workshops

Content	Grade Level	Description
Financial Aid (FAFSA, DREAM Act, Loans, Grants, Work-study, Scholarships (Informational)	11, 12	Students will learn about the financial aid process and the different types of aid available, including grants, loans, work-study, and scholarships.
Financial Literacy (Understanding Accounts & Budgeting-2hrs, Distinguishing Between Needs/Wants & Setting Financial Goals-2hrs, Debit/Credit-1.5hrs)	9-12	Students will assess their own spending habits and develop & apply new money-management strategies, such as personal short-term and long-term goals.

Overview of Family Services

All family programming is taught using Study Smart Tutors' internally created curriculum, lesson plans, and materials, and are led by Study Smart Tutors' instructors. Each of these proposed workshops can be scheduled to occur during school, after-school, on Saturday, or during the summer. Each course length can be customized from a one-hour bootcamp to a 20-hour comprehensive course.

Family programming includes:

1. *Family workshops in home languages*
2. *Family leadership in support for high academic success*
3. *Family communications, planning, materials, training, and capacity building*

Family Workshops in Home Language

PSAT, SAT, or ACT for Families

These family workshops are **offered in English and Spanish** and will help parents and students prepare for college entrance exams and provide families with study skills, time-management tips, and organizational techniques. These workshops will also demonstrate to parents how to help their students *study, set goals, and manage assignments.*

Programming Goals

1. Help families interpret PSAT, SAT, or ACT score reports
2. Provide parents with tips to help students build key skills
3. Answer common questions relating to study skills, time management, and organization
4. Understand students' standardized test scores to help prepare students for test success

Family communications, planning, materials, training, and capacity building

These family workshops **are offered in English and Spanish**, and will help families prepare for college by providing information on college search, standardized tests, financial aid, and the college application process. Each module can be offered individually in English and/or Spanish. These workshops will demonstrate to families how to help students *prepare for success in high school, college, and career.*

Programming Goals

1. Provide families with tips to help students prepare for college
2. Help families understand the importance of standardized tests
3. Answer common questions relating to the college access and success
4. Understand financial aid

Sample Workshop Modules

Setting Goals for College Success

1. Setting "SMART" goals
2. Building a roadmap for success
3. College prep timeline by grade level
4. Understanding A-G requirements

College Search 101

1. Finding the right college for your student
2. Exploring college diversity
3. Creating a college list
4. Careers and degrees

College Admissions Primer

1. Meeting with your students' school counselor
2. Collecting important documents
3. Using your college list to apply for college
4. Common Application/UC/CSU/private universities
5. Visiting colleges
6. Create a calendar with deadlines
7. Using SMART goals to meet deadlines
    a. Reviewing financial aid packages
    b. Accepting college admission

Building Study Habits and Study Skills

1. Teaching students to study
2. Understanding the difference between studying and reviewing
3. Prioritizing time for better results
    a. Urgent vs. Important Matrix
4. Common time management mistakes
5. Templates for allocating and budgeting time

Financial Planning for College and Career

1. Understanding college cost
2. Paying for college and types of aid
3. Applying and completing FAFSA

4. Estimate your aid
5. Important deadlines

Preparing to be a Parent of a College Student

1. Identifying important deadlines and attending college orientation
2. Summer Melt
    a. What is the summer melt and how do we avoid it?
    b. Creating a plan of action
    c. Special circumstances
3. Financial aid
4. Transferring from one university to another
5. Locating important resource programs on campus

Family Leadership and Support

These family leadership trainings, **<u>offered in both English and Spanish</u>**, will help parent leaders support families as they prepare for college. These trainings will build parent leaders confidence, knowledge, and skills as they support families at their respective school sites.

Programming Goals

1. Provide families with training on how to use Zoom and Google classroom
2. Offer families with tips to helps students prepare for college
3. Help family leaders build confidence
4. Answer common questions relating to the college access and success
5. Understand financial aid

<u>Sample Family Leadership Modules</u>

Technology and Online Advocacy

- What is digital learning
- Learning about available online tools
- What parents can do to support students learning online

Interpersonal Skill and Strategy Development

- Importance of family-to-family support
- How to lead a crucial conversation with others
- Networking strategies

Parent and Family Involvement to and Through College Part I

- Validating parents' perspectives
- What does authentic & active parent involvement look like?
- Active Listening Skills
  - Listen without judgment to families' ideas, preferences, decisions
  - Acknowledge families' struggles, efforts, and successes
  - Accept and honor differences

Parent and Family Involvement to and Through College Part II

- Establishing expectations in the home, strategies for work/life balance
- Moving beyond the idea of "how is my student behaving?"
- Students' college decisions and college retention
  Parents' roles and support

Parent Involvement to and Through College Part III

- Understanding the different postsecondary options
  - Public vs. private universities
  - Community colleges, trade schools, the military, and service academies
  - Finding the "right fit" college for your student
- Preparing for college: Senior Year Checklist

COLLEGE ACCESS PLANNING AND REPORTING

PRICES

Study Smart Tutors

The provided information has the price categories of the products and or services offered. Prices are fully burdened, including travel and other expenses.

Category	Unit	Price
SAT/ACT/PSAT/AP Test Preparation		
SAT, ACT, or PSAT Diagnostic Exam Proctoring	Inclusive of 4-hour exam	$250/proctor
PSAT, SAT, or ACT Workshops	Hourly, up to 25 students per facilitator	$350/facilitator per hour
AP Readiness Workshops	Hourly, up to 25 students per facilitator	$350/classroom-hour of instruction
SAT/ACT Workbooks and Course Materials	Per student	$25/workbook
PSAT, SAT, or ACT Diagnostic Exams and Score Reports	Data analysis, summary reports, and recommendations	$15/student
SBAC Workshops	Hourly, up to 25 students per facilitator	$350/facilitator per hour
Academic Tutoring Services		
Academic Tutoring	Hourly, inclusive of up to 12-students per tutor	$125/hour per tutor
SBAC Tutoring	Hourly, inclusive of up to 12-students per tutor	$125/hour per tutor

SCHEDULE OF SERVICES AND PRICES

Work-Based Learning Services		
Youth Business Alliance Work-Based Learning Field Trips	Per fieldtrip, inclusive of 30 students	$1,000/field trip
Youth Business Alliance Work-Based Learning Guest Speaker Program	Per semester, inclusive of 30 students	$1,000/semester
Other College Access Services for Students		
Career survey and college matching workshops	Hourly, up to 25 students per facilitator	$350/facilitator per hour
Life skills and self-advocacy workshops	Hourly, up to 25 students per facilitator	$350/facilitator per hour
College research and application assistance	Hourly, up to 25 participants per facilitator	$350/hour
Financial guidance workshops	Hourly, up to 25 participants per facilitator	$350/hour
Family Programming		
Family communications, planning, materials, and capacity-building	Hourly, inclusive of 20 families per session	$350/facilitator per hour
Family leadership and support for high academic success	Hourly, up to 25 participants per facilitator	$350/facilitator per hour
Family Workshops in Home Language	Hourly, up to 25 participants per facilitator	$350/facilitator per hour
PSAT, SAT, or ACT Score Review Family Events	Hourly, up to 25 participants per facilitator	$350/facilitator per hour

END

TPR Education

Contract No.:   4400008930

Vendor No.:   1000008518

Contact Name: Eduardo Ceja

Contact Number: (323) 697-9771

Contact Email: eduardo.ceja@review.com

The Princeton Review's approach to providing the College Access and Planning services is delineated in the graphic below. We have identified the products and services that we recommend for the upcoming school year and each year thereafter.

LAUSD						
	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
College Admissions Support			College Readiness Handbook	College Readiness Handbook	College Readiness Handbook	College Readiness Handbook
Practice Test & Prep/Camps			PSAT 8/9 Practice Test	PSAT Classes	SAT Preparation Classes	College Essay Review
Professional Learning - Soft Skills		Up Next - PD				Up Next PD
College Admissions Support				College Admissions Dashboard	College Admissions Dashboard	College Admissions Dashboard
Professional Learning - College & Career Readiness			College Readiness PD	College Readiness PD	College Readiness PD	College Readiness PD
Community Engagment - Workshops		Roadmap Seminars	Roadmap Seminars	Roadmap Seminars	Roadmap Seminars	Roadmap Seminars
Professional Learning - Academic Skills and Test Prep	Early Edge PD	Early Edge PD	Early Edge PD	PSAT PD	SAT PD	SAT PD

A. COLLEGE READINESS HANDBOOKS: A series of easy-to-read manuals designed for high school students that will provide an overview and grade-level checklist of the college admissions process. This includes financial aid, choosing a college, and writing the best essay. More details can be found in summary description of program components.

B. UP NEXT: This goes beyond academics and provides students with critical life and social skills that will help them adapt and thrive. It's designed as a preparatory course for rising ninth-grade students and graduating seniors. More details can be found in summary description of program components.

C. ROADMAP SEMINARS: These are a series of workshops designed for families to better understand the college-going process and develop confidence in the ability of their students to pursue post-secondary education. These workshops can be provided in-person and virtually in both English and Spanish More details can be found in summary description of program components.

D. EARLY EDGE: This helps help build student foundational skills for students in grades 6-12 and focuses on math and ELA; it's a great precursor to SAT preparation. More details can be found in summary description of program components.

E. TUTOR.COM: Our online academic tutoring service connects middle and high school students with a live tutor 24/7, 361 days per year in English or Spanish. Our 3,600+ tutors support over 200 subjects. More details can be found in summary description of program components.

F. COLLEGE ADMISSIONS PRINT MATERIALS: A series of books provided to each school, including our bestselling Best 384 Colleges and College Admissions 101 that provides families the opportunity to

research colleges and learn more about the process of college admissions. More details can be found in summary description of program components.

To deliver these services, our management team would conduct background research, establish relationships and communication processes with key stakeholders for each program/site, and then collaboratively develop a work plan that meets the specific and contextual needs for each site/group as needed. Since the proposed products and services are modular and designed for flexible implementation, we would rely on the information provided by, and expertise of Stockton Unified Staff to clarify the decision-making processes around scope, scale, and timing of service implementation for each site.

MODULAR SERVICES BY GRADE LEVEL: Our proposed pricing for The Princeton Review and Tutor.com suite of College Access and Planning Services can be found at the end of our response. The services are designed to be modular by grade level. The modular option allows maximum flexibility by each school campus to pick and choose the services that best support and fill needs in their current college readiness offerings. Individual campuses can implement a combination of modalities of the same program to ensure maximum impact on their cohort while maximizing the budgeted allocation for college readiness programs.

DATA-DRIVEN IMPROVEMENTS: By choosing to create all aspects of our courses in house, we use data to drive further improvements and ensure we are laser focused on achieving student success. Our team of educators, authors, designers, and developers works closely together to review all aspects of our courses and materials, to make changes as the data/feedback suggests and as the form, structure, and focus of each standardized test changes over time.

The logic and algorithms powering our online student portal were developed specifically for driving improvement on the PSAT and SAT, and our in-house created and officially licensed assessments are designed to give feedback on the exact skills necessary for success on these tests. Our core instructional content was built with the student in mind and is grounded in deep knowledge of the test and test-takers. All this content has both breadth and depth, ensuring students get exactly (and only) the instruction they need.

Our data collection methods and reporting systems have been delineated throughout this proposal, and we have demonstrated a robust capacity for providing timely, accurate, and actionable data to community organizations, schools, districts, and local/state/federal programs.

TIMELY AND EFFICIENT SERVICE DELIVERY: Communication with the Los Angeles Unified administrative staff will be conducted by Ed Ceja, Area Vice-President, along with a dedicated account manager and client services team, via weekly, monthly, and quarterly check-ins and on an as-needed basis. This will be via in-person and virtual online meetings as requested.

All pre-work (relationship-building, research and information gathering, program design, pre-implementation preparations, etc.) will be conducted according to a mutually agreed timeline that meets the needs of LAUSD. It will be done in a manner that results in the timely, efficient, and effective delivery of products and services to all students, families, and educators involved.

Last year, The Princeton Review and Tutor.com served 3.5 million students through our website, courses, online tutoring, and district-wide programs. From transitioning 6th-grade students to successful careers in high school to coaching pre-med students on their medical school interviews, The Princeton Review partners with every student on their educational journey.

We can become a lasting local community partner to take participating students from proficient and prepared, to thriving and successful on their educational pathway. We understand your needs, know your community, and have the resources to help you accomplish your goals. Partnering with us will provide you with the following;

Full-service vendor – The Princeton Review can provide specialized services in every category of this RFP, greatly simplifying and streamlining the logistics of your program.

Expertise – The requested services are the core competencies of our company. The Princeton Review has been successfully developing and delivering these products for almost forty years.

Parental involvement – Communication with parents and guardians is stressed throughout each of The Princeton Review's programs, such as the parent/ guardian seminars for college admissions. The Princeton Review understands the critical importance of familial influence on a child's achievement. With Tutor.com's Parent Coaching for Student Success and related subjects fully round out our parent involvement component. Parents can receive input advice regarding:

- Scheduling and Organization
- Setting Expectations
- Studying Techniques
- Using Resources
- Motivation and Goals
- Managing Knowledge Gaps
- Finding Balance

Local and national capacity – The Princeton Review's account manager, client services manager and several other employees are based in the Los Angeles area and will be dedicated to this program's success. Their experience gives The Princeton Review unequalled knowledge and insight into the district, staff, and school communities. The Princeton Review also brings to bear national reach and resources, capable of assisting the local team with an even deeper knowledge of college-access programs and large, urban school districts.

Accountability – The Princeton Review's robust reporting systems ensure comprehensive and transparent reporting on student progress.

In summary, The Princeton Review looks forward to the opportunity to continue providing a comprehensive solution for LAUSD students and families. The sum of these varied offerings is a full-service package of on-demand tutoring, college- and career-readiness services, professional development and parent engagement.

The Princeton Review & Tutor.com understand the scope of the RFP to improve college access and reporting throughout the Los Angeles Unified School District community. Our approach is comprehensive, proposing several of our services that have successfully implemented in school districts across the country. It is important to understand that we believe that building a college-going culture must begin at the earliest stages possible and that all students deserve the opportunity to go to college.

Our services will ensure students from Los Angeles Unified are able to access universities throughout the state and country. They will also prepare those students, specifically first-in-family, to transition successfully to college and excel while there.

The Princeton Review's success as a college and career readiness partner is a direct consequence of being an organization that is solely on the side of the student. We have no interest in promoting one test over another or one college over another. We believe what's in the best interest of the student and the district should always be our primary goal. This independence of outside motivations or interests means that The Princeton Review has never had to compromise its advice or values when considering how to help a student.

Our proposal offers services designed for comprehensive engagement and improvement. Every aspect of our curriculum has been designed to be focused and impactful yet is "aware" of all other Princeton Review services so it will seamlessly work as part of a broader continuum.

We, therefore, propose the following to support the college access and planning needs of Los Angeles Unified School District;

TUTOR.com (Middle and High School Students)

The One-to-One Learning Approach Delivered Online

We want all LAUSD students to succeed in high school and beyond, but teachers cannot be available 24/7. On-demand tutoring from The Princeton Review and Tutor.com was designed to bridge this gap. We support a better student, teacher, and school experience. Tutor.com also provides teachers and schools with the data necessary to help teachers and students excel.

Our mission is to connect students to individualized learning through one-to-one engagements with subject matter experts. This combination of personalized learning with diagnostic evaluations offers a powerful solution for your students. Through an intensive, virtual classroom, students have access to over 3,600 subject-matter experts who are available 24 hours a day, seven days a week, and 361 days a year in English and Spanish. Tutors provide homework help, AP support, and skill-building in more than 200+ subjects including math, reading, science, and social studies for grades 4 through 12.

Tutor.com is also available where students need it, whether at school, at home, or on a mobile device. Partnering with The Princeton Review ensures that your students have access to targeted learning and that teachers receive the data necessary to make informed decisions about instruction and student progress.

EQUITY AND ACCESS FOR ALL

With equity and access a key issue facing many schools and students today, Tutor.com was developed so that, regardless of the type of device or computer available, students can access help and support anywhere, anytime.

TARGETED LEARNING AND FEEDBACK TO HELP STUDENTS, TEACHERS AND SCHOOLS

We help students by:

- Assessing skill knowledge and mastery and providing targeted learning engagements with a subject-matter expert
- Offering guidance and coaching to help students understand concepts through critical thinking and positive reinforcement
- Using multi-modal instructional methods targeting the different learning styles of students, including on-demand tutoring, scheduled tutoring, and asynchronous review of writing assignments.

We support teachers by:

- Extending instructional moments help save teachers valuable classroom learning time
- Reinforcing core learning principles for students to help teachers stay on track with core curriculum and whole-class learning
- Providing insights into student knowledge and progression through diagnostic data
- Identifying student learning needs and offering intervention information before students fall behind.

We serve schools by:

- Identifying vital elements that need reinforcement at the school level, including core curriculum, professional development, and/or instructional strategies
- Offering intervention for students promptly to affect positive change
- Increasing persistence of students with higher GPAs and confidence to continue in college-ready/college-going advancement.
- Enhancing parental involvement via our Coaching for Student Success which provides support of distance learning programs.

COMPREHENSIVE TUTORING AND DATA

The Princeton Review, in conjunction with Tutor.com, can provide your students with a targeted approach delivered by a shared bank of tutoring sessions for students available via computer, tablet, or personal mobile device. We also provide ongoing data and analytics reporting.

TARGETED LEARNING AVAILABLE 24/7

With access to Tutor.com during and after school, students add quality instruction and the hours of learning needed for academic success. Students never need to schedule an appointment; they simply log on to tutor.com and connect to a professional tutor in less than one minute. This *just-in-time* scheduling also reinforces and meets the various learning styles and time availability of each student.

SUBJECT-MATTER EXPERTS

The 3,600-plus subject-matter experts providing targeted tutoring through tutor.com undergo an extensive process of screening, including certification and background checks. Our rigorous approach to onboarding, mentoring, and retention ensures high-quality, pedagogically sound help for all students and learning styles. We also employ a one-of-a-kind mentoring program to ensure quality learning engagements for every tutoring session.

ESSAY AND WRITING SUPPORT

Tutor.com provides both asynchronous and synchronous tutoring services for writing support through our live rich text editor and our drop-off essay review. Demonstrating critical thinking skills through essay writing is an essential and vital requirement for students.

Our **asynchronous** writing service allows students to submit an essay or another piece of writing, along with a quick summary of their goals and instructions for the assignment and receive detailed feedback from a writing tutor the next day.

Our **synchronous** writing service allows students to share a report or essay in real-time in the online classroom. The document can be reviewed live with the tutor and student collaborating on improving the piece.

SUPPORT RESOURCES FOR STUDENTS & STAFF

All Tutor.com programs come with premiere support coverage:
- Toll-free telephone support from our Tutor.com certified technical support team seven days a week
- Email support by Tutor.com certified technical support or client care staff member 24/7, 361 days a year
- Real-time classroom support from tutors if issues arise within the classroom, 24/7, 361 days a year
- Detailed answers to the FAQ are available on each of your Tutor.com program pages, including solutions to common technical problems

- Dedicated client services manager to address and update on program concerns and developments

ACTIONABLE DATA

Comprehensive monthly reports, available in both Excel and PDF format, include charts, graphs, and trend analyses at both the aggregate and individual levels. Our Predictive Insights™ Data Analysis Service provides a more detailed, granular look at the challenges that students are facing. With Real-time Early Alerts and On-demand Reports, Stockton Unified Schools will be empowered to intervene with assistance at the right time to improve student success and persistence rates.

Program Usage Summary (sessions)

Program Usage Summary (hours)
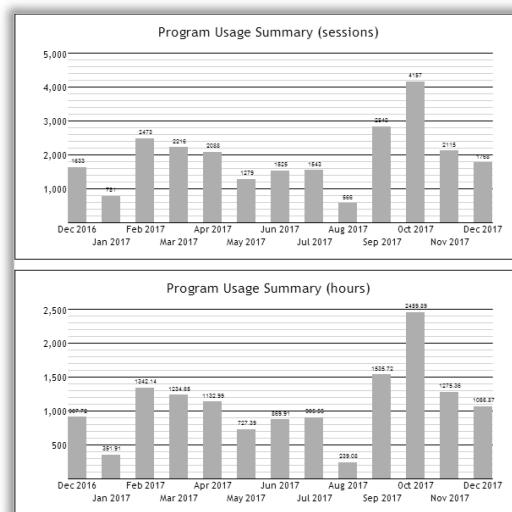
ADDITIONAL OPTIONS FOR UTILIZING YOUR TUTORS AND FACULTY

The Tutor.com platform: To provide schools with even more flexibility, we also offer several options that let them augment their tutoring instruction with our own, using the Tutor.com platform and online classroom. These options can include the following:

- Schools use their own tutors for some subjects and ours for others (e.g., those for which tutors aren't available).

- Schools use their own tutors during certain hours (3 pm to 6 pm, for instance), and our tutors for designated hours beyond this. As Tutor.com tutors are available 24/7, this can be at any time.

- Schools use their own tutors, with Tutor.com tutors serving as backups during peak demand periods. For example, if a school receives five requests for calculus tutors and only has three available, Tutor.com would provide the other two.

COLLEGE ADMISSIONS TEST PREP PROGRAMS

THE PRINCETON REVIEW PSAT, SAT, and AP TEST PREPARATION COURSES

The Princeton Review can provide in-person or live online PSAT, SAT, or AP one-day student workshops and multi-day classes. Our classes and workshops are designed and developed in-house, and include an array of resources and materials, including those that students can bring home for further study.

These programs are flexible, and many can be delivered using in-person instruction or synchronous online instruction. Programs are supported by a mixture of print materials, digital student resources, and high school or postsecondary readiness planning tools.

By choosing to create all aspects of our courses in house, we use data to drive further improvements and ensure we are laser-focused on and achieving student success. Our team of educators, authors, designers, and developers works closely together to review all aspects of our courses and materials and iterate changes as the data/feedback suggests, and as the form, structure, and focus of each standardized test changes over time.

The logic powering the recommendation engine in our online student portal was explicitly developed for driving improvement on the PSAT and SAT, and our in-house created assessments give feedback on the specific skills necessary for success on these tests. Our core instructional content was built with the student in mind and is grounded in deep knowledge of the test and test-takers. All of this content has both breadth and depth, ensuring that students get exactly and only the instruction they need.

PSAT® AND SAT TEST PREP COURSES

Our philosophy goes beyond "tips and tricks" to cover everything students need for the best possible preparation, from content-area instruction to practice questions that reflect what they'll see on test day. Full-length diagnostic PSAT and SAT practice tests give students exposure to and practice in a testing environment designed to mimic the real test, helping them to gain confidence and reduce test-taking anxiety.

PSAT PROGRAM OPTIONS

PSAT 101 workshop: Up to five hours of instruction (in person or online) and one proctored practice test

PSAT Fundamentals multi-day class: Up to 15 hours of instruction (in person or online) and one proctored practice test

PSAT 101 student materials
- o Course workbook for the PSAT 101
- o One PSAT practice test
- o One-year access to our online student portal with detailed score report and item analysis

PSAT Fundamentals student materials
- o Course workbook for the PSAT
- o Workout for the PSAT/NMSQT
- o Four PSAT practice tests
- o Student access to our online student portal
  - ▪ 240+ online drills, 140+ online lessons, 2000+ online practice questions with detailed explanations, and 23 full-length online practice tests
  - ▪ My Campus Dashboard of college advising resources
  - ▪ Ability to score tests online
  - ▪ Personalized score reports detailing performance and pinpointing strengths and weaknesses

- One-year student portal access

SAT PROGRAM OPTIONS

SAT 101 workshop: Up to five hours of instruction (in person or online) and one proctored practice test

SAT Fundamentals multi-day class: Up to 15 hours of instruction (in person or online) and up to three proctored practice tests

SAT Ultimate multi-day class: Up to 25 hours of instruction (in person or online) and up to four proctored practice tests

SAT Semester multi-day class: Up to 60 hours of instruction (in person or online) and up to six proctored tests

SAT 101 student materials:
- The most recent edition of The Princeton Review's SAT 101 Course Workbook
- The College Board's SAT Practice Test V3.0
- SAT Scantron (with data support)
- One-year access to our student portal with detailed score report and item analysis

SAT multi-day class materials (Fundamentals, Ultimate, Semester)
- The Princeton Review SAT Manual
- The Official SAT Study Guide
- Four full-length paper and pencil practice tests
- Student access to our online student portal, including:
  - 240+ online drills, 140+ online lessons, 2,000+ online practice questions and 23 full-length online practice tests
  - My Campus Dashboard of college advising resources
  - Ability to score tests online
  - Personalized score reports detailing performance and pinpointing strengths and weaknesses
  - One-year access to our student portal

AP TEST PREPARATION

We understand the need to improve AP test pass rates in underserved communities. To support this initiative, we created our six-hour LiveOnline cram course. AP LiveOnline cram course are a quick and affordable way to review the most frequently tested content on the exams and learn how to test smarter. Each class comes with a copy of our Cracking Book for the exam and includes six hours of live online instruction. Cram Courses offered include the following subjects:

AP World History	AP English Literature	AP Biology	AP Statistics
AP U.S. History	AP U.S. Government	AP Chemistry	AP European History
AP English Language	AP Calculus AB	AP Physics 1	

PRINCETON REVIEW PROFESSIONAL DEVELOPMENT PROGRAMS

As part of The Princeton Review's professional development programs, instructor training provides the opportunity for LAUSD staff to deliver The Princeton Review's strategies for your programs and at your schools.

Your team of educators will work with a Princeton Review Master Trainer who has years of experience and will go over each section of the respective test prep course or academic support program. Participants will gain confidence with support materials, custom syllabi, and training on how to best implement our programs at your school. Administrators can also monitor success with our administrator dashboard. Since 2017, we have partnered with Stockton Unified to train of your 16 high school instructors who have prepared almost 1,400 students for the SAT.

In addition to instructor training for PSAT, SAT and ACT. Our professional development program has expanded to include training of our Early Edge and Up Next Programs. The curriculum, delivery method, and timing of Early Edge and Up Next courses can all be customized to best support the goals of Stockton Unified School District.

Our Early Edge program is intended to:

- o Reinforce and increase foundational skills in English and math
- o Introduce test preparation for all standardized tests, including the SAT® and ACT®
- o Engage students in active learning and develop critical-thinking skills
- o Adjust to offer 12-60 hours of instruction per course

Up Next courses go beyond academics and provide students with critical life and social skills that will help them adapt and thrive. Designed as a preparatory course for rising ninth grade students and graduating seniors, Up Next focuses on goal setting, time management, community engagement, financial management, and more. Some of the Up Next work modules include:

- o Great Expectations
- o Making the Grade
- o Cultivating Your Community
- o Speaking Up
- o Critical Thinking
- o Decision Making and Leadership

Our work with principals, other school administrators, and central office staff is focused on the successful administration of our programs across content areas and grade levels. We work with school, district, and program leadership teams to nurture and grow a sustained climate of confidence and success, and we help leadership teams to focus their efforts toward achievement through strategic problem-solving that addresses the self-identified academic and school culture-related needs of the schools, districts, and programs we serve.

Professional development programs are available for the following:

- **PSAT®/SAT® Test Preparation:** Up to 24 hours of professional learning over multiple days; subject specialization options available, Live or LiveOnline

- **Early Edge 100 – Math & ELA:** Up to eight hours of professional learning over one day, live or LiveOnline

- **Early Edge 101 – Math & ELA:** Up to eight hours of professional learning over one day, live or LiveOnline

- **Early Edge 102 – Math & ELA:** Up to eight hours of professional learning over one day, live or LiveOnline

- **Up Next™ Middle School:** Up to 16 hours of professional learning over multiple days; Subject specialization options available, live or LiveOnline

- **Up Next™ High School:** Up to 16 hours of professional learning over multiple days, subject specialization options available, live or LiveOnline. Options also include:
  - In-person or live online delivery – based on partners needs and preferences
  - Program syllabi available for: short form, semester, school year, after school, and bell ringers
  - Teacher online access

PROFESSIONAL DEVELOPMENT FOR PSAT/SAT

24 Hours of PSAT/SAT training: The Princeton Review's instructional training for PSAT/SAT is 24 hours and facilitated by a Princeton Review Master Trainer. Our approach goes beyond "tips and tricks" to cover everything teachers can do to give students the best possible preparation – from content-area instruction to practice questions that reflect what they'll see on test day.

Teachers and school leaders who take part in this training will learn strategies for supporting students who will be taking the PSAT/SAT to prepare by working with the test broken down into manageable and relevant pieces. Participants will learn ways to ensure that students are taught the structure, content, and strategies needed to maximize effectiveness on standardized tests.

PSAT/SAT PROFESSIONAL DEVELOPMENT

All trained teachers receive the following:

- **Up to 24 hours of training**
- **Custom syllabi**
  - Based on individual campus implementation models
  - 15 – 60 hours of instruction
- **The Princeton Review's PSAT and SAT Manuals**
  - **PSAT**
  - PRINCETON REVIEW COURSE WORKBOOK FOR THE PSAT
  - PSAT PRACTICE TEST P2 and PSAT PRACTICE TEST Q2
  - *PRINCETON REVIEW WORKOUT FOR THE NEW PSAT/NMSQT*
  - **SAT**
  - *PRINCETON REVIEW SAT MANUAL 6.0*
  - *THE OFFICIAL SAT STUDY GUIDE* (INCLUDES PRACTICE TESTS)
- **Four paper and pencil full-length SAT assessments**: Princeton Review-developed SAT tests; College Board SATs
- **Access to the Administrators Dashboard**
  - View and print individual score reports
  - Generate reports to measure score improvements by individual, class, or campus
  - View item analysis breakdowns of strengths and weaknesses
- **Access to our Online Teacher Portal**
  - Resource library of supplemental instructional materials and videos
  - Access for the life of the contract
- **Ongoing Support from the Master Trainer**
  - Master Trainer support for the life of the contract
  - Ability to ask questions and reminders, as well as review techniques as needed

	Day 1 – Overview	Day 2 (or 3) – Math	Day 2 (or 3) – Non-Math
MORNING	**Intros, Icebreakers** **Current College Testing Landscape** **Client-specific outcomes:** **- Implementation strategy** **- Success benchmarks** **Course Introduction** **English: Intro & Complete "Pass the Marker"** **Overview of TPR Resources**	**Check-in** **Fundamentals 101 & Fundamentals** **Geometry 101 & Geometry** **Word Problems 101**	**Check-in** **Reading: Fundamentals "Pass the Marker"** **English: Grammar 101 & CCC** **Reading: Work the Q&A**
1-hour mid-day	*Lunch*	*Lunch*	*Lunch*
AFTERNOON	**Math: Intro & No More Algebra "Pass the Marker"** **Reading: Intro** **Science: Intro** **Writing: Preview & Writing** **Check in: trainees reflect on Day 1**	**Word Problems** **Coordinate Geometry/Advanced** **Math/Advanced Trigonometry** **Check-in**	**Reading: Dual Passages** **Reading: Skills** **English: Rhetorical Skills** **Check-in**

PROFESSIONAL DEVELOPMENT FOR EARLY EDGE 100, 101, OR 102

1-Day "Early Edge - Math and ELA" Program Trainings: The Princeton Review's Instructional Training for our Early Edge programs (100, 101, 102) are 16 hours per program and facilitated by a Princeton Review Master Trainer. The Princeton Review's philosophy goes beyond "tips and tricks" to cover everything teachers can do to give students the best possible early academic support for future success on standardized tests – from content-area instruction to practice with questions that reflect what they'll see when they begin to take standardized tests.

Our Early Edge programs emphasize fundamental math, reading, and writing skills that are imperative to student success in the classroom and on standardized tests. We aim to strengthen prior knowledge by reviewing and reinforcing core concepts and exposing students to SAT® and ACT® question types early. Each level presents foundational knowledge through age-appropriate topics, building understanding and confidence in students.

Designed for students in grades 6–11, these programs:

- Reinforce and increase foundational skills in English and math
- Introduce test preparation for all standardized tests, including the SAT® and ACT®
- Engage students in active learning and develop critical thinking skills
- Adjust to offer 18-60 hours of instruction per course

PROFESSIONAL DEVELOPMENT FOR EARLY EDGE PROGRAMS

All trained teachers receive the following:
- **Up to 8 hours of training per program**
- **Custom syllabi**
    - Based on individual campus implementation models
    - 15 – 60 hours of instruction
- **The Princeton Review's Early Edge Manuals for their selected program (100, 101, 102)**
    - ELA Course Workbook
    - ELA Practice Book
    - Math Course Workbook
    - Math Practice Book
- **Math Pre-Test/Post-Test; ELA Pre-Test/Post-Test**: Princeton Review-developed tests.
- **Access to the Administrators Dashboard**
    - View and print individual score reports
    - Generate reports to measure score improvements by individual, class, or campus
- **Ongoing Support from the Master Trainer**
    - Master Trainer support for the life of the contract

Ability to ask questions and reminders, as well as review techniques as needed

PROFESSIONAL DEVELOPMENT "UP NEXT MIDDLE SCHOOL" AND "UP NEXT HIGH SCHOOL"
PROGRAMS

2-Day "Up Next" Program Trainings: The Princeton Review's instructional training for our Up Next programs (Middle School, High School) are 16 hours per program and facilitated by a Princeton Review Master Trainer. The Princeton Review's philosophy goes beyond "tips and tricks" to cover everything teachers can do to give students the best possible chance to develop soft skills, and exceed their own expectations, in the transition from middle school to high school and the transition from high to college.

Teachers and school leaders who take part in this training will learn to implement our modular, workshop-based program, including strategies for delivering face-to-face workshops to instill confidence and help students take ownership of their experience, providing personalized hands-on instruction for all students, and sharing practical tips and strategies taught with an inspiring and motivating approach.

PROFESSIONAL DEVELOPMENT FOR UP NEXT PROGRAMS

All trained teachers receive the following:
• **Up to 16 hours of training per program**
• **Custom Implementation Plan**
    ○ Based on individual campus implementation models
    ○ 24 – 56 hours of workshop-style instruction (3 to 7 eight-hour modules)
• **The Princeton Review's Up Next Manual for their selected program (MS, HS)**
    ○ Up Next Middle School Manual
    ○ Up Next High School Manual
• **Ongoing Support from the Master Trainer**
    ○ Master Trainer support for the life of the contract
    ○ Ability to ask questions and reminders, as well as review techniques as needed

ADMINISTRATOR DASHBOARD FOR TEST PREP SERVICES

The Administrator Dashboard is included with **all Princeton Review test prep services**. Our dashboard underscores our accountability for our programs' effectiveness. The Administrator Dashboard provides complete visibility into data for all completed tests, section by section, charting student participation and progress.

The dashboard allows administrators to:

- Proactively monitor and manage courses and student data

- Access student performance on administered tests

- Track student progress of online drill and assessment completion

- Ensure students achieve success

The following are sample pictures from The Princeton Review's Administrator Dashboard.

Welcome to **The Princeton Review's Administrator Dashboard!**
This dashboard contains everything you need to proactively monitor and manage your course and student data. You can track student progress, assess test scores, and evaluate your course's progress toward student success.

To access the dashboard, go to www.PrincetonReview.com. Click on "My Account" at the top of the homepage.
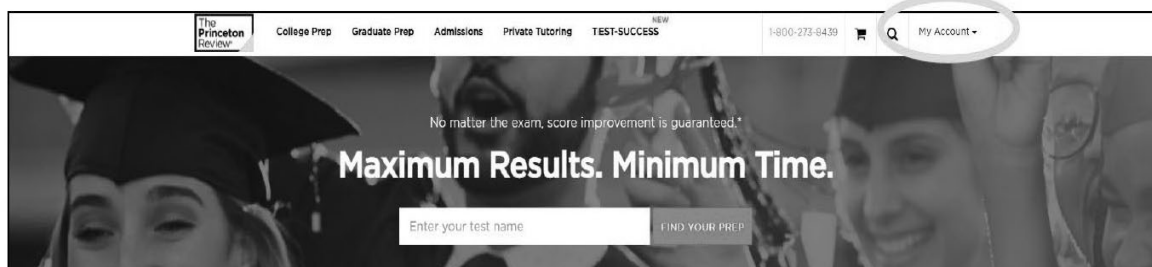
A Sign In window may appear. Enter your username and password in the appropriate fields and click "Sign In".

Administrator Dashboard

SAT Ultimate Online Classroom (18 hours) - 201595 (Id: 400116) ▼

| Home | Course Information | Student Information | Course Scores |

View course details including a quick course summary and schedule.

Average Score Trends

| ■ Composite Score | 1096 | ■ Math | 506 | ■ Evidence-Based Reading and Writing | 590 |
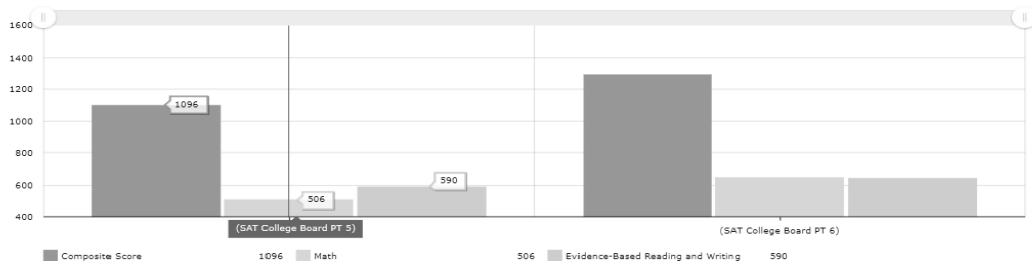
Course ID: 400116   **Description:** SAT 1906 ULT2 Esat High School

Term: May 2019   **# Students Enrolled:** 3

Schedule

[View/Print Attendance Chart]

DATE/TIME	SUBJECT	LOCATION	INSTRUCTOR	
Monday, December 17 5:04 - 7:04 PM EST	Test 1	Library		Homework & Attendance
Tuesday, December 18 5:04 - 7:04 PM EST	Class 1	East High School	Abe L	Homework & Attendance

STUDENT	KENNEDY, JOHN	TAFT, WILLIAM	WASHINGTON, GEORGE

| Home | Course Information | Student Information | Course Scores |

View Course Roster, individual student scores, and recognize students for their score improvements

Student Recognition

HIGHEST SCORES		HIGHEST "SUPER" SCORES		HIGHEST SCORE IMPROVEMENT	
Example AStudent	1380	Example AStudent	1390	Example CStudent	180
Example BStudent	1310	Example BStudent	1310	Example AStudert	160
Example CStudent	1300	Example CStudent	1300	Example BStudent	100

Course Roster

LAST NAME, FIRST NAME	MSM ID	EMAIL	ADDRESS	PHONE	DEFERRED REGISTRATION LINK	
AStudent, Example	313702517	example.astudent@review.com	110 42nd St New York, NY 10017	-	Deferred reg link	View Scores
BStudent, Example	313702519	example.bstudent@review.com	110 42nd St New York, NY 10017	-	Deferred reg link	View Scores
CStudent, Example	313702520	example.cstudent@review.com	110 42nd St New York, NY 10017	-	Deferred reg link	View Scores

Home | Course Information | Student Information | **Course Scores**

View scores by the Test and Drill type. As an administrator, you can see score trends based on tests and students have taken and the course progress they have made.

Performance Summary

- Test 1: Official SAT Study Guide (Blue Book) Practice Test 5
- Test 2: Official SAT Study Guide (Blue Book) Practice Test 6
- Test 3: Official SAT Study Guide (Blue Book) Practice Test 7
- National Average Distribution

Scores Improvement

200+	0.00%
160-200	33.33%
120-160	33.33%
80-120	33.33%
40-80	0.00%
0-40	0.00%
No Change	0.00%
Decrease	0.00%
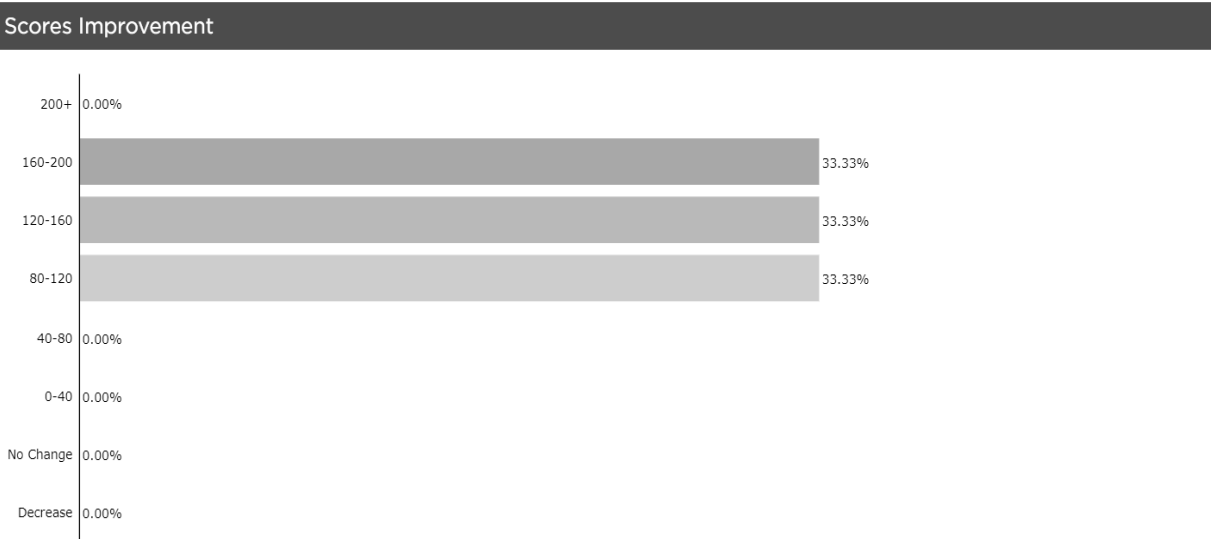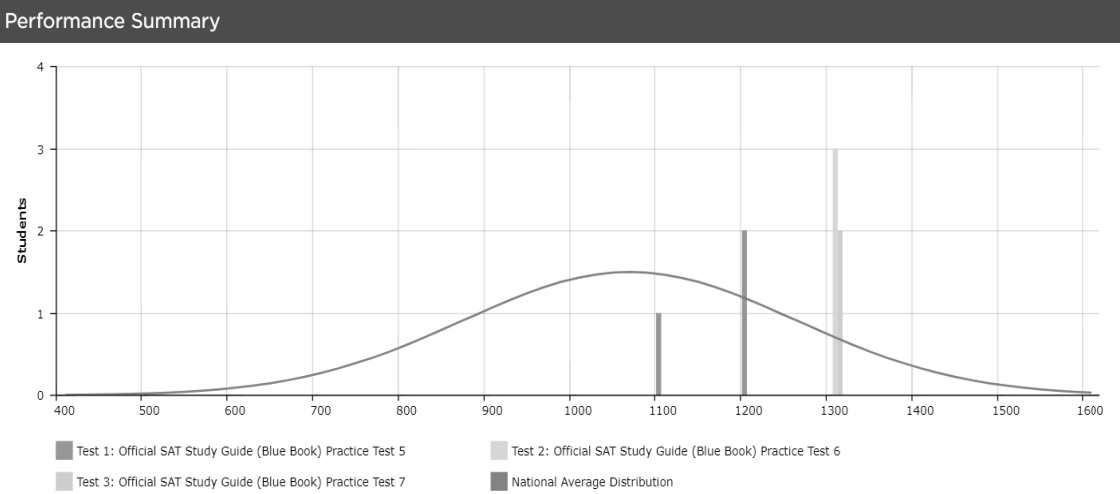
Course Scores tab: This tab contains individual student score data for tests and online drills, individual student and class-wide score trends across administered tests, and online portal progress.

Administrator Dashboard

SAT Ultimate Online Classroom (18 hours) - 201595 (Id: 400116) ▼

Home | Course Information | Student Information | **Course Scores**

View scores by the Test and Drill type. As an administrator, you can see score trends based on tests and students have taken and the course progress they have made.

Tests | Drills | Score Trends | Online Portal Progress

Individual Student Scores

| STUDENT | SAT COLLEGE BOARD PT 5 | | | | | | SAT COLL |
	COMPOSITE SCORE	MATH	EVIDENCE-BASED READING AND WRITING	MATH	READING	WRITING AND LANGUAGE	COMPOSITE SCORE
AVERAGE	1096.67	506.67	590.00	25.33	30.33	28.67	1290.00
John Kennedy	1210	640	570	32	30	27	1380
William Taft	1010	340	670	17	35	32	1330
George Washington	1070	540	530	27	26	27	1160

Individual Student Scores Improvements

| STUDENT | SAT COLLEGE BOARD PT 5 → SAT COLLEGE BOARD PT 6 | | | | | |
	COMPOSITE SCORE	MATH	EVIDENCE-BASED READING AND WRITING	MATH	READING	WRITING AND LANGUAGE
John Kennedy	+170	+60	+110	+3	+5	+6
William Taft	+320	+340	-20	+17	-4	-2
George Washington	+90	+20	+70	+1	+3	+4

Tests | Drills | Score Trends | **Online Portal Progress**

Online Portal Progress

Export PDF | Export Excel | Export CSV | Export TXT

STUDENT	LOGINS	ESSENTIALS COUNT	ESSENTIALS STARTED	ESSENTIALS COMPLETED	PERCENTAGE OF COMPLETED ESSENTIALS	LESSON COUNT	LESSON STARTED
Example AStudent	4	88	3	2	2.27%	96	6
Example BStudent	4	88	0	0	0.00%	96	3
Example CStudent	0	88	0	0	0.00%	96	0

COLLEGE ADMISSIONS HANDBOOK SERIES

The Princeton Review's College Admissions Handbook Series provides comprehensive guidance on securing financial aid, the college application process, college application essay writing, standardized testing, selecting a student's "best fit" college, effective time management, and planning the college-bound journey.

This series, broken out into manageable pieces by high school grade level, identifies and helps students plan for all the key milestones that they need to achieve each year. Additionally, as this series is designed to support low-income, first-generation students, it is intentionally designed and written to help those students.

The goal is to assist them in focusing on their strengths and the possibility of what they can achieve if they stay focused on the college admissions process, rather than focusing on the barriers to success they may face or illustrating that they are "behind" compared with their grade-level peers from continuing-generations.

ADDITIONAL COLLEGE ADMISSIONS PRINT MATERIALS

The Princeton Review also offers a comprehensive line of books for students getting ready to enter college and for those preparing to take standardized tests. We also offer a self-paced college admissions dashboard that helps students plan, organize, and track their process steps. Some selections include:

The Best 385 Colleges: Our college rankings started in 1992 with surveys from 30,000 students. Today, more than a million student surveys later, we stand by our claim that there is no single "best" college, only the best college for you … and that this book will help you find it! It includes:

- 385 in-depth school profiles based on candid feedback from 140,000 students, covering academics, administration, campus life, and financial aid
- Insights on unique college character, social scene, and more
- Lists of the top 20 colleges in 62 categories based on students' opinions of academics, campus life, facilities, and much more
- Ratings for every school on financial aid, selectivity, and quality of life
- The "Inside Word" on competitive applications, test scores, tuition, and average indebtedness
- Comprehensive information on selectivity, freshman profiles, and application deadlines
- Free access to two full-length practice tests online (1 SAT and 1 ACT) to help you prep for the important admissions-exams part of your admissions journey.

The Best Value Colleges: College is a major financial investment and one that too many students enter blindly. We ease that uncertainty with this guide to colleges and universities where students get the best return on their tuition investment. These schools offer generous financial aid, excellent academics, and valuable career-building experiences for a successful post-college outcome. The book includes:
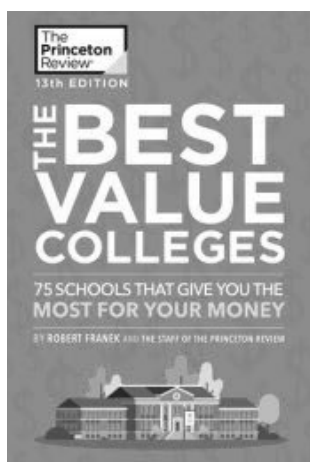
- Profiles of our 75 top-value picks—schools that offer fantastic value, chosen based on 40+ data points, including academics, cost of attendance, financial aid, and post-grad salary figures
- Online access to the full profiles for an additional 125 high value schools
- Lists covering schools with the best alumni network, best career placement, top financial aid, and more
- Starting and mid-career salary information for graduates of each school
- Percentages of alumni who report having "meaningful jobs," and who majored in science/technology/engineering/math (STEM) fields.

COLLEGE ADMISSION 101

As The Princeton Review's chief expert on education, Robert Franek frequently appears on ABC, CBS, NBC, and FOX to share his insider expertise on the college admissions process. Each year, he travels to high schools across the country, advising thousands of anxious students and parents on how to turn their college hopes into reality. Now, with College Admission 101, the best of Rob's wisdom has finally been collected in one place! From standardized tests to financial aid, Rob provides straightforward answers to 60+ of the questions he hears most often, including:
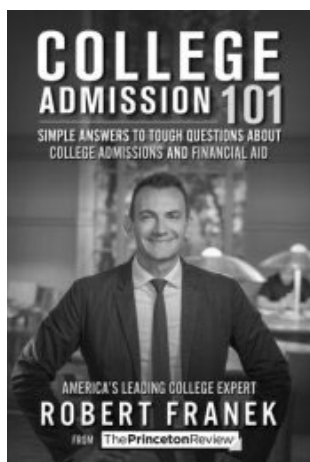
- Should I take the ACT or SAT?
- When should I start my college research?
- How many schools should I apply to?
- Will applying Early Decision or Early Action give me a leg up?
- Which extracurricular activities do colleges want to see?
- How does the financial aid process work?
- What's more important: GPA or test scores?

COLLEGES THAT CREATE FUTURES

When it comes to getting the most out of college, the experiences you have outside the classroom are just as important as what you study. Colleges That Create Futures looks beyond the usual
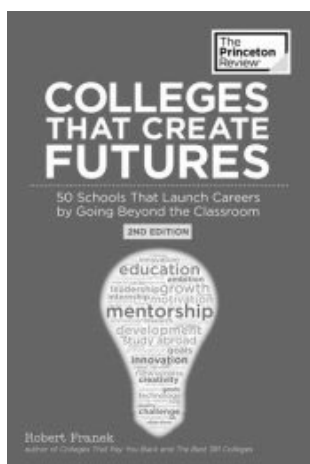
"best of" college lists to highlight 50 schools that empower students to discover practical, real-world applications for their talents and interests. The schools in this book feature distinctive research, internship, and hands-on learning programs—all the info you need to help find a college where you can parlay your passion into a successful post-college career. This book helps prospective college students to explore:

- In-depth profiles covering career services, internship support, student group activity, alumni satisfaction, noteworthy facilities and programs, and more
- Candid assessments of each school's academics from students, current faculty, and alumni
- Unique hands-on learning opportunities for students across majors
- Testimonials on career prep from alumni in business, education, law, and much more

This friendly, helpful Q&A book from the editor-in-chief of The Princeton Review presents simple answers to your toughest questions about the college admissions process, figuring out financial aid, and getting into the university of your choice!

COLLEGE ADMISSIONS SUPPORT WORKSHOPS: "ROADMAP TO COLLEGE"

The Princeton Review's College Admissions Support Workshops are aligned to our college admissions support materials and web design and have been developed to engage and inspire students on their path to college. All of our offerings help students and families to succeed in navigating the sometimes daunting task of identifying the "best-fit college," planning and executing the steps to be taken in the college admissions process, and making the transition from middle school to high school and from high school to undergraduate studies and beyond.

In addition, through our rigorous internal educational quality controls and staff training processes, we can deliver training to school leaders, teachers, college advisors, and counseling staff that will allow them to successfully deliver our workshops via our "train the trainer" process. We can provide this training at school sites or a central location, as designated by Stockton Unified.

Our college admissions support workshops include:

College admissions testing

This 45-minute workshop provides an overview of SAT and ACT, their similarities and differences, their role in college admissions, and what makes them challenging for the typical student. Participants gain an understanding of the testing experience and the ability to help SAT and ACT takers, particularly first-time testers, navigate the test effectively.

Creating a college-going culture

In this two-hour interactive workshop, participants discover how perceptions about college act as roadblocks to many students, consider the variety of paths students can take toward a postsecondary degree, and learn how schools can foster an environment that encourages and empowers students to postsecondary careers.

Finding best fit colleges: How to choose and get into the college best for you!

This workshop is designed for parents, students, and the wider school community. Participants will engage in a college admissions discussion for college-bound students and their families. Participants will explore college application and admission, including data sharing from The Princeton Review's annual *College Hopes & Worries* survey. The presenter will focus on college-bound students and families' real-time goals and concerns around college admission and will cover the following topics:

- Student and parent fears about college costs and debt
- Diffusing frenzy around standardized tests and learning how test scores affect admission and aid prospects
- Defining "best-fit college" so it's a simple and actionable concept, regardless of socioeconomic status
- Addressing college return on investment (ROI) as part of the college search process
- Discuss how to become a savvy college shopper
- How and why The Princeton Review creates its college rankings and ratings

Prices

PRICING BY SERVICE FOR LAUSD COLLEGE ACCESS AND PLANNING

Tutor.com

On-Demand Academic Tutoring from Tutor.com	List Price/Hours	LAUSD Cost
Initial Block of Hours Purchased (0 - 2500)	$ 40.00	$ 35.00
Initial Block of Hours Purchased (2501 - 5000)	$ 40.00	$ 33.00
Initial Block of Hours Purchased (5001 +)	$ 40.00	$ 30.00
Predictive Insights Fee (billed annually)	10% of contract value	Waived
Implementation Fee (one time fee)	$ 2,500.00	$ 1,000
Tutor.com Platform - Annual Subsciption	$ 35,000.00	$ 30,000.00

Tutor.com provides students with live one to one access to one of more than 3,600 tutors 24/7, 361 days per year in English or Spanish. Support of over 120 K-12 subjects, drop-off essay review service including support of college essays, access to online diagnostic quizzes and social-emotional skills support including Parent Coaching for Student Success.

Implementation Fee is a one-time fee.

Tutor.com Platform would be an annual fee if purchased.

Princeton Review Lead Test Prep Classes – Live or LiveOnline

PSAT/SAT/AP Preparation Courses	List Price/ea	LAUSD Cost/Course	Max Enrollment
PSAT or SAT 101	$199/student	$3000/course	30 students
SAT Fundamentals	$599/student	$6500/course	30 students
SAT Ultimate	$899/student	$11,500/course	30 students
SAT Semester Long	$1499/student	$18,500/course	30 students
AP Cram Course (Subject Specific - LiveOnline Only	$199/student	$5000/course	30 students

Class fees would be applicable each year based on the number of classes facilitated.

Course fee provides for up to 30 students/course.

Professional Development; Live or LiveOnline

Professional Development Teacher Training	List Price/Training	LAUSD Cost	Max Enrollment
PSAT/SAT 24-Hour Teacher Training	$1800/teacher	$ 16,000	16 Teachers
Early Edge 8-Hour Teacher Training	$1000/teacher	$ 7,500	16 Teachers
Up Next 16-Hour Teacher Training	$1400/teacher	$ 12,000	16 Teachers

Trainings would not be required each year.

Charges would apply for trainings requested each year.

Students kits would also be required for each class facilitated by trained LAUSD teachers.

Student Kit Pricing is Outlined Below:

Professional Development Teacher Training Student Kits	List Price/ea	LAUSD Cost
PSAT Student Kit	$ 125.00	$ 75.00
SAT 101 Student Kit	$ 75.00	$ 25.00
SAT Student Kit	$ 125.00	$ 75.00
Early Edge 100 Student Kit - Math and ELA	$ 125.00	$ 75.00
Early Edge 101 Student Kit - Math and ELA	$ 125.00	$ 75.00
Early Edge 102 Student Kit - Math and ELA	$ 125.00	$ 75.00
UP NEXT Middle School Student Kit	$ 99.00	$ 65.00
UP NEXT High School Student Kit	$ 99.00	$ 65.00

Student kits fees would be applicable each year based on the total ordered

College and Career Readiness Resource Materials

College and Career Readiness Materials	List Price	LAUSD Cost
Cracking the AP Series	Varies	20% Discount
Cracking the SAT Subject Series	Varies	20% Discount
College Readiness Handbook - 9th Grade	$ 15.00	$ 8.00
College Readiness Handbook - 10th Grade	$ 15.00	$ 8.00
College Readiness Handbook - 11th Grade	$ 15.00	$ 8.00
College Readiness Handbook - 12th Grade	$ 15.00	$ 8.00
College Admission Titles (multiple)	Varies	20% Discount

Resource material fees would be applicable each year based on volume of books purchased (if any).

END

UCLA Center X

Contract No.:   4400008931

Vendor No.:   1000006751

Contact Name: Dr. Annamarie Francois

Contact Number: (310) 825-6812

Contact Email: francois@gseis.ucla.edu

Overview of Services

Its mission is advanced through an ecology of professional learning programs organized around 15 distinct projects: The Teacher Education Program and Principal Leadership Institute are fully accredited, equity focused educator preparation programs. Center X is also home to five California Subject Matter Projects (Mathematics, Science, Writing, History-Geography and Reading & Literature Projects). Our CSMPs are part of a statewide network of discipline-based projects that support on-going quality professional development designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices that lead to increased student achievement. Their PD encompasses the course content required to meet college entrance requirements. Eight equity-focused projects round out our suite of professional learning supports: AP Readiness, the Parent Empowerment Project, the Culture and Equity Project, Exploring Computer Science, Introduction to Data Science, Design-based Learning, Professional Learning Partners (coaching and facilitation) and National Board of Professional Teaching Standards. Each project focuses its work on shifting mindsets and pedagogies that interrupt the cycle of educational disadvantage that places poor Black and Brown students at risk.

PROGRAM COMPONENTS

Equity & Access to high-level, rigorous instruction in Advanced Placement is the mission of UCLA Center X's AP Readiness Program. The AP Readiness Program is designed with two interconnected goals in mind. The program aims to improve the teaching abilities of AP instructors while simultaneously giving students the skills they will need to be successful in college level classes. AP Readiness allows high school students enrolled in Advanced Placement and Honors courses to work with master instructors, who prepare them for the rigorous curriculum that they will face in AP and Honors. Concurrently, their AP teachers observe and learn from the master instructors, gathering a framework for how to successfully conduct an AP course. This unique program allows for students and teachers to learn together. Both teachers and students also become an essential part of a network of AP support and excellence.

Over the past 5 years, AP Readiness has provided instruction to over 35,000 students from more than 125 schools for a total of over 339,000 hours of learning. This includes 107 schools that are designated as Title 1 schools, 26 schools designated Comprehensive Support and Improvement (CSI) over the past two years, and 10 schools that are designated Additional Targeted Support and Intervention (ATSI). The AP Readiness Program is a committed, welcoming, passionate and caring space as evidenced by the breadth and depth of the student population attending our program.

AP Readiness Student Background 2019-20

White 10%
African-American 4%
Prefer not to Reply 2%
Asian 15%
Mixed Race 7%
Pacific Islander 1%
Latinx 61%

AP Readiness Student Gender 2019-20

Prefer not to Reply 1%
Male 36%
Female 63%
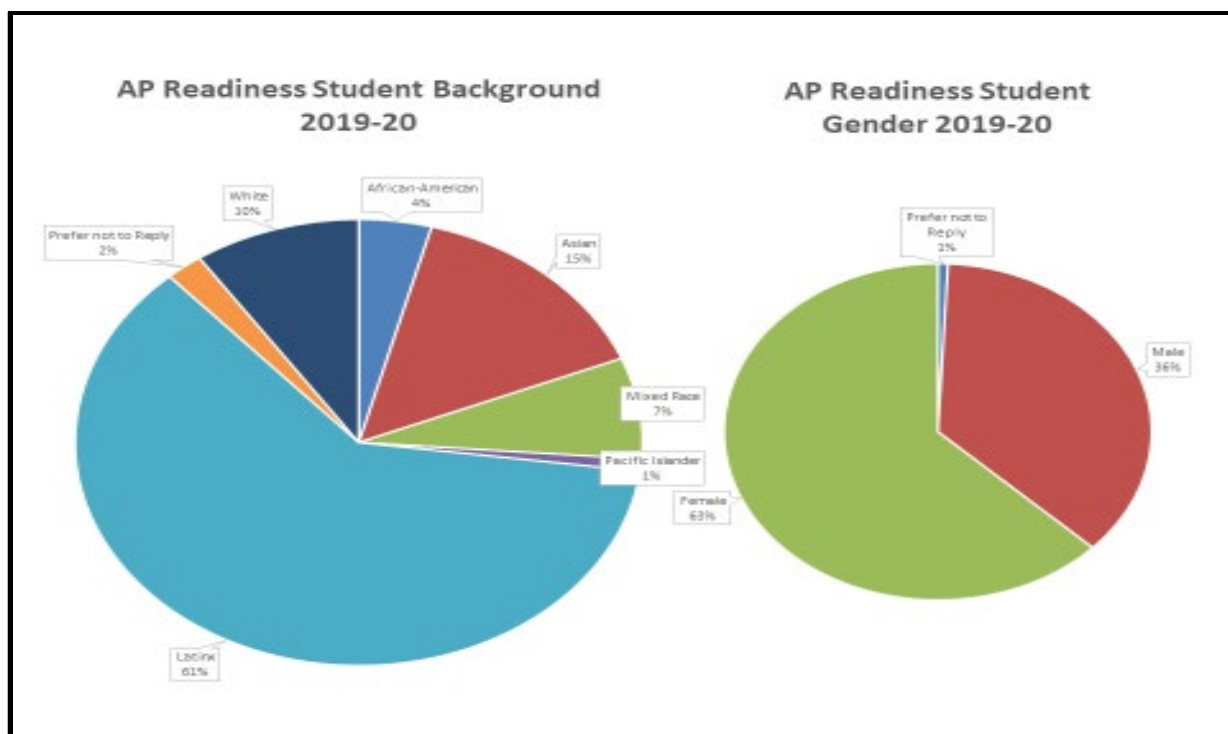
College Admissions counselors share that one of the most significant factors in the admission process in the rigor of the classes taken by a student. Enrolling and succeeding in Advanced Placement classes, therefore, represents a tremendous asset for high school student standing for college readiness. The College Board's 10th Annual AP State of the Nation declares that taking AP classes can help students:

Build skills and confidence - AP students learn essential time management and study skills needed for college and career success + They dig deeper into subjects that interest them and learn to tap their creativity and their problem-solving skills to address course challenges.

Get into college - Students who take AP courses send a signal to colleges that they're serious about their education and that they're willing to challenge themselves with rigorous coursework + 85% of selective colleges and universities report that a student's AP experience favorably impacts admission decisions.

Succeed in college - Research shows that students who receive a score of 3 or higher on AP Exams typically experience greater academic success in college and have higher graduation rates than their non-AP peers.

Save time and money in college - Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time which means they avoid paying for, for example, a fifth year of tuition + Most colleges and universities nationwide offer college credit, advanced placement, or both for qualifying AP Exam scores. This can mean fulfilling graduation requirements early and being able to skip introductory courses or required general-education courses.

The AP Readiness Mission of Access and Equity strives to support the learning and growth of all

students of Los Angeles – particularly under-represented students of LAUSD to be able to shine in the college admissions process and reap the benefits the AP experience. The UCLA Center X AP Readiness Program is conducted as two distinct Programs, each focusing on specific disciples of the high school curriculum. The **AP Readiness STEM Program** and the **AP Readiness Humanities Program** provide comprehensive subject-matter offerings so that every participating student and educator has the opportunity to engage through a variety of options. Each Program offers several classes for each subject every month to address the unique needs and interests of students and teachers. The number of classes offered in determined through enrollment counts and instructional approaches. AP Readiness offers instruction, professional development and support the following Advanced Placement courses.

STEM Program	**Humanities Program**
Biology (8-12 classes each Saturday)	English Language (8-12 classes)
Calculus AB & BC (6-8 classes)	English Literature (4-8 classes)
Chemistry (1-3 classes)	Government (1-3 classes)
Computer Science (1-4 classes)	Psychology (1-3 classes)
Environmental Science (6-8 classes)	Spanish Language (3-5 classes)
Physics 1(1-3 classes)	Spanish Literature (1-2 classes)
Statistics (1-2 classes)	United States History (4-8 classes)

Below are samples from both the STEM Program and the Humanities Program from the final session of 2018-2019 and the first session of 2019-2020. The variety of classes demonstrates the breadth of options for students and teachers and the depth of instruction and support that the AP Readiness Program provides for Los Angeles students from all backgrounds and situations.

AP Readiness STEM AGENDA – April 27th, 2019
REGISTRATION (Sign-In) 8:45-9:00 AM

1st Session 9:15-10:55am   **Break 10:55-11:15 AM**   **2nd Session 11:15-1:00 PM**

BIOLOGY	Room	Seats
AP Bio Lab Review	Math Sciences 5200	130
AP Bio Review	Geology 3820	40
Ecology Review	Geology 4645	40
Ecosystem Dynamics and FRQs	Boelter 5252	30
Hardy Weinberg Lab	Math Sciences 5117	40
Multiple Choice Practice & Grid Ins	Math Sciences 5217	30
Muscle Physiology and Hot Topics Quick Review	Geology 4660	55
Natural Selection & Evolution - The Rock Pocket Mouse	Math Sciences 5233	30
Reproductive Physiology - Guys are Simple, Women are Complicated & Mysterious	Math Sciences 5203	30
Reviewing Big Idea #4	Math Sciences 5225	30
CALCULUS AB	**Room**	**Seats**
"Table" Problems on the AP Exam	Franz 1178	300
AP Exam FRQ Problems & Strategies	Kinsey 1200	120
AP Calculus Exam MCQ and FRQ Practice	Kinsey 1220	170
Calculus AB Free Response: Tabular Data	Kinsey 1240	120
CALCULUS BC	**Room**	
MC & FRQ Practice Questions	Franz 2288	
CHEMISTRY	**Room**	
Thermodynamics & Electrochemistry	La Kretz 110	
COMPUTER SCIENCE A	**Room**	
APCS A - Review, Best Tips, and Practice MC & FR Questions	La Kretz 100	
COMPUTER SCIENCE PRINCIPLES	**Room**	
Multiple Choice Prep	La Kretz 120	
ENVIRONMENTAL SCIENCE	**Room**	**Seats**
Math & Exam Review	Boelter 3400	170
Ocean Rescue Pollution	Boelter 4283	30
Quizizz APES Semester Review	Boelter 5249	90
Solid and Hazardous Waste Production	Boelter 4413	30
Demystifying the Nitrogen Cycle	Boelter 2444	80
Sending Toxic Waste to Outer Space and Other Really Bad Ideas	Boelter 5264	50
PHYSICS	**Room**	
Waves & AP Exam Practice Questions	Franz 1260	
STATISTICS	**Room**	
Hypothesis Testing Review	Franz 2258A	
AP Exam Overview & Multiple Choice Strategies		

1:10-1:55 PM >   **SPECIAL STUDENT SESSION**
"What I Wish I Knew About College Before I Got Here"
conducted by current UCLA Students in Geology 3656

1:00-1:45 PM   **TEACHERS ONLY MEETING** in Geology 3645.

BEST WISHES ON YOUR AP EXAM!!

AP READINESS HUMANITIES AGENDA – SEPTEMBER 21, 2019

AM Session 9:15-10:55am   **Break 10:55-11:15 AM**   **PM Session 11:15-1:00 PM**

ENGLISH LANGUAGE	Room
Analysis Using SOAPStone, SPACE CAT and OPTIC	Boelter 5272
Becoming a Better Reader through Close Reading	Math Sci 4000A (BIG)
Building Evidence for Arguments	Boelter 5280
Claim, Evidence and Reasoning: The Building Blocks of Academic Writing	Math Sci 5200 (BIG)
Multiple Choice Mayhem - Strategy and Changes to the 2020 Exam	Boelter 5273
Power Verbs and Annotating Rhetorical Analysis Prompts	Math Sciences 5225
Preparing for the Rhetorical Analysis Essay	Boelter 5419
Rhetorical Analysis for a Purpose: How to Effectively Analyze a Prompt	Boelter 5420
Rhetorical Analysis of Images - Cartoons, Photographs, Films as Argument	Boelter 5422
Style Analysis	Math Sciences 5233
Synthesis Essay and Sharpening Your Arguments	Boelter 5436

ENGLISH LITERATURE	Room
Begin at the End: Analyzing and Writing under AP Time Pressure	Geology 3656
How to Create a Powerful Thesis Statement	Geology 4645
How to Read (Seriously)	Geology 4216
Location, Location, Location: Basics for Analyzing Setting	Franz 1260 (BIG)
The Summary Trap: 3 Ways to Avoid It	Geology 6704
You're the Shrink: Character Motivation and Analysis Through Symbols	Geology 4660

WORLD HISTORY	Room
A Thematic Review of the Medieval Times	Young CS 24
Document Analysis: SOAPStone Method	Young CS 76
Understanding Empires: Comparing Chinese and Islamic Empires	Young CS 50

UNITED STATES HISTORY	Room
Document Based-Question (DBQ) Introduction and Breaking Down Documents	Math Sciences 5127
Contextualization and Analytical Reasoning: Periods 2 & 3	Math Sciences 5128
French/Indian War Effect on American Society: Document Analysis	Math Sciences 5137
Period 1 & 2 Trending Questions	Math Sciences 5147
Period 3 Review with SAQ Practice	Kinsey 1220 (BIG)
The Intersection of Capitalism, Democracy, Slavery and Religion From 1607-1754	Math Sciences 5138
The Secret to Mastering Periods 1 & 2 with Jeopardy Review Game	Kinsey 1200 (BIG)
Time Period 1-2 Multiple Choice & SAQs	Kinsey 1240 (BIG)

GOVERNMENT	Room
Foundation of American Democracy + The Constitution	Franz 1178

PSYCHOLOGY	Room
An Examination of the AP Test, MC & FRQ's & Memory Techniques	Boelter 5249
The Biology of the Brain and Nervous System with Exam Practice Q's	Boelter 5264

SPANISH LANGUAGE	Room
El Ensayo Argumentativo	Physics Astronomy 2434
Exam Sections, Themes + Interpersonal Writing: Email	Physics Astronomy 1434 A (BIG)
Interpersonal Speaking (conversación simulada)	Physics Astronomy 1749
Interpretive Communication: Print Texts	Physics Astronomy 2748

SPANISH LITERATURE	Room
El Renacimiento: Garcilaso de la Vega. Interpretative listening	Math Sci 5118
La Edad Media. "Romance del rey moro que perdió Alhama". Reading Analysis	Math Sci 5117

The AP Readiness STEM Program and the AP Readiness Humanities Program sessions are conducted one Saturday per month from September to April for each Program. (AP exams are conducted in early May) on the UCLA Campus (the program is being conducted "virtually" during the 2020-2021 school year due to the COVID 19 pandemic). Similar to a professional conference-style, students and educators have a multitude of classes to choose from depending on their chosen content and learning areas for growth. To increase the opportunity and options, students are invited to participate in either the STEM Program, the Humanities Program or both Programs if enrolled in multiple AP classes. Students have the opportunity to receive **up to 32 hours of rigorous, content and skilled focused instruction and support** if they attend all 8 sessions per Program. Subject topics are selected using College Board curriculum and pacing guides along with feedback and consultation between AP Readiness students, teachers and instructors. Thoughtful, explicit planning is made to ensure that the material presented best fits the needs of students and teachers.

As an integral part of the UCLA School of Education and Information Studies, AP Readiness is able to provide students with the opportunity to study in an actual collegiate setting. Classes are held in the same classroom that UCLA students use. Students are also provided with UCLA maps, so that they may navigate the campus the same as an incoming freshman. At each of the sessions, AP Readiness instructors provide curricular and instructional support to Advanced Placement students and teachers. Sessions are conducted from 9:00 am to 2:00 pm one Saturday per month for each Program leading up to the Advanced Placement exams in May. Each participant will be able to select from two (one STEM subject and one Humanities subject) of the sixteen AP content areas, with up to 80 class offerings each month.

Using an academy model of teacher apprenticeship and mentoring, experienced and accomplished Advanced Placement instructors will work with all AP teachers, including pre- Advanced Placement and novice Advanced Placement teachers. These instructors will model research-based approaches that support student learning and achievement in college level curriculum. Working with master instructors and UCLA staff members, Advanced Placement teachers learn how to guide and support their students in the building of a strong conceptual foundation in science, math and language arts. They will receive guidance on how to support students develop learning, reading and writing skills that will help students' master the prerequisite reading, writing, scientific, mathematical and knowledge necessary for all students to become optimal learners. Participating teachers will also be able to review new Advanced Placement books and equipment and see how technology can be used to enhance their teaching.

The AP Readiness Program will provide students and teachers with study materials, lab materials, and extensive content and skills that will strengthen their understanding of Advanced Placement material and concepts. Incentives such as certificates, instructional materials, and attendance awards are earned by students and encourage their attendance and acknowledge their effort and commitment. Instructors will receive a stipend for their work and preparation per session.

Participating teachers are rewarded for supervising their students and engaging as professional learners. AP Readiness teachers function in the integral role of supporting their students, improving their practice and accentuating the concept of life-long learning for their students. Learning side-by-side along with students demonstrates passion and commitment to young-people, personal growth and the education

profession.

AP Readiness provides teachers and students from LAUSD high schools an opportunity to become part of an extended and embracing community of learners. Students have a chance to experience "College Culture" while attending Advanced Placements courses at a major four-year university. Several times a year, AP Readiness also provides student workshops from UCLA groups that support college readiness, the applications and financial aid process, and seminars from current students that discuss the reality of the college experience.

AP Readiness will also offer monthly **Parent and Student College Access Virtual Workshops** conducted by the UCLA Center X Parent Empowerment Project (PEP). Since its inception in 1997, PEP has provided research-based professional learning experiences supporting schools, communities and families to develop, implement, nurture and sustain culturally relevant and responsive family and village engagement and parent leadership in schools.

PEP believes:
- Parents and caregivers are experts and their children's first and most important teachers;
- Parents and caregivers are powerful; thus, rather than them serving as allies, schools serve as allies in supporting children;
- Schools and families should always be learning from and with each other;
- It takes a village to successfully educate a child.

Professional Learning and Outcomes:
PEP will support the efforts of the AP Readiness Program in their work with the Los Angeles Unified School District to provide services to secondary school students and their parents devised to help overcome internal and external barriers to college attendance and enhance confidence in their capacity to acquire a college education. PEP will create and deliver workshops that are purposeful, intentional and inclusive of the diverse families LAUSD serves.

PEP workshops will be open to all AP Readiness parents and caregivers but will have a particular focus on parents and caregivers whose children will be first-generation college goers, students in foster care, families who are or have experienced homelessness, and Standard English Language Learners. Additionally, we will offer workshops for teen parenting students that are specifically tailored to support their academic success. We will engage parents, caregivers and students in critical practices around culturally relevant and responsive ways to promote and support both their children's education and their own, which includes delivering workshops in families' home language, maintaining trust and building relationships rooted in reciprocity for the betterment and academic success of students.

Each workshop will be offered on a monthly basis either on a weekday evening or a Saturday morning through the end of each school year. Workshops are designed to be interactive, one-hour sessions. At the end of each workshop, participants will be asked to complete a survey about their experience. We will also offer opportunities for families to verbalize their experiences at the end of each workshop. We will use participant feedback to improve workshop offerings.

Workshops for Parents and Caregivers
Parents and caregivers will receive guidance on ways to support the academic and social emotional needs of students through the following workshops:

- A Family Affair: College as a Collective Experience
- Ways to Support Students Academically Through Everyday Household Routines
- Affirmations to Support Your Child's Academic Self-Confidence and Success
- "I Just Flipped the Switch": Conversations on Code-switching in Academic Settings
- "Started from the Bottom, Now We're Here": Supporting Your Child as a First-Generation College-bound Student
- Supporting Your Child as They Transition into Young Adulthood
- Unlocking College: Supporting Students with Adverse Experiences Pursuits to and Through College

Workshops for Teen Parents
- "Trying to Find a Balance": Managing Relationships and Balancing School, Work and Family
- Building Relationships with Teachers and Professors
- "It's About Who You Know": Finding Resources and Support Groups on College Campuses
- "I Just Flipped the Switch": Conversations on Code-switching in Academic Settings
- Unlocking College: Supporting Students with Adverse Experiences Pursuits to and Through College

Evaluation

After each monthly AP Readiness session, students and teachers complete an online anonymous evaluation to reflect and provide feedback on their AP Readiness experience. Data taken on students' attitude towards college and achievement at the start of the program and end of the program are compared. After the exams are completed, College Board AP scores from schools are collected and compared to AP Readiness attendance records to ascertain program effectiveness. No confidential data will be released.

The following summary of student and educator evaluation responses demonstrates the effectiveness and impact of AP Readiness and that the Program valued by the participants:

Student Evaluation Summary
- 95% of students found AP Readiness "beneficial to their learning"
- 97% stated they would return to subsequent sessions
- 92% stated they were "more prepared than their peers that did not attend"
- 89% stated that APR was their primary AP support outside of school

Selected Quotes:
- "It is a great program with the interest of the students in heart and mind and has taught me what to expect on the AP exam."
- "Interacting with high school students from different schools helped us learn from each other. Each brought new information gathered from their teachers."
- "Excellent instructors who know what they are talking about. Their experience helps me translate difficult information into something understandable."
- "I had an amazing time ... in this program and hopefully come back next year :)"

- 99% believe APR is beneficial to student learning
- 96% believe APR is beneficial to their learning and professional growth & will enhance their instruction
- 97% believe APR will increase student achievement in their class and on the AP Exams

Educator Selected Quotes
- "There is a great need for programs like this to support the teachers and students in their development and desire to meet a desired level of college readiness."
- "Excellent opportunity for high at-risk student populations. Without AP Readiness, hundreds of LAUSD students will be at a great disadvantage, because they cannot afford to pay for AP prep programs, like private schools might provide."
- "The most beneficial Professional Development I have attended.'
- "Greatest asset for my students (other than me)"

AP Readiness will produce and supply LAUSD with interim reports after each AP Readiness session that will include the number of students attending, teachers attending, schools attending and survey results. At the end of each program year, a summary and evaluation of the Advanced Placement Readiness program is completed.

Students attending 4 or more sessions of AP Readiness receive a higher percentage of "qualifying scores – 3 or higher" than the LAUSD average
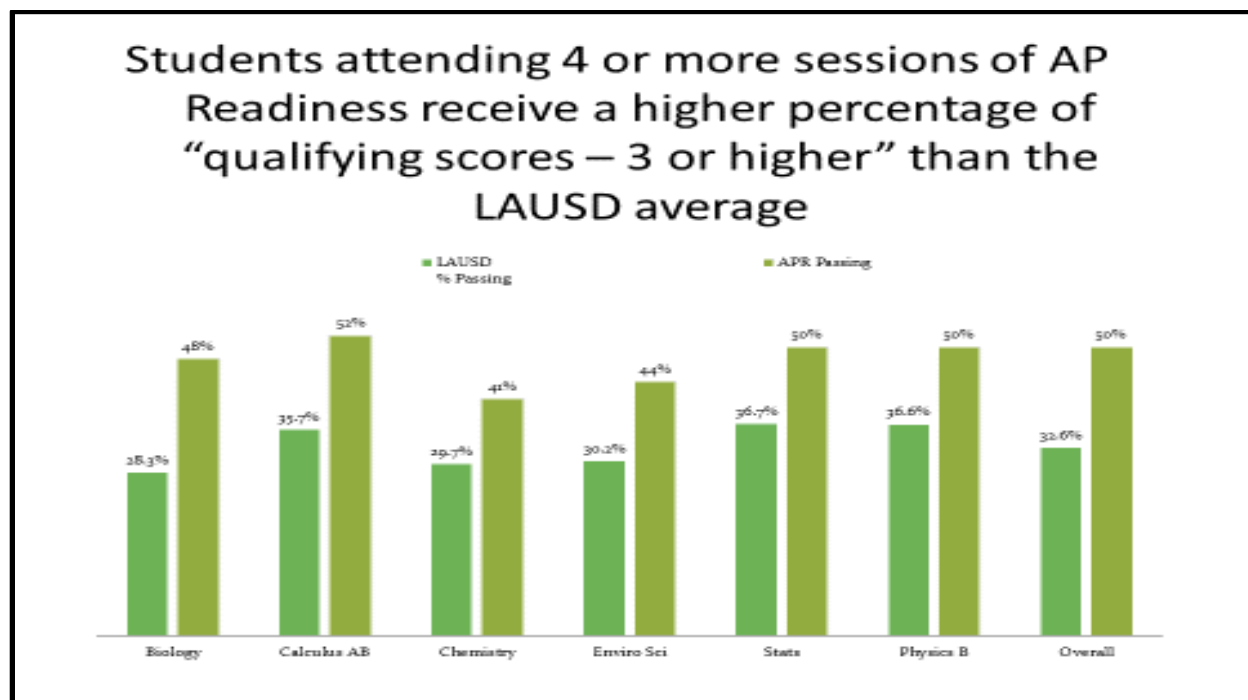
COLLEGE ACCESS PLANNING AND REPORTING

PRICES

Prices are fully-burdened, including travel and other expenses.

Category	*Unit	Price
AP Readiness Program, Students and Teachers	16 Saturday Events Annually. Costs all Inclusive excluding Teacher Stipends	$26,875 per Event
AP Readiness Program, Students and Teachers	Single Day Attendance per Participant	$25 per day per participant
Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers	$460/hour more than 2 hours $526/hour 2 hours or less
Materials, license fees, digital resources, etc.	One time or annual costs	N/A
Professional Development, Administrators	Per day/half day costs	$460/hour more than 2 hours $526/hour 2 hours or less
Coaching	In person/on-line and frequency/duration	$851/day contracts over 6 months $901/day contracts under 6 months
Implementation monitoring	Reviews/visits per year	N/A
Deliverables	Data analysis, summary reports and recommendations	N/A

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours
1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

*All costs include travel, coordinator fees, presenter fees and presentation materials for the successful preparation and implementation of the program.

END

XAP Corporation

Contract No.:   4400008932

Vendor No.:   1000014477

Contact Name: Eddie Monnier, Simone Swett

Contact Number: (424) 341-6762, (800) 468-6927

Contact Email: emonnier@xap.com or sswett@xap.com

A.2 Overview of Services

Program Components

> ℹ️ **Provide a summary description of your program components for delivering a program plan likely to maximize student/parent participation and to provide equitable access to college opportunities, particularly for students who would represent the first generation of their family to attend college or are considered as members of targeted student populations.**
>
> **Provide program plan agendas describing topics, strategies and resources available to use.**
>
> **Provide evidence of the effectiveness of previously provided services.**

How Can XAP and Choices360 Support LAUSD's Career and College Readiness Goals?

XAP recognizes the multitude of issues facing LAUSD in achieving its college access goals given its diverse population notwithstanding the added complexity introduced by health and safety measures required in response to COVID-19. To meet the needs of LAUSD administrators, educators, students, and families, as stated in the Scope of Work, XAP proposes the following program:

A district-wide license for Choices360 including integration with MiSiS and Single-Sign On to support the successful implementation of LAUSD Assigned Curriculums and the college research and application process.

XAP will work with LAUSD district administrators to define a common scope and sequence of activities for student success planning using the Assigned Curriculums in Choices360 following best practices for career and college readiness connecting high school academic success to career goals. Students will develop personalized postsecondary plans from their postsecondary options exploration. Local professionals will tailor the Assigned Curriculums for special and at-risk populations providing additional guidance and support for career and college exploration and planning.

LAUSD educators, counselors, and administrators will be trained on best practice implementation of the LAUSD-customized Assigned Curriculums within Choices360 – with a goal of building effective best practice career and college readiness guidance throughout the district.

XAP will work with LAUSD district administrators and local educators to review student progress metrics and achievements related to career and college readiness using both targeted and broad reporting functionality. If further refinements or indicators are required, XAP will work with district administrators to provide data.

Choices360 gives students in grades 6-12 the tools and information they need to graduate with a diploma and a plan regardless of whether they are going to a four-year college, a technical school, an apprenticeship, the military or directly to work. Featuring an engaging visual design, extensive integrated college and career databases, research-based interest, skill, and ability assessments, and

in-depth financial aid information; Choices360 provides an engaging, informative, and relevant resource to promote the success of all students.

Choices360 home page

Assigned Curriculum

"Why should I go to college?" "Why should I study biology?" "School doesn't matter." Parents, counselors and educators repeatedly hear these types of remarks from students. By using a sequence of activities within an Assigned Curriculum, administrator, educators, and counselors can help students make the connection between their long-term goals and their schoolwork.

The Assigned Curriculum tools in Choices360 allow district and school professionals to break down the scope of career and college exploration and planning to be achieved in middle and high school into manageable, grade-based sets of activities – with embedded guidance and instructions – that can be assigned to students and tracked to completion.

The functions and benefits of the Choices360 Assigned Curriculum are aligned with LAUSD's college planning and reporting objectives:

- Scope: Students are focused on targeted activities by grade or course/program
- Sequence: Activities can build upon students' previous exploration and planning activity outcomes
- Over 100 activities for administrators to use to build their Assigned Curriculum
- Supports a planning process while measuring planning outcomes
- District or local control of curriculum definition and assignment
- Assigned Curriculum templates available for easy quick-start set-up with options for future customization and expansion

- Flexible structure to match needs of diverse programs
- Multiple levels of related tracking reports
- Tracking support for students in multiple programs
- Measurement of student plan progress in tracking report; measurement of student plan quality through professional and parent reviews
- Successful achievement of activities is visible to the student—educators and parents can provide feedback and positive reinforcement of planning efforts.
- Scalability: counselors and educators provide college access programming to a broad, diverse audience

Assigned Curriculum Activities

Choices360 includes a broad and deep set of activities covering career exploration, career planning, high school planning, college planning, financial aid planning, documenting experiences, and reflection. Using the Assigned Curriculum feature, these activities can be assigned to students to create and share personalized individual academic, career, and college plans.

Choices360's Assigned Curriculum implements career and academic planning by guiding students through grade-specific exploration and planning activities supported by counselor on-demand student progress tracking

LAUSD's college access scope and sequence requirements can be met through the activities assigned to students with their progress tracked through the Assigned Curriculum.

Self Discovery

Using these activities, students learn more about who they are, their skills, strengths, how they learn, and how they can improve their learning and skills.

- Interest Profiler (formal career interests assessments),

- Ability Profiler (formal aptitude assessment),
- Basic Skills Survey (informal basic skills assessment),
- Work Values Sorter (formal work values assessment),
- Transferable Skills Checklist (informal skills assessment)

And the following optional assessments:

- AchieveWORKS Learning & Productivity
- AchieveWORKS Personality
- AchieveWORKS Intelligences
- AchieveWORKS Skills

Every assessment is immediately scored, and the results saved to each student's portfolio. Results can be used to connect the student to careers but also to college programs and colleges matching the programs.

LAUSD students will leverage their enhanced self-awareness to make smart, personal decisions related to career goals, academic plans, and postsecondary pathways. They will be more likely to be engaged in school, and successful in college when their plans are aligned with insightful goals. From assessment results families and educators will gain insight into their students enabling them to target assistance and advising.

Career Exploration

LAUSD middle and high school students will benefit from the Choices360 career exploration activities that help students discover and explore what they want to be, the career paths aligned with their goals, and the education required to follow their pathway. All students benefit regardless of their family experience with postsecondary education or their career goals.

Designed specifically for middle school students, the activity, School-2-College-2-Work, comprised of three modules: Directions After High School (awareness of postsecondary paths), Career Clusters Map (awareness of Career Clusters and careers within them), and the Career Cluster Survey (checklist for Career Clusters interest) inform and connect students to possible futures.

The results of the Career Cluster Survey provide clusters of careers with a variety of education requirements for students to explore. Their exploration can help define congruent career goals and academic goals in the My Goals and Action Plans activity.

Career profiles lead students through the exploration of the postsecondary education and training options for the career based on the connections to related training programs and further

connections to postsecondary schools offering the programs. Similarly, the college profiles connect to profiles of the programs offered and the program profiles link to related careers for which the program can provide preparation. The connected profiles support informed exploration regardless of whether students start exploring with a career, a program, or a college of interest.

Academic Planning

Ownership brings empowerment and by completing course plans in Choices360 using recommended course sets and tracking progress to multiple targets including A-G eligibility, graduation requirements, A-G for CSU and UC admissions, certificates, and career pathways, LAUSD students can take control of their plans for a successful high school experience and college readiness.

(Course plan image next page)

Using locally defined course sequences students develop and manage a high school course plan and track progress to multiple targets including graduation and UC/CSU eligibility

The integrated California State University (CSU) and University of California (UC) Minimum Eligibility requirements checkup tracks student progress towards meeting college preparatory "A-G" coursework benchmarks and minimum eligibility requirements for admission into a CSU or UC school. All the progress tracking views help students, parents, and counselors track required courses and credits students have completed, fulfilled, or still need to complete, and all work-in-progress. LAUSD counselors, students and families benefit from early on/off track awareness giving students time to adjust their course plans to meet their goals.

(A-G plan image next page)

Course Planner

50% **80** of 160 cr. HS Graduation	75% **120** of 160 cr. CSU A-G Eligibility	75% **120** of 160 cr. UC A-G Eligibility	70% **35** of 50 cr. Business Pathway	+

CSU A-G Eligibility

✓ A	! B	✓ C	✓ D	✓ E	! F	✓ G

Grade 9 (45 cr.)	Grade 10 (50 cr.)	Grade 11 (45 cr.)	Grade 12 (30 cr.)

A: History (✓ Total: 25 cr. – REQ: 20 cr.) + Add Course

| | World History & Geography **B** WHISA ✓ Completed 10 cr. | U.S. History USHISA ⚡ Enrolled 10 cr. | |
| | | Principles of American Democracy HISPAC ⚡ Enrolled 5 cr. | |

B: English (! Total: **30 cr.** – REQ: **40 cr.**) + Add Course

| English 9 **B** ENG9A ✓ Completed 10 cr. | English 10 **B** ENG10A ✓ Completed 10 cr. | American Literature ENGAL ⚡ Enrolled 5 cr. | Expository Reading & Writing ✓ ✕ ENGEXA ★ Recommended 10 cr. |
| | | World Literature ENGWL – English ⚡ Enrolled 5 cr. | |

C: Math (✓ Total: 40 cr. – REQ: 30 cr. – REC: 40 cr.) + Add Course

| Algebra 1 **A** MATA1A ✓ Completed 10 cr. | Geometry **A** MATGA ✓ Completed 10 cr. | Algebra 2 **A** MATA2A ⚡ Enrolled 10 cr. | PreCalculus MATPCA 📄 Planned 10 cr. |

D: Science (✓ Total: 20 cr. – REQ: 20 cr.) + Add Course

| Integrated/Coordinated Science 1 **B** SCI1A ✓ Completed 10 cr. | Biology **A** SBIOA ✓ Completed 10 cr. | Chemistry SCICHA ⚡ Enrolled 10 cr. | Physics SCIPHA 📄 Planned 10 cr. |

E: Language Other Than English (✓ Total: 20 cr. – REQ: 20 cr. – REC: 30 cr.) + Add Course

| Spanish 1 **C** SPA1A ✓ Completed 10 cr. | Spanish 2 **A** SPA2A ✓ Completed 10 cr. | | |

F: Visual & Performing Arts (! Total: **5 cr.** – REQ: **10 cr.**) + Add Course

| Filmmaking 1 **B** ARTF1A ✓ Completed 5 cr. | | | New Media ✓ ✕ ARTNM1 ★ Recommended 5 cr. |

G: College Prep Electives (✓ Total: 10 cr. – REQ: 20 cr.) + Add Course

| | | | Economics ECON 📄 Planned 5 cr. |
| | | | Creative Writing CREWR 📄 Planned 5 cr. |

Course plans can be compared to CSU and UC A-G eligibility requirements (as well as other targets) to check progress and plan to address gaps

Educators can generate reports of students whose course plans are off track enabling early interventions, so students are at less risk of failing to graduate. Of benefit to administrators is the planned course report – enabling LAUSD administration to plan for future staffing requirements to meet student course demand.

The course planning activity currently includes tracking for graduation and UC and CSU A-G eligibility. The enhanced visual design and the ability to track to other targets will be deployed in the summer of 2021.

Postsecondary Exploration and Application

Preparing for life after high school is fraught with tough questions for the typical teenagers: What do I want to be? How will I get there? Where should I go after high school? For LAUSD ELL, first-generation students and other targeted student populations, these questions have added weight. The postsecondary exploration and application activities within Choices360 provide all students the opportunity to successfully explore, plan and apply to colleges. There are over 20 postsecondary exploration and application activities to use within the LAUSD Assigned Curriculum.

College profiles have been designed to make it easier for students and parents to access the details they need most to make good college decisions. Students and their families benefit from visually engaging college data making it easier to comprehend and digest the pertinent information. Profiles include admissions information, academic information, financial information, programs offered and contact information.

As students explore and review college profiles, they can save colleges of interest to their portfolio resulting in the construction of their My Colleges list. They can keep their list sorted and, as they gain additional insight on themselves and each college's application criteria, tag each college as a match, reach, or safety option.

To assist with college decision-making, Applications Scatterplots show students, families, and educators the results of previous students' applications to a college. GPA, SAT, and ACT scores from legacy students from the school are shown on a graph plotting the acceptance/rejection results of past applications. Students can plot their own GPA and test scores (or predictions) to see where they fall on the graph supporting "what if" research. The benefit of this approach is that students and families make better decisions around college selection and enrollment.

Applications Scatterplot with plotted student data point

XAP will be integrating the YouVisit virtual campus tours (www.youvisit.com) into the Choices360 college profiles during the 2020/21 school year.

Options for test prep for a variety of tests are included in the College Planning section.

At the beginning of the application process, students move colleges to the Plan to Apply list to indicate intent and provide focus for students and application insight for parents, and counselors. From their college list, students can manage and execute application plans using XAP's AppDocs features including creating and managing unique application task lists for each college, requesting transcripts from their counselor, and requesting letters of recommendation from their counselor and teachers. Transcript and recommendation requests can be fulfilled by counselors and teachers using AppDocs tools in the Professional Center. Counselors can also track student progress and message students when intervention is required.

LAUSD educators and administrators benefit from the efficient monitoring of the student college application process—saving time especially important when there are competing priorities for their attention.

For students on a pathway to the workforce and in preparation for early employment experiences, Choices360 includes job search tools, interviewing practice tips, and tools for creating resumes and cover letters; all of which can be assigned to a student as part of their curriculum.

Additionally, XAP provides a 15-lesson sequence of activities designed to answer questions most often asked by students and teachers about preparing for the transition to postsecondary education or employment. While any student will benefit from the activities, the focus is on those students with special needs. By using these lessons, LAUSD educators can reach more of their at-risk population helping them graduate and successfully transition to college or work.

Financial Aid Planning

A key component in postsecondary planning is financial planning. Choices360 offers LAUSD administrators, educators, students, and their families, numerous activities in the form of tools and comprehensive content to help explain the world of financial aid. Students and their families can find information on the affordability of education; get support for the FAFSA; track FAFSA completion; learn how to borrow responsibly; search for state, local, and national scholarships; learn about loan programs; and use financial aid calculators for their personal planning.

The LAUSD Assigned Curriculum can guide students to scholarship research as an activity. Students can save scholarships and annotate their plans and thoughts about the scholarship. Choices360 offers one of the largest scholarship databases available with more than 3 million awards and an aggregate value of $18 billion. More importantly, the data is updated every day. The scholarship matching tool searches the data in real time giving students the best possible list of matching scholarships.

There are also Financial Aid 101, FAFSA and Scholarship video tutorials for students and parents created by the FAFSA Guru. The videos take parents and students step by step through the financial aid process, how to complete FAFSA, what to expect, and how to avoid common mistakes.

By providing accurate, timely, and engaging financial aid content through Choices360, LAUSD administrators can increase college application, enrollment and persistence.

Training / Professional Development & Support

Comprehensive training is a critical component of a successful implementation plan. At XAP, we strive to provide a flexible training suite that includes onsite workshops, web-based training, recorded on-demand training, manuals and guides. *We know that all districts are not the same, so our training plan is not the same for every district.* We'll work with you to develop a training plan that meets the needs of your district. Our goal is to help counselors and educators effectively utilize the delivered system. We'll tailor our trainings to meet your needs and can deliver training modules as either train-the-trainer sessions or end user sessions. LAUSD benefits from purpose-driven training – accelerating adoption towards increasing college access goals.

Training services will be provided by one of XAP's team of professional trainers or other XAP subject matter experts. All XAP trainers have backgrounds as school counselors, teachers or administrators, and have been working with XAP products for 10+ years.

The following training offerings are recommended for your subscription and are included in pricing. While we strongly recommend training, it is not a requirement and can be customized to LAUSD's needs.

Choices360 for 160 High Schools and 138 Middle Schools:
- 60 Train-the-Trainer or end-user onsite workshops (*alternative training options will be available if onsite training is not an option)
- 35 Private Webinars (2 hours each), which are recorded for future on-demand learning by your staff
- Up to 600 hours of implementation, training and consultation services
- Unlimited access to a library of training materials
- Unlimited attendance at regularly scheduled webinars for all staff members

The list below includes key implementation activities and a proposed timeline for LAUSD. While the implementation of all possible configurations could take up to 9 weeks, students and staff can begin using Choices360 once accounts are created.

Implementation & Training Schedule

Phase 1: Kickoff (Week 1 and 2)

- Project Kickoff Meeting and Orientation with CSL, Trainer and LAUSD
- Conduct Needs analysis and develop project timeline
- Introduce project management dashboard
- Review Requirements for single sign-on and auto-account creation
- Training: Choices360 Overview for LAUSD Project Team

Phase 2: Complete Single Sign-On and SIS Integration for Staff, Student and/or Parent Accounts (Week 3 and 4)

- Finalize single sign-on and account creation data, (including staff permissions for transcripts) permissions, and configurations
- LAUSD submits data files to FTP
- Ensure all data is flowing efficiently between MiSiS and Choices360
- Test that all historical data is accurate

Phase 3: Import Course Catalog Data and Configure Programs of Study (Week 5 and 6)

- Training: Professional Center and Course Planning
- Upload Course Catalog Data Files
- Map Subject areas
- Define and configure 4-6-year course plans and Programs of Study
- Verify and test accurate transcript data transfer from SIS

Phase 4: The Implementation & Training Phase (Week 7 and 8)

- Set goals and develop a district plan
- Training: Configure Assignment and Curriculum Builder to reflect local standards
- Training & Consultation: School Roll Out Plan
- Training: District-Wide Staff Training

Phase 5: Go Live (Starting in Week 9)

- District-wide announcement of Choices360 launch for students, parents and educators
- Meeting with CSL, LAUSD, and Trainer to review launch
- Any additional trainings scheduled
- Regular planning meeting with CSL to evaluate progression towards goals

Ongoing, unlimited access to web-based training and additional strategic and tactical consultation and training services.

Sample Training Agenda

Date	
Morning **(8 a.m. - 11:30 a.m.)**	**Welcome and Introductions** **Icebreaker** **Get to Know the Choices360:** - Sign in - Navigation - Essential Tools **Team Activity!** - Choices360 Scavenger Hunt **Review what we've learned** - Elevator Speech Part I ---Break--- **Get to Know the Assigned Curriculum** - Structure and Key Components - Using Assigned Curriculum with Students (Synchronous, asynchronous, and in person) - Assigned Curriculum Reporting & Data - Personalizing the Assigned Curriculum **Team Activity!** - Curriculum Crosswalk **Review what we've learned** - Elevator Speech Part II
11:30 a.m. - 12:15 p.m.	**Lunch**
Afternoon **(12:15 p.m. - 3:30 p.m.)**	**Team Activity!** - Choices360 Relay **Get to Know the Professional Center:** - Sign in - Navigation - Essential Tools **Review what we've learned** - Elevator Speech Part II ---Break--- **Communication Planning** - Who are the Stakeholders?

	- o Overcoming Obstacles - o Communication Calendar **• *Team Activity!*** - o Share your elevator speech **• Visualizing Success** **• Closing & Next Steps**

At XAP, we provide a library of user-facing training support materials to ensure a successful transition into use of Choices360. Educators, students, and parents can view these resources on-line. Many can also be printed for use in the classroom or distributed at open houses, parent/teacher conferences or other parent nights. Resources include:

- Frequently Asked Questions (FAQs)
- Quick Reference Guides
- User Manuals
- Site Maps
- Lesson Plans
- Recorded webinar tutorials

Instructor-led webinars are included in your subscription and are available to all LAUSD staff members. These webinars offer an orientation for those getting started along with more in-depth topics for more advanced users.

Choices360 contains an integrated Career and College Readiness curriculum of 60 sequenced lesson plans on the topics: High School Academic Planning, Career Exploration and Planning, Postsecondary Planning, Financial Aid Planning, Job Search, and Lifelong Portfolio. Sample topics include study techniques, budgeting for college, job search pointers, and matching interests to careers.

Additionally, XAP provides a 15-lesson sequence of activities designed to answer questions most often asked by students and teachers about preparing for the transition to postsecondary education or employment. While any student will benefit from the activities, the focus is on those students with special needs.

Key Performance Indicators (KPIs)

Without tracking and measuring, LAUSD administrators and educators cannot ascertain whether their efforts are making a difference. Measurement is critical to success of the college access program and will spur refinement of implementation as much as possible. A few examples of the measurements and techniques that can be implemented to not only measure overall platform success and impact, but LAUSD college access outreach and marketing efforts as well are as follows.

1. **Goal Question**: Are students developing career and education planning skills?
   Measurement: Pre- and post-test of knowledge gained through completion of the curriculum using the survey tool in our proposed platform.
   Time Frame: Each school year.

2. **Goal Question**: Are students completing the assigned activities in the Assigned Curriculum?
   Measurement: Curriculum completion reports by school, district, and state.
   Time Frame: Each school year.

3. **Goal Question**: Are school counselors prepared to implement the Assigned Curriculum in their programs and positively impact the readiness of their students?
   Measurement: Number of training attendees (on-site and webinar) and training evaluation ratings.
   Time Frame: Each school year.

4. **Goal Question**: Are students who have completed the Assigned Curriculum completing college?
   Measurement: Number of LAUSD graduates who successfully enrol and complete college measured two years, four years and six years past graduation.
   Time Frame: Each school year.

To be successful, a college access goal must be more than lip service or a policy statement. It must be a measurable, coordinated plan supported by policy from all levels of administration. The Assigned Curriculum must be integrated into schools such that there is high fidelity completion so students can successfully transition between high school, college and then into the world of work.

Educators and administrators can use the robust reporting tools within the Choices360 Professional Center to review the work of their students, generate usage and accountability reports, track student activity completion and more. Educators can customize the reports by race, gender, group, graduation year, and more. Each report is structured so that educators can drill down to view individual student's work.

Over 60 standard reports are offered. The reports provide detail on post-implementation progress, program impact in terms of students' activity completion and college application milestones, activity, and usage reporting. These reports may be exported and shared in a variety of formats including Word, PDF, Rich Text or Excel format.

Assigned Curriculum and Plan of Study Tracking Reports

Within the Professional Center, educators and administrators have reporting functionality to track assigned or individual Assigned Curriculum activity progress by classes, groups, or individual students. Administrators at the district level can use the reporting functionality in Report Central to track Assigned Curriculum activity completion by school. The data collected in each activity is stored in the student's portfolio. Professionals can review individual student activities for use in advisement sessions and for assessing the quality of student efforts.

Alumni Outcomes is an add-on feature in the Choices360 Professional Center for receiving automated reports from the National Student Clearinghouse on college outcomes for high school graduates. LAUSD administrators can track college persistence – giving insight into the effectiveness of their college access and readiness efforts.

The success of LAUSD's college access goals depends upon meaningful, accurate data that is reviewed and then acted upon. XAP's Choices360 platform provides the data and will assist with the analysis and interpretation—benefiting LAUSD students and their families both in the short- and long-term.

Program Components

> ℹ️ **Provid**in**g** a summary description of your program components for delivering a program plan likely to maximize student/parent participation and to provide equitable access to college opportunities, particularly for students who would represent the first generation of their family to attend college or are considered as members of targeted student populations.
>
> **Provid**in**g** program plan agendas describing topics, strategies and resources available to use.
>
> **Provid**in**g** evidence of the effectiveness of previously provided services.

How Can XAP and Choices360 Support LAUSD's Career and College Readiness Goals?

XAP recognizes the multitude of issues facing LAUSD in achieving its college access goals given its diverse population notwithstanding the added complexity introduced by health and safety measures required in response to COVID-19. To meet the needs of LAUSD administrators, educators, students, and families, as stated in the Scope of Work, XAP proposes the following program:

A district-wide license for Choices360 including integration with MiSiS and Single-Sign On to support the successful implementation of LAUSD Assigned Curriculums and the college research and application process.

XAP will work with LAUSD district administrators to define a common scope and sequence of activities for student success planning using the Assigned Curriculums in Choices360 following best practices for career and college readiness connecting high school academic success to career goals. Students will develop personalized postsecondary plans from their postsecondary options exploration. Local professionals will tailor the Assigned Curriculums for special and at-risk populations providing additional guidance and support for career and college exploration and planning.

LAUSD educators, counselors, and administrators will be trained on best practice implementation of the LAUSD-customized Assigned Curriculums within Choices360 – with a goal of building effective best practice career and college readiness guidance throughout the district.

XAP will work with LAUSD district administrators and local educators to review student progress metrics and achievements related to career and college readiness using both targeted and broad reporting functionality. If further refinements or indicators are required, XAP will work with district administrators to provide data.

Choices360 gives students in grades 6-12 the tools and information they need to graduate with a diploma and a plan regardless of whether they are going to a four-year college, a technical school, an apprenticeship, the military or directly to work. Featuring an engaging visual design, extensive integrated college and career databases, research-based interest, skill, and ability assessments, and

in-depth financial aid information; Choices360 provides an engaging, informative, and relevant resource to promote the success of all students.

Choices360 home page

Assigned Curriculum

"Why should I go to college?" "Why should I study biology?" "School doesn't matter." Parents, counselors and educators repeatedly hear these types of remarks from students. By using a sequence of activities within an Assigned Curriculum, administrator, educators, and counselors can help students make the connection between their long-term goals and their schoolwork.

The Assigned Curriculum tools in Choices360 allow district and school professionals to break down the scope of career and college exploration and planning to be achieved in middle and high school into manageable, grade-based sets of activities – with embedded guidance and instructions – that can be assigned to students and tracked to completion.

The functions and benefits of the Choices360 Assigned Curriculum are aligned with LAUSD's college planning and reporting objectives:

- Scope: Students are focused on targeted activities by grade or course/program
- Sequence: Activities can build upon students' previous exploration and planning activity outcomes
- Over 100 activities for administrators to use to build their Assigned Curriculum
- Supports a planning process while measuring planning outcomes
- District or local control of curriculum definition and assignment
- Assigned Curriculum templates available for easy quick-start set-up with options for future customization and expansion

- Flexible structure to match needs of diverse programs
- Multiple levels of related tracking reports
- Tracking support for students in multiple programs
- Measurement of student plan progress in tracking report; measurement of student plan quality through professional and parent reviews
- Successful achievement of activities is visible to the student—educators and parents can provide feedback and positive reinforcement of planning efforts.
- Scalability: counselors and educators provide college access programming to a broad, diverse audience

Assigned Curriculum Activities

Choices360 includes a broad and deep set of activities covering career exploration, career planning, high school planning, college planning, financial aid planning, documenting experiences, and reflection. Using the Assigned Curriculum feature, these activities can be assigned to students to create and share personalized individual academic, career, and college plans.

Choices360's Assigned Curriculum implements career and academic planning by guiding students through grade-specific exploration and planning activities supported by counselor on-demand student progress tracking

LAUSD's college access scope and sequence requirements can be met through the activities assigned to students with their progress tracked through the Assigned Curriculum.

Self Discovery

Using these activities, students learn more about who they are, their skills, strengths, how they learn, and how they can improve their learning and skills.

- Interest Profiler (formal career interests assessments),

- Ability Profiler (formal aptitude assessment),
- Basic Skills Survey (informal basic skills assessment),
- Work Values Sorter (formal work values assessment),
- Transferable Skills Checklist (informal skills assessment)

And the following optional assessments:

- AchieveWORKS Learning & Productivity
- AchieveWORKS Personality
- AchieveWORKS Intelligences
- AchieveWORKS Skills

Every assessment is immediately scored, and the results saved to each student's portfolio. Results can be used to connect the student to careers but also to college programs and colleges matching the programs.

LAUSD students will leverage their enhanced self-awareness to make smart, personal decisions related to career goals, academic plans, and postsecondary pathways. They will be more likely to be engaged in school, and successful in college when their plans are aligned with insightful goals. From assessment results families and educators will gain insight into their students enabling them to target assistance and advising.

Career Exploration

LAUSD middle and high school students will benefit from the Choices360 career exploration activities that help students discover and explore what they want to be, the career paths aligned with their goals, and the education required to follow their pathway. All students benefit regardless of their family experience with postsecondary education or their career goals.

Designed specifically for middle school students, the activity, School-2-College-2-Work, comprised of three modules: Directions After High School (awareness of postsecondary paths), Career Clusters Map (awareness of Career Clusters and careers within them), and the Career Cluster Survey (checklist for Career Clusters interest) inform and connect students to possible futures.

The results of the Career Cluster Survey provide clusters of careers with a variety of education requirements for students to explore. Their exploration can help define congruent career goals and academic goals in the My Goals and Action Plans activity.

Career profiles lead students through the exploration of the postsecondary education and training options for the career based on the connections to related training programs and further

connections to postsecondary schools offering the programs. Similarly, the college profiles connect to profiles of the programs offered and the program profiles link to related careers for which the program can provide preparation. The connected profiles support informed exploration regardless of whether students start exploring with a career, a program, or a college of interest.

Academic Planning

Ownership brings empowerment and by completing course plans in Choices360 using recommended course sets and tracking progress to multiple targets including A-G eligibility, graduation requirements, A-G for CSU and UC admissions, certificates, and career pathways, LAUSD students can take control of their plans for a successful high school experience and college readiness.

(Course plan image next page)

Using locally defined course sequences students develop and manage a high school course plan and track progress to multiple targets including graduation and UC/CSU eligibility

The integrated California State University (CSU) and University of California (UC) Minimum Eligibility requirements checkup tracks student progress towards meeting college preparatory "A-G" coursework benchmarks and minimum eligibility requirements for admission into a CSU or UC school. All the progress tracking views help students, parents, and counselors track required courses and credits students have completed, fulfilled, or still need to complete, and all work-in-progress. LAUSD counselors, students and families benefit from early on/off track awareness giving students time to adjust their course plans to meet their goals.

(A-G plan image next page)

Course Planner

50%	**HS Graduation** **80** of 160 cr.	75% **CSU A-G Eligibility** **120** of 160 cr.	75% **UC A-G Eligibility** **120** of 160 cr.	70% **Business Pathway** **35** of 50 cr.

CSU A-G Eligibility

✓ A	! B	✓ C	✓ D	✓ E	! F	✓ G

Grade 9 (45 cr.)	Grade 10 (50 cr.)	Grade 11 (45 cr.)	Grade 12 (30 cr.)

A: History (✓ Total: 25 cr. – REQ: 20 cr.) **+ Add Course**

| | **World History & Geography** *WHISA* ✓ Completed 10 cr. | **U.S. History** *USHISA* ⏎ Enrolled 10 cr. | |
| | | **Principles of American Democracy** *HISPAC* ⏎ Enrolled 5 cr. | |

B: English (❗ Total: **30 cr.** – REQ: **40 cr.**) **+ Add Course**

| **English 9** *ENG9A* ✓ Completed 10 cr. | **English 10** *ENG10A* ✓ Completed 10 cr. | **American Literature** *ENGAL* ⏎ Enrolled 5 cr. | **Expository Reading & Writing** *ENGEXA* ★ Recommended 10 cr. |
| | | **World Literature** *ENGWL – English* ⏎ Enrolled 5 cr. | |

C: Math (✓ Total: 40 cr. – REQ: 30 cr. – REC: 40 cr.) **+ Add Course**

| **Algebra 1** *MAT1A* A ✓ Completed 10 cr. | **Geometry** *MATGA* A ✓ Completed 10 cr. | **Algebra 2** *MAT2A* ⏎ Enrolled 10 cr. | **PreCalculus** *MATPCA* 🚩 Planned 10 cr. |

D: Science (✓ Total: 20 cr. – REQ: 20 cr.) **+ Add Course**

| **Integrated/Coordinated Science 1** *SCI1A* B ✓ Completed 10 cr. | **Biology** *SBIOA* A ✓ Completed 10 cr. | **Chemistry** *SCICHA* ⏎ Enrolled 10 cr. | **Physics** *SCIPHA* 🚩 Planned 10 cr. |

E: Language Other Than English (✓ Total: 20 cr. – REQ: 20 cr. – REC: 30 cr.) **+ Add Course**

| **Spanish 1** *SPA1A* C ✓ Completed 10 cr. | **Spanish 2** *SPA2A* A ✓ Completed 10 cr. | | |

F: Visual & Performing Arts (❗ Total: **5 cr.** – REQ: **10 cr.**) **+ Add Course**

| **Filmmaking 1** *ARTFI1A* B ✓ Completed 5 cr. | | | **New Media** *ARTNM1* ★ Recommended 5 cr. |

G: College Prep Electives (✓ Total: 10 cr. – REQ: 20 cr.) **+ Add Course**

| | | | **Economics** *ECON* 🚩 Planned 5 cr. |
| | | | **Creative Writing** *CREWR* 🚩 Planned 5 cr. |

Course plans can be compared to CSU and UC A-G eligibility requirements (as well as other targets) to check progress and plan to address gaps

Educators can generate reports of students whose course plans are off track enabling early interventions, so students are at less risk of failing to graduate. Of benefit to administrators is the planned course report – enabling LAUSD administration to plan for future staffing requirements to meet student course demand.

The course planning activity currently includes tracking for graduation and UC and CSU A-G eligibility. The enhanced visual design and the ability to track to other targets will be deployed in the summer of 2021.

Postsecondary Exploration and Application

Preparing for life after high school is fraught with tough questions for the typical teenagers: What do I want to be? How will I get there? Where should I go after high school? For LAUSD ELL, first-generation students and other targeted student populations, these questions have added weight. The postsecondary exploration and application activities within Choices360 provide all students the opportunity to successfully explore, plan and apply to colleges. There are over 20 postsecondary exploration and application activities to use within the LAUSD Assigned Curriculum.

College profiles have been designed to make it easier for students and parents to access the details they need most to make good college decisions. Students and their families benefit from visually engaging college data making it easier to comprehend and digest the pertinent information. Profiles include admissions information, academic information, financial information, programs offered and contact information.

As students explore and review college profiles, they can save colleges of interest to their portfolio resulting in the construction of their My Colleges list. They can keep their list sorted and, as they gain additional insight on themselves and each college's application criteria, tag each college as a match, reach, or safety option.

To assist with college decision-making, Applications Scatterplots show students, families, and educators the results of previous students' applications to a college. GPA, SAT, and ACT scores from legacy students from the school are shown on a graph plotting the acceptance/rejection results of past applications. Students can plot their own GPA and test scores (or predictions) to see where they fall on the graph supporting "what if" research. The benefit of this approach is that students and families make better decisions around college selection and enrollment.

Applications Scatterplot with plotted student data point

XAP will be integrating the YouVisit virtual campus tours (www.youvisit.com) into the Choices360 college profiles during the 2020/21 school year.

Options for test prep for a variety of tests are included in the College Planning section.

At the beginning of the application process, students move colleges to the Plan to Apply list to indicate intent and provide focus for students and application insight for parents, and counselors. From their college list, students can manage and execute application plans using XAP's AppDocs features including creating and managing unique application task lists for each college, requesting transcripts from their counselor, and requesting letters of recommendation from their counselor and teachers. Transcript and recommendation requests can be fulfilled by counselors and teachers using AppDocs tools in the Professional Center. Counselors can also track student progress and message students when intervention is required.

LAUSD educators and administrators benefit from the efficient monitoring of the student college application process—saving time especially important when there are competing priorities for their attention.

For students on a pathway to the workforce and in preparation for early employment experiences, Choices360 includes job search tools, interviewing practice tips, and tools for creating resumes and cover letters; all of which can be assigned to a student as part of their curriculum.

Additionally, XAP provides a 15-lesson sequence of activities designed to answer questions most often asked by students and teachers about preparing for the transition to postsecondary education or employment. While any student will benefit from the activities, the focus is on those students with special needs. By using these lessons, LAUSD educators can reach more of their at-risk population helping them graduate and successfully transition to college or work.

Financial Aid Planning

A key component in postsecondary planning is financial planning. Choices360 offers LAUSD administrators, educators, students, and their families, numerous activities in the form of tools and comprehensive content to help explain the world of financial aid. Students and their families can find information on the affordability of education; get support for the FAFSA; track FAFSA completion; learn how to borrow responsibly; search for state, local, and national scholarships; learn about loan programs; and use financial aid calculators for their personal planning.

The LAUSD Assigned Curriculum can guide students to scholarship research as an activity. Students can save scholarships and annotate their plans and thoughts about the scholarship. Choices360 offers one of the largest scholarship databases available with more than 3 million awards and an aggregate value of $18 billion. More importantly, the data is updated every day. The scholarship matching tool searches the data in real time giving students the best possible list of matching scholarships.

There are also Financial Aid 101, FAFSA and Scholarship video tutorials for students and parents created by the FAFSA Guru. The videos take parents and students step by step through the financial aid process, how to complete FAFSA, what to expect, and how to avoid common mistakes.

By providing accurate, timely, and engaging financial aid content through Choices360, LAUSD administrators can increase college application, enrollment and persistence.

Training / Professional Development & Support

Comprehensive training is a critical component of a successful implementation plan. At XAP, we strive to provide a flexible training suite that includes onsite workshops, web-based training, recorded on-demand training, manuals and guides. *We know that all districts are not the same, so our training plan is not the same for every district.* We'll work with you to develop a training plan that meets the needs of your district. Our goal is to help counselors and educators effectively utilize the delivered system. We'll tailor our trainings to meet your needs and can deliver training modules as either train-the-trainer sessions or end user sessions. LAUSD benefits from purpose-driven training – accelerating adoption towards increasing college access goals.

Training services will be provided by one of XAP's team of professional trainers or other XAP subject matter experts. All XAP trainers have backgrounds as school counselors, teachers or administrators, and have been working with XAP products for 10+ years.

The following training offerings are recommended for your subscription and are included in pricing. While we strongly recommend training, it is not a requirement and can be customized to LAUSD's needs.

Choices360 for 160 High Schools and 138 Middle Schools:
- 60 Train-the-Trainer or end-user onsite workshops (*alternative training options will be available if onsite training is not an option)
- 35 Private Webinars (2 hours each), which are recorded for future on-demand learning by your staff
- Up to 600 hours of implementation, training and consultation services
- Unlimited access to a library of training materials
- Unlimited attendance at regularly scheduled webinars for all staff members

The list below includes key implementation activities and a proposed timeline for LAUSD. While the implementation of all possible configurations could take up to 9 weeks, students and staff can begin using Choices360 once accounts are created.

Implementation & Training Schedule

Phase 1: Kickoff (Week 1 and 2)

- Project Kickoff Meeting and Orientation with CSL, Trainer and LAUSD
- Conduct Needs analysis and develop project timeline
- Introduce project management dashboard
- Review Requirements for single sign-on and auto-account creation
- Training: Choices360 Overview for LAUSD Project Team

Phase 2: Complete Single Sign-On and SIS Integration for Staff, Student and/or Parent Accounts (Week 3 and 4)

- Finalize single sign-on and account creation data, (including staff permissions for transcripts) permissions, and configurations
- LAUSD submits data files to FTP
- Ensure all data is flowing efficiently between MiSiS and Choices360
- Test that all historical data is accurate

Phase 3: Import Course Catalog Data and Configure Programs of Study (Week 5 and 6)

- Training: Professional Center and Course Planning
- Upload Course Catalog Data Files
- Map Subject areas
- Define and configure 4-6-year course plans and Programs of Study
- Verify and test accurate transcript data transfer from SIS

Phase 4: The Implementation & Training Phase (Week 7 and 8)

- Set goals and develop a district plan
- Training: Configure Assignment and Curriculum Builder to reflect local standards
- Training & Consultation: School Roll Out Plan
- Training: District-Wide Staff Training

Phase 5: Go Live (Starting in Week 9)

- District-wide announcement of Choices360 launch for students, parents and educators
- Meeting with CSL, LAUSD, and Trainer to review launch
- Any additional trainings scheduled
- Regular planning meeting with CSL to evaluate progression towards goals

Ongoing, unlimited access to web-based training and additional strategic and tactical consultation and training services.

Sample Training Agenda

Date	

Morning
 	
(8 a.m. - 11:30 a.m.)
	• **Welcome and Introductions**
	• **Icebreaker**
	• **Get to Know the Choices360:**
	    o Sign in
	    o Navigation
	    o Essential Tools
	• ***Team Activity!***
	    o Choices360 Scavenger Hunt
	• **Review what we've learned**
	    o Elevator Speech Part I
	---Break---
	• **Get to Know the Assigned Curriculum**
	    o Structure and Key Components
	    o Using Assigned Curriculum with Students (Synchronous, asynchronous, and in person)
	    o Assigned Curriculum Reporting & Data
	    o Personalizing the Assigned Curriculum
	• ***Team Activity!***
	    o Curriculum Crosswalk
	• **Review what we've learned**
	    o Elevator Speech Part II

11:30 a.m. - 12:15 p.m.	**Lunch**

Afternoon
 	
(12:15 p.m. - 3:30 p.m.)
	• ***Team Activity!***
	    o Choices360 Relay
	• **Get to Know the Professional Center:**
	    o Sign in
	    o Navigation
	    o Essential Tools
	• **Review what we've learned**
	    o Elevator Speech Part II
	---Break---
	
	• **Communication Planning**
	    o Who are the Stakeholders?

	○ Overcoming Obstacles ○ Communication Calendar **Team Activity!** ○ Share your elevator speech **Visualizing Success** **Closing & Next Steps**

At XAP, we provide a library of user-facing training support materials to ensure a successful transition into use of Choices360. Educators, students, and parents can view these resources on-line. Many can also be printed for use in the classroom or distributed at open houses, parent/teacher conferences or other parent nights. Resources include:

- Frequently Asked Questions (FAQs)
- Quick Reference Guides
- User Manuals
- Site Maps
- Lesson Plans
- Recorded webinar tutorials

Instructor-led webinars are included in your subscription and are available to all LAUSD staff members. These webinars offer an orientation for those getting started along with more in-depth topics for more advanced users.

Choices360 contains an integrated Career and College Readiness curriculum of 60 sequenced lesson plans on the topics: High School Academic Planning, Career Exploration and Planning, Postsecondary Planning, Financial Aid Planning, Job Search, and Lifelong Portfolio. Sample topics include study techniques, budgeting for college, job search pointers, and matching interests to careers.

Additionally, XAP provides a 15-lesson sequence of activities designed to answer questions most often asked by students and teachers about preparing for the transition to postsecondary education or employment. While any student will benefit from the activities, the focus is on those students with special needs.

Key Performance Indicators (KPIs)

Without tracking and measuring, LAUSD administrators and educators cannot ascertain whether their efforts are making a difference. Measurement is critical to success of the college access program and will spur refinement of implementation as much as possible. A few examples of the measurements and techniques that can be implemented to not only measure overall platform success and impact, but LAUSD college access outreach and marketing efforts as well are as follows.

1. **Goal Question**: Are students developing career and education planning skills?
   Measurement: Pre- and post-test of knowledge gained through completion of the curriculum using the survey tool in our proposed platform.
   Time Frame: Each school year.

2. **Goal Question**: Are students completing the assigned activities in the Assigned Curriculum?
   Measurement: Curriculum completion reports by school, district, and state.
   Time Frame: Each school year.

3. **Goal Question**: Are school counselors prepared to implement the Assigned Curriculum in their programs and positively impact the readiness of their students?
   Measurement: Number of training attendees (on-site and webinar) and training evaluation ratings.
   Time Frame: Each school year.

4. **Goal Question**: Are students who have completed the Assigned Curriculum completing college?
   Measurement: Number of LAUSD graduates who successfully enrol and complete college measured two years, four years and six years past graduation.
   Time Frame: Each school year.

To be successful, a college access goal must be more than lip service or a policy statement. It must be a measurable, coordinated plan supported by policy from all levels of administration. The Assigned Curriculum must be integrated into schools such that there is high fidelity completion so students can successfully transition between high school, college and then into the world of work.

Educators and administrators can use the robust reporting tools within the Choices360 Professional Center to review the work of their students, generate usage and accountability reports, track student activity completion and more. Educators can customize the reports by race, gender, group, graduation year, and more. Each report is structured so that educators can drill down to view individual student's work.

Over 60 standard reports are offered. The reports provide detail on post-implementation progress, program impact in terms of students' activity completion and college application milestones, activity, and usage reporting. These reports may be exported and shared in a variety of formats including Word, PDF, Rich Text or Excel format.

Assigned Curriculum and Plan of Study Tracking Reports

Within the Professional Center, educators and administrators have reporting functionality to track assigned or individual Assigned Curriculum activity progress by classes, groups, or individual students. Administrators at the district level can use the reporting functionality in Report Central to track Assigned Curriculum activity completion by school. The data collected in each activity is stored in the student's portfolio. Professionals can review individual student activities for use in advisement sessions and for assessing the quality of student efforts.

Alumni Outcomes is an add-on feature in the Choices360 Professional Center for receiving automated reports from the National Student Clearinghouse on college outcomes for high school graduates. LAUSD administrators can track college persistence – giving insight into the effectiveness of their college access and readiness efforts.

The success of LAUSD's college access goals depends upon meaningful, accurate data that is reviewed and then acted upon. XAP's Choices360 platform provides the data and will assist with the analysis and interpretation—benefiting LAUSD students and their families both in the short- and long-term.

Family Engagement & Support

XAP recognizes the critical role families play in their students' postsecondary success. To promote engagement and understanding of career and college planning – particularly for first-generation students – Choices360 includes:

Assigned research and planning activities	Based on the student Assigned Curriculum model, families are assigned guided recommended activities to gain experience and insight for supporting their students (available summer 2021)
Review and interact with student plans	Families can review student exploration results and postsecondary plans and add comments for student and counselor review
Communications tools	Messaging tools are available to effect communications between families, students, and counselors
Comprehensive language support	Google translate is available for over 100 languages so families can review content and student plans in their preferred language
Access to all tools	The entire suite of Choices360 exploration and planning tools is available for family use

System Effectiveness

Clients have experienced effective results from the implementation of XAP's college and career readiness system including an Assigned Curriculum as proposed for LAUSD.

The Department of Defense Education Activity (DoDEA) has a broad scope and unique needs. They achieved a 78% increase in student sessions between their first and second years, demonstrating high levels of student engagement.

Implementation of an Assigned Curriculum led to significant increases in system usage and curriculum completion. As a result of the adoption of an Assigned Curriculum within Oklahoma's statewide system, newly created student accounts increased 68% from 2017-18 to 2018-19 and active student accounts increased 87% from 2017-18 to 2018-19. Page views had a 69% increase from 2017-18 to 2018-19. The Wilkes-Barre, PA district achieved a 96% student completion rate across 7 to 12th grades in five schools for their Assigned Curriculum.

To meet a state's changing needs, XAP recently reconfigured the state's career and college readiness platform. Our Assigned Curriculum feature was implemented, our transcripts solution was added for state postsecondary schools, and our application technology was used to provide a student application for 8th, 9th and 10th grade applications for the state scholarship program. A recent statewide senior class cohort had a 404% increase in student account creation for the state platform.

Family Engagement & Support

XAP recognizes the critical role families play in their students' postsecondary success. To promote engagement and understanding of career and college planning – particularly for first-generation students – Choices360 includes:

Assigned research and planning activities	Based on the student Assigned Curriculum model, families are assigned guided recommended activities to gain experience and insight for supporting their students (available summer 2021)
Review and interact with student plans	Families can review student exploration results and postsecondary plans and add comments for student and counselor review
Communications tools	Messaging tools are available to effect communications between families, students, and counselors
Comprehensive language support	Google translate is available for over 100 languages so families can review content and student plans in their preferred language
Access to all tools	The entire suite of Choices360 exploration and planning tools is available for family use

System Effectiveness

Clients have experienced effective results from the implementation of XAP's college and career readiness system including an Assigned Curriculum as proposed for LAUSD.

The Department of Defense Education Activity (DoDEA) has a broad scope and unique needs. They achieved a 78% increase in student sessions between their first and second years, demonstrating high levels of student engagement.

Implementation of an Assigned Curriculum led to significant increases in system usage and curriculum completion. As a result of the adoption of an Assigned Curriculum within Oklahoma's statewide system, newly created student accounts increased 68% from 2017-18 to 2018-19 and active student accounts increased 87% from 2017-18 to 2018-19. Page views had a 69% increase from 2017-18 to 2018-19. The Wilkes-Barre, PA district achieved a 96% student completion rate across 7 to 12th grades in five schools for their Assigned Curriculum.

To meet a state's changing needs, XAP recently reconfigured the state's career and college readiness platform. Our Assigned Curriculum feature was implemented, our transcripts solution was added for state postsecondary schools, and our application technology was used to provide a student application for 8th, 9th and 10th grade applications for the state scholarship program. A recent statewide senior class cohort had a 404% increase in student account creation for the state platform.

Our Innovation Continues

Looking beyond 2020, XAP has developed a vision for a next-generation counseling platform that we believe will provide unique and innovative solutions to address the continuing national career and college planning issues of counselor workloads, workforce development needs, and the deficiency of student career literacy and maturity. Issues also keenly felt in LAUSD.

Imagine a system implemented in LAUSD allowing counselors to communicate just-in-time and highly personalized guidance to students and families; saving scarce live synchronous counselor time for interactions for which it provides the most benefit. Automated reminders and notifications are pushed to a student mobile app keeping students engaged, aware, and on-track. Families receive automated alerts and play an effective role in student success by reviewing student progress and plans using the family mobile app.

Not all career pathways provide equal opportunities for jobs, pay, education, and skill development, particularly at the local level. Our next-generation system will focus on awareness of the enhanced opportunities for employment and training in in-demand industries and related career pathways. While LAUSD students can explore all career options, opportunities for employment and related training for in-demand careers in key LAUSD industries will be showcased to help condition the pipeline of future workers and address projected skills gaps.

The next-generation system will ensure LAUSD students are guided through activities and information to equip them with knowledge and skills for success in future job searches and employment in the changing 21st century World of Work. Regardless of the paths LAUSD students plan to follow after high school, they should graduate with career literacy and readiness for the inevitable transition to the workplace. The exploration, planning and learning activities completed in the XAP's next generation system will lead students to develop these skills through process summary reviews and reflection, and provide automated insight to counselors on student skill development.

Join us on this path

We are constantly evolving and are aiming toward a transformation of our category with robust, guided, and independent student activities, intelligent counseling communications and advising capabilities, workforce-development aligned pathways, and activities building career development. We welcome LAUSD to join us on this exciting path.

PRICES

Price

XAP Corporation is pleased to present the details of our cost proposal for the services and products .

Description/Subscription Service	Unit	# of Units	Cost / Unit	Extended Cost
High School Recommended Solution:				
Choices360 (grades 9-12)	Per student	164,806	$4.50	$741,627
SIS Integration (with MiSiS)			Included	$0
Single Sign-on			Included	$0
AppDocs			Included	$0
AchieveWORKS Personality	Per school	160	$200	$32,000
AchieveWORKS Learning & Productivity	Per school	160	$200	$32,000
Middle School Recommended Solution:				
Choices360 Middle School (grades 6-8)	Per student	126,835	$2.50	$317,088
SIS Integration (with MiSiS)			Included	$0
Single Sign-on			Included	$0
AchieveWORKS Learning & Productivity	Per school	138	$200	$27,600
High School + Middle School Recommended Solution:				
Total before district-wide discount				$1,150,315
Discount for district-wide middle school + high school				($155,315)
Net After District-wide Discount (Annual)				**$995,000**

Implementation support, first-year recommended training, and optional features appear in the price table on the next page.

Description/Subscription Service	Unit	# of Units	Cost / Unit	Extended Cost
Year 1 Recommended Training[1]				
Train-the-Trainer or end-user onsite workshops (includes travel)	Per day	60	$1,800	$108,000
Implementation / Consultation Services	Per hour	600	$100	$60,000
Private Webinars	Per webinar	35	$200	$7,000
Year 1 Training & Implementation Support				**$175,000**
Optional Features:				
Alumni Outcomes[2]	Per high school	160	$425	$68,000
AchieveWORKS Intelligences	Per high school	160	$125	$20,000
AchieveWORKS Skills	Per high school	160	$125	$20,000

1. Prior to finalizing a contract, XAP proposes a consultative process with LAUSD to determine the best fit training services package to ensure a successful implementation and wide-spread adoption and usage within the district.

2. Includes annual subscription to StudentTracker by National Student Clearinghouse.

END

Xello, Inc.

Contract No.:   4400008933

Vendor No.:   1000006732

Contact Name: Matt McQuillen

Contact Number: (800) 965-8541 Ext. 124

Contact Email: mattm@hello-world

Program Components

Xello is an award-winning online program that transforms how K-12 students across the country are preparing for college, career, and future success. Based on the needs outlined in the RFP for LAUSD, this proposal focuses specifically on the features and functions in Xello tailored to help 6th -12th grade students explore, understand, and more easily pursue their post-secondary education options.

Every LAUSD Student, Future Ready!

Rooted in helping students build self-knowledge,Xello's four-element model helps students uncover their own unique post-secondary pathway for future success. The following section dives deeper into the student experience of each element.

- ## Build Self-Knowledge
  Complete interactive activities and assessments to build self-awareness and uncover skills and interests.

  Students begin by building self-knowledge through a series of assessments. These assessments help students uncover their interests, aptitudes and aspirations. Xello's assessments are divided into four areas:

  - **Career Matchmaker Interest Inventory:** Students answer questions about their interests and when complete, can view career matches that align to their answers.

  - **Personality Style Assessment:** Based on the Holland Code, this assessment captures the situations and opportunities that motivate students. They gain insight into the work best suited to their character and how their personality aligns with different work environments.

  - **Learning Style Assessment:** Users explore their learning style preferences by answering a series of questions to determine if they're an auditory, tactile, and/or visual learner.

  - **Skills Lab Assessment:** In this 35 question assessment, students indicate their preferences for using different skills to determine career suitability based on abilities and aptitudes.

  Once the assessments are complete, students better understand how their interests align with future career options. Career matches are ranked along a scale (Excellent to Poor). Students can click-in to each match to better understand what a career entails, including the post-secondary education requirements and the colleges that offer relevant programs aligned to their career goals. By presenting career matches, Xello helps students recognize their end goal, and then shows them the path towards achievement—helping to contextualize why a college education is important and the role it plays in long-term success.

  Xello's assessments are scientifically valid and reliable. They leverage logic from well-defined frameworks, like the Holland Model and O*Net skills mapping to ensure the results produced are relevant and accurate. As students' interests and abilities evolve, they can review their assessment answers and make adjustments to re-rank match strength.

- ## Explore Options
  Research careers, qualifications, and post-secondary education options to build awareness

  Xello includes thousands of professionally created career, school profiles. With rich visuals, graphics, and accessible content written at a 6th grade reading level, Xello's profiles immerse students in exploring their post-secondary options. Unlike other programs our content is part of an interconnected ecosystem that helps students link current academics, post-secondary education, and their career aspirations. It knits everything together so that decisions aren't compartmentalized, and students see the linkages, which drives engagement in the program, immersing students in exploration.

Career Profiles

Xello includes 500+ custom created career profiles. Profiles include original photography of real professionals and critical information about each occupation including demand, salary, skills, and education requirements. Information is sourced from O*Net and the US Bureau of Labor Statistics, and then rewritten by Xello's in-house content experts to ensure it captures student attention and engages.

Students can explore career profiles based on their assessment matches, or use the global search and filter functions to sort through the database based on key attributes -- like salary, demand, cluster, or school subjects. They can save careers of interest to help formulate their plan, and link from career profiles to major and school profiles -- automatically connecting the dots between education and their future goals.

School Profiles

Choosing a college is a critically important, sometimes overwhelming, process for students. From exploring colleges and financial aid options, preparing for the ACT/SAT tests, visiting campuses, and submitting applications, students must work through a significant amount of information and make several difficult decisions.

Xello offers 3,500 visually-rich school profiles that help students better understand their post-secondary education options. As with Xello's career profiles, all college profiles are written at an accessible 6th grade reading level. They've been developed using information in Peterson's CollegeData. Xello school database includes national, state specific and local school options—**including 2-year colleges, 4-year colleges, military, and vocational training options.**

With a combination of student friendly school descriptions and graphical data representation, students get a clear picture of their post-secondary options. They can research schools as a result of matched careers, search for a specific school from the global search bar, or filter their post-secondary options from the **Explore Schools** page in the **Explore Options** section of the program. Profiles include detailed information about:
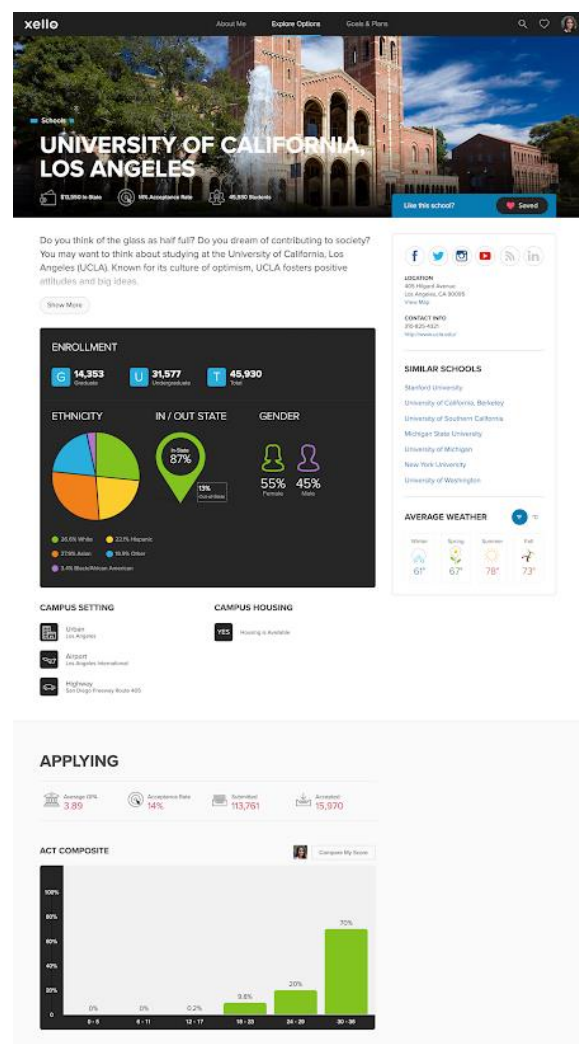
details about the campus, enrollment, and student population	*information about itess required for a successful application*	*Information about costs and paying for college*	*programs offered and associated degrees/certificates*
✓ Ethnicity ✓ Gender ✓ Campus setting ✓ Housing ✓ Sports & clubs ✓ Climate ✓ Address ✓ Map & virtual campus tour	✓ Average GPA ✓ SAT/ACT score ✓ Transcript ✓ Interview ✓ Essay ✓ Entrance exam ✓ Letter of recommendation ✓ Extracurriculars ✓ Ranked admission factors ✓ Important dates	✓ Estimated expenses ✓ In & out of state cost breakdown ✓ Financial aid options ✓ Important dates	✓ Certificates ✓ Diplomas ✓ Undergrad degrees ✓ Graduate degrees ✓ Ability to click to learn more about each major

Students can filter and search for schools based on:

o Location	o Campus Setting	o Areas of Study
o Cost	o Type (Private/Public)	o Selectivity Test Scores
o Enrollment size	o Program Length	o Sports

With the information in school profiles, students are able to determine best fit options based on their own academic performance, campus preferences, and overall interests. They can save schools of interest as they compile the aspects that will

make up their long-term plans. Counselors and educators can see students' saved school options, equipping them with critical information to better guide students through the application process and ensure they are prepared.

Major Profiles

Students can learn more about what certificate, diploma or degree is required for a career or offered by a school of interest by exploring over **1,400 majors profiles**. Majors profiles are aligned to core industries. They can be accessed from career profiles, or searched and from the **Explore Options** section of the Xello dashboard. Each major profile contains:

- ○ Degree/certificate options (certificate, diploma, associate, bachelor's and/or graduate)
- ○ Major description

- ○ Related careers and other related majors
- ○ Typical courses associated with the major

- ○ Schools that offer the major, with the ability to filter by state
- ○ Degree/certificate options by school

Students can save majors of interest. As with careers and school, counselors and teachers can see what students have saved to help support their future goals.

● Create a Plan

Set and achieve long-term career, academic, and personal goals

An integrated long-term goal planner makes insights actionable. Once students have saved college, majors and careers options, they can map out a plan that connects their education and career goals. This visual roadmap helps students break down their aspirations into tangible steps needed to achieve success. Then, with Xello's built in Course Planner functionality, students can align high-school courses with their future plans, while also ensuring they meet graduation requirements.

Long Term Planning

Xello's goals and planning tools make insights actionable. The goal setting and progress monitoring experience differs based on the student's age, stage, and associated cognitive abilities. The concepts of goal setting are introduced in Xello for Elementary and carried forward in Xello for Middle and High School.

Students in grades 6-12 that have explored and saved career, college, and major options, can begin to map out a plan that connects their career and education goals. This visual roadmap helps users break-down their aspirations into the tangible steps needed to achieve success.

Course Planning

Xello's integrated **Course Planning** capabilities help ensure that every student creates a plan and pathway for graduation, stays on track to graduate. Xello's course planning capabilities are accurate, intelligent, and easy to use for both students and staff.

Only Xello **helps students see how their course selections align with standard and specialized diploma requirements.** Students can easily determine whether they are on-track, have opportunities to optimize their plan, and if they have accumulated enough credits to qualify for a specialized diploma they would have otherwise never considered.

Through data integration with the district's Student Information System (SIS)—My Integrated Student Information System (MiSiS)—course history and student information will be kept up to date, certifying that what is in Xello matches what is in the SIS. In collaboration with district staff, **the team at Xello will**
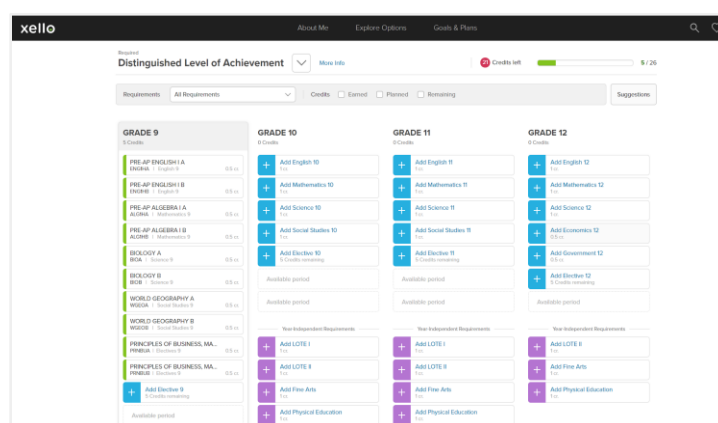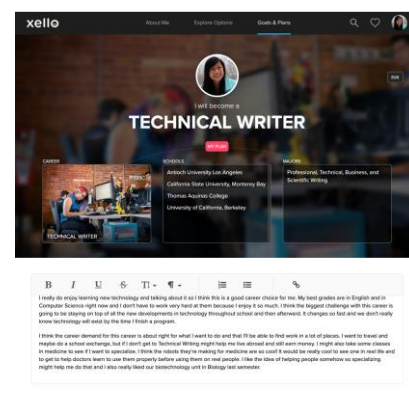
then configure course planning capabilities to align with state specific high school diploma requirements, including **California's A-G requirements**. Each course will be configured to match the district requirements and course master.

College Application Planning

Within **College Applications**, section 11th and 12th grade students can create application checklists for their schools of interest. These checklists automatically populate application requirements for the school, and allow students to track key milestones to make time management and planning easier.

The checklist allows students to create, monitor, and mark as complete the various tasks they need for each of their college applications. With the ability to create custom application tasks and assign due dates, students can easily keep track of all their tasks including fee waivers and sending test scores.

As students create and track their application tasks, an **Important Dates** section is automatically updated, providing students with an at-a-glance view of key dates and important deadlines.

- ○ **Local Scholarships:** Within the Local Scholarships section, students can browse and interact with the local scholarships that educators have added into Xello. Students have the ability to:

  - ➤ Search for local scholarships by name or by keyword
  - ➤ Save and build a shortlist of scholarships they're interested in
  - ➤ Self-report on application status by marking scholarships that they have applied to and/or won

  Staff can easily add and manage Local Scholarships within the College Planning section of their **Educator Tools**. Staff can also monitor students' engagement with local scholarships and gain insights into top scholarships using our reporting tools.

- ○ **Knowledge Hub:** The college **Knowledge Hub** introduces students to easy to read, short-form content on important topics and common questions related to the college-bound journey. The topics have been selected based on educator and student feedback and all content is educator-reviewed and vetted for accuracy.
  The first batch of topics is related to paying for college and includes information on **FAFSA, Scholarships, Grants, Loans, and Work-Study Programs**. The FAFSA article includes a banner that encourages students to apply for FAFSA, including a *Get Started* button that links students directly to the FAFSA website to complete their application.

- ○ **E-Transcripts and Letters of Recommendation:** In Xello's Educator portal, counselors and staff at each district can view the latest requests sent by students to referrers, send an uploaded letter to an institution when necessary, and keep track of the progress of sent recommendation letters.

  Xello has partnered with **Parchment** / **Credentials Solutions** to facilitate the sending of electronic transcripts as well as letters of recommendation to post-secondary institutions. Most colleges are part of this network. If the school is in Credential's network, transcripts can be sent directly from Xello. When we configure Xello for the District, your Onboarding Manager at Xello will take care of the end-to-end set-up of transcripts. If necessary, this will include account set-up with Credentials to enable electronic document sending. Similarly, a letter of recommendation will be automatically sent to an in-network institution, when the referrer uploads their letter. If the school is outside of the Credentials network, educators can easily email the completed recommendation letter from within Xello.

- ○ **Common App Integration:** Xello's integration with Common App enables students to connect their Xello and Common App accounts so they can request transcripts and letters of recommendation for Common App schools from directly within Xello. For counselors and teachers, the integration with Common App centralizes all application management and tracking within Xello so there's no need to toggle between Xello and Common App. Counselors and
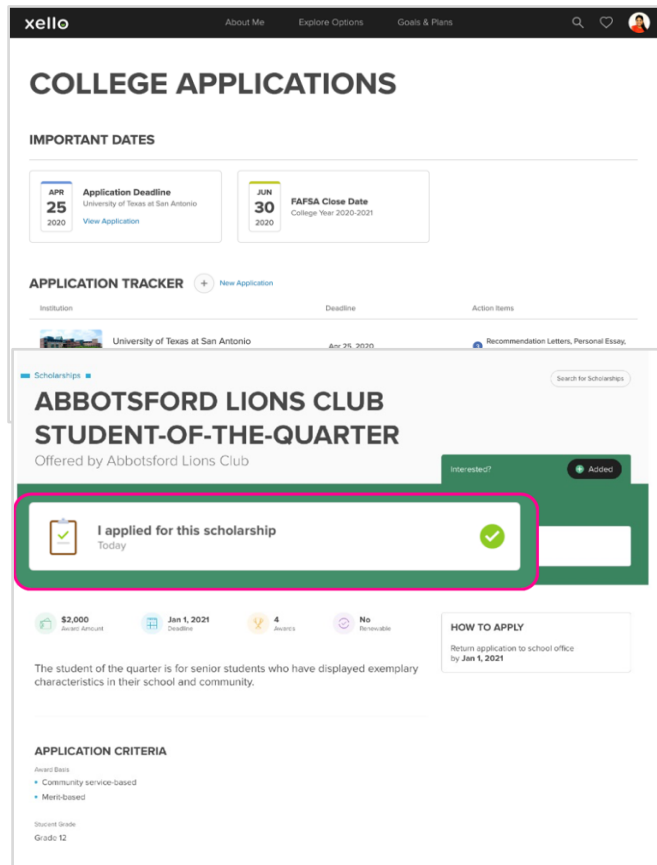
teachers can complete their Common App profiles, forms, and student requests in Xello–complete with email notifications and progress tracking.

● Learn and Reassess

Integrated curriculum to build key skills and knowledge for long-term success

In addition to assessments, career, and school profiles, Xello also offers built-in digital lessons designed to help students develop **social-emotional skills, knowledge, and proficiencies** to prepare them for future success.

Xello's lessons help guide students through the program to make sure they complete the required work to meet postsecondary readiness standards. Through interactive activities, students learn and build **employability skills** and essential new millennium competencies like **financial literacy, problem solving, self-advocacy, communication, and interview skills.**

Xello currently has 28 unique lessons and over 140 activities across a broad range of topic areas that align with the national student **Mindset and Behavior Standards outlined by ASCA** (read our correlation document ASCA Mindsets & Behaviors and Xello), and social-emotional learning (SEL) frameworks like **CASEL**. Xello's grade-by-grade lesson content can be viewed List of Lessons in Xello 6-12. A Scope and Sequence document outlining recommendations for how to use Xello at each grade level can be viewed at Introducing Xello to Students - Scope and Sequence Recommendations.
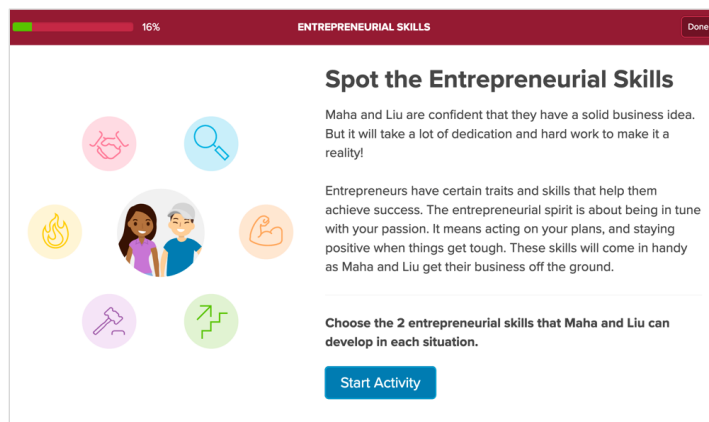
Hallmarks of Xello

In addition to the experiences outlined above, Xello has also been designed with the elements that, we feel, are critical for getting and keeping students engaged.

Exceed Accessibility Standards

Everyone deserves the opportunity for future success. Xello delivers an experience that exceeds WCAG 2.0 (Level AA) standards. The program supports full keyboard, screen reader, and low vision accessibility. Plus, with content written at 3rd and 6th grade reading levels, availability in multiple languages, and visuals that showcase diversity, all students will be able to visualize and plan for their own future success.

Supports Multiple Languages

For Spanish speaking students and families, Xello has also been **fully translated into Spanish.** To support languages beyond English and Spanish, students can utilize the Google Translate extension available with Google Chrome. This will translate all content within the program to the student's preferred language—enabling them more easily learn and engage with their families.

Available on Mobile Devices

Xello works seamlessly on every device—**desktop, mobile, and tablet**. This flexibility has led clients to see over 20% of student engagement with Xello occurring outside of school hours.

Encourages Personalization

Xello encourages students to personalize and customize their account with the ability to add avatars, backgrounds files, videos, and links. In addition to their assessment results, students can add interests, skills but picking from an embedded database, or entering their own. They can save and explore career clusters of interest, experiences, and relevant places. The results is a vibrant, visual portfolio that captures each student's personality, interests and experiences.

Enables Customizable Content

Xello enables districts to add tailored content and curriculum to meet the needs of specific student populations and groups. Counselors and educators can upload specific links and files in the Links & Resources section of the program, create custom lessons, and add assignments. Activities can be assigned to specific student groups, giving educators flexibility to easily adapt programming based on student needs.

Prepares Students for the World of Work

In addition to guiding students through building self-awareness, exploring options and building academic and long-term plans, Xello includes tools and turn-key curriculum to ensure students are prepared to succeed in the ever changing world of work. The following features help give students exposure and the social-emotional competencies to succeed.

- **Experiences Tracking**: Students can add critical work, volunteer, education and life experiences. They are encouraged to describe their experience, why it was meaningful and reflect on what they have learned. Added experiences are presented in a colorful, visual timeline so students can see a history of what they have accomplished. This feature comes in handy as students prepare resumes for college applications, volunteer, or work placements.

Gives Students a Head Start

In addition to Xello's program for middle and high-school students, we also offer online programs for elementary learners. Helping students get a jump start on building the skills and knowledge for future success, Xello for Elementary offers grade and age specific experiences and activities aligned to student cognitive and developmental needs. Students are introduced to the concept of community and the world of work, develop greater self-awareness, and begin understanding pathways associated with careers. Through story-driven lessons and activities, they enhance critical thinking, problem solving, cooperation, and communication skills. Students come away with the confidence and social-emotional readiness to smoothly transition from elementary to middle school.

Educator Tools to Easily Organize, Track & Measure Performance

Xello makes it easy for district administration, counselors, and teachers to track and measure student progress. The program comes with the flexibility to track student work on a per-student, class, or school level. Educators can even create custom groups to track specific segments of the student population. On the following pages you'll find how Xello helps educators easily manage, track, and measure student progress.
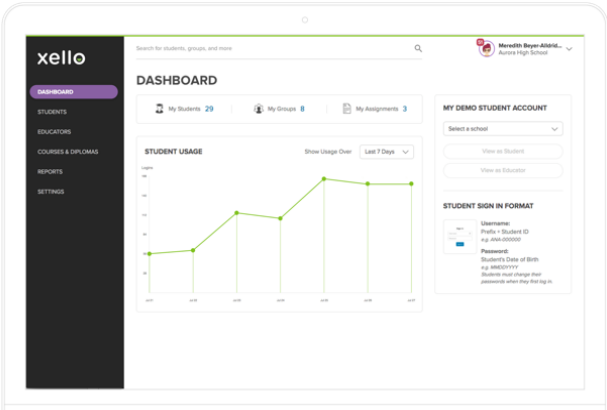
Dashboards & Reports

Xello's reporting is a powerful aid in getting and interpreting data about students, their progress, and engagement. The program offers dozens of real-time, ready-made reports that easily track student usage, assessment completion, and planning progress.

Accessible for district and school staff, reports present data in a visual, easy-to-understand format. They've been designed to help administrators, counselors, and teachers run unlimited reports and narrow data down to better understand students at an aggregate and per-student level. Data is automatically updated nightly to ensure accuracy.

Xello's reports include tracking for the following:

Student Work *These reports track students' activity in key areas of the program, including how they've completed their About Me profile, assessments, saved careers, schools, and majors. Student Work reports also include in-depth reports on Course Planner progress, including course planner completion, course planner alerts, diploma completion and more. Reports include:*	✓ Matchmaker results (suggested careers) ✓ Suggested clusters ✓ Personality styles ✓ Learning styles ✓ Skills ✓ Interests ✓ Saved careers ✓ Saved clusters ✓ Saves schools ✓ Saved majors ✓ Plans ✓ Course planner submission summary ✓ Student count by courses ✓ Student count by diploma ✓ Courses pending approval ✓ Students without pre-registration ✓ Graduation plan completion ✓ Critical alerts ✓ College applications
Lesson Progress *These reports track whether students have not started, are in progress, or have completed their Lessons*	✓ Completion by Student ✓ Completion by Grade ✓ Completion by Lesson
Engagement *These reports will show how often and how recently students have signed in to Xello*	✓ Logins by day/month/student ✓ Logins by grade ✓ Logins by educator

Xello's reporting capabilities include:

- **Ability to Export to Excel:** The Data & Export feature is a dropdown menu that can be found throughout every educator's account. This feature allows administrators, counselors, and teachers to export almost any list or report in Xello to a spreadsheet that can be locally saved to view and manage. **Data can be exported as either an Excel file or CSV.**

- **Unlimited Access:** as long as LAUSD remains a Xello client, they'll have unlimited reporting capabilities at the district and school levels. There are no caps to the number of reports that can be pulled annually.

- **Filtering:** the ability to filter reports by grade, group, gender and other attributes to drill down to a specific subset of students and their performance.

- **Alumni Tracking:** Xello has partnered with **National Student Clearinghouse (NSC)** to provide clients with reports that gauge the college success of high-school graduates.

NSC's StudentTracker® Reports are the leading source of college enrollment and graduation rates in the US. Over 3,600 public and private colleges and universities regularly provide their student enrollment and graduation data to NSC. In turn, NSC updates their data in April, August and November, providing subscribers with the most extensive and recent reports on college success available.

With the NSC integration, LAUSD will be able to request and access reports to understand post-secondary enrollment and persistence trends. District
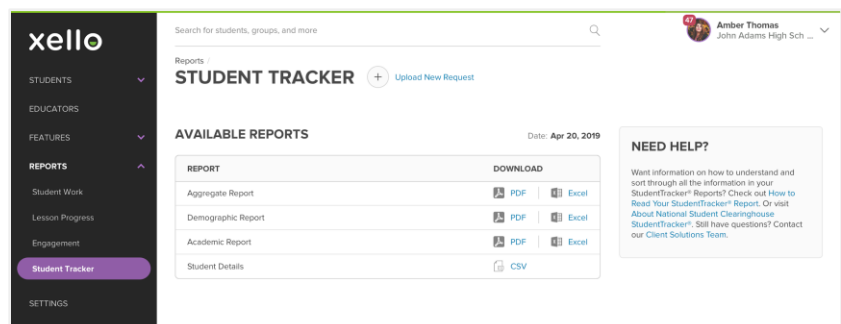
and school staff will be able to better understand where graduates are enrolling in college, whether they get a degree, how long it takes them, and so much more.

The reports can then be broken down by demographic and academic criteria, giving staff multiple in-depth perspectives on the success of high school graduates. The data can be returned in several different reports depending on the information provided to NSC. Examples of some of the basic reports include:

- How many students enrolled in the fall right after graduation
- How many of those students returned for another year

- Whether students stay in-state or go out-of-stateDo they attend a 2-year or 4-year school
- Top 25 most commonly attended institutions

LAUSD can use this information to see how the district's graduating classes compare with one another and gain insight into patterns with enrollment and degrees achieved. The district will be able to better understand whether college preparation efforts are setting students up for success in their post-secondary institutions and will have a better grasp on school-specific and district-wide application and admission trends.

Only users with Administrative Access can input and submit the data for report returns from NSC; however all user levels will be able to download the returned reports. Xello offers a step-by-step guide for filling out StudentTracker requests at: help.xello.world/article/1310-about-nsc-studenttracker, making it easy for administrators to submit complete and accurate requests.

Powerful Integrations

Xello integrates with leading providers in K-12 education to deliver a complete college planning experience that's easily accessible and automatically organized.

- **Common App:** As referenced earlier in this proposal, Xello's integration with Common App enables students to connect the two accounts so they can request transcripts and letters of recommendation for Common App schools from directly within Xello.

- **Method Test Prep:** For ACT and SAT preparation, Xello integrates with Method Test Prep (MTP), a self-paced online test prep program crafted by experts that helps students build their math, reading, writing, and SAT/ACT test prep skills. MTP is available at an additional cost., which we have referenced in our Pricing Proposal.

- **Student Information Systems (SIS):** Data integration allows Xello to securely exchange data with SIS to create student accounts in the program. Data integration also takes care of tasks like deactivating, transferring, promoting, and updating student accounts, as long as the information in the SIS is kept up to date. Xello is set up to support file-based data integration through MiSiS. You will work with your Onboarding Manager to set-up the integration and once complete, your site will be on a daily data transfer schedule. All other work done within Xello is updated in real-time.

- **Single Sign-On (SSO):** A time-saving tool that allows users to access multiple applications with one set of credentials. With Xello SSO, students and educators can log in to a portal, such as Schoology, and access their Xello account without a separate login.

Connecting Staff, Students & Parents

At Xello, we believe that while students can make real progress towards creating a successful future for themselves, they also need the help and support of the caring adults in their lives. Students are able to **share their profiles with parents**, guardians or any other interested parties in their network. A great way to give parents insight into student work, Xello's read-only shareable profile link includes:

- Personality Style assessment results
- Learning Style assessment results
- Interests
- Goal after High School
- Favorite Clusters
- Skills

- Experiences (Work, Education, Volunteer, Life)
- Places
- Career Suggestions (Matchmaker Interest Inventory results)
- Saved Career, School & Major options
- Goals & Plans

When students update or add work in Xello, their shared link updates automatically. This provides parents with a complete and current view into what motivates their child, their future goals, and their plans for success. **Profiles can also be shared in**

Spanish, removing the language barrier to allow Spanish speaking parents to fully understand and better support their child's goals. This feature can also be toggled off for the district should they not wish for students to share their profiles.

Two-way Messaging for Staff and Students

Xello's two-way messaging enables staff to quickly and easily send notifications and communicate with students.

- **In-Context Messaging**
  In Educator accounts, staff will find the *Send Message* button located at the top of any list of students. After selecting the students to message from the list, educators can use this button to pull up an action window where they can write the message and add any necessary attachments before sending. Tied to critical activities in the program, like course planning, assignments, and student reports, in-context messages give district staff immediate and easy access to message students in the moment as they are reviewing critical information.

- **Read and Reply to Messages**
  When a student has replied to a single or group message, educators will receive an email with the content of their reply. To view and reply to the message, they can login to Xello and land on the message in the **Message Center.**

- **Receive New Messages**
  Students can also initiate messages to their assigned educators, allowing for flexible support and additional opportunities to have ongoing conversations around a student's future planning.

COLLEGE ACCESS PLANNING AND REPORTING

SCHEDULE OF SERVICES AND PRICES

Category	*Unit	Price
Professional Development, Teachers	Per day cost/half day costs for up to 30 teachers We propose a thorough assessment of LAUSD's needs during our kick-off meeting to schedule as many training sessions as deemed necessary.	• Custom Webinar - $450 per 3 hour session • In-person Training - $3,500 per day
Materials, license fees, digital resources, etc.	One time or annual costs	The annual cost is determined based on the number of sites and students. Please see details in the attached Catalogue Pricing.
Professional Development, Administrators	Per day/half day costs We propose a thorough assessment of LAUSD's needs during our kick-off meeting to schedule as many training sessions as deemed necessary.	• Custom Webinar - $450 per 4 hour session • In-person Training - $3,500 per day
Coaching	In person/on-line and frequency/duration We propose a thorough assessment of LAUSD's needs during our kick-off meeting to schedule as many coaching sessions as deemed necessary. In addition, Xello's client service team and account management team are available for unlimited support and strategic guidance.	There is a variety of coaching opportunities available to LAUSD, which we have highlighted in our proposal: • **Getting Started Web Training:** Free with subscription • **Scheduled Web-based Training:** Free with subscription • **Client Specific Web-based Training:** $450 per 3 hour session • **Xello Launch Workshop Series:** $2,500 for the four part series
Implementation monitoring	Reviews/visits per year Xello charges a one-time implementation fee. There is no charge for monitoring or maintenance.	• Xello for High Schools (9-12) - $800 • Middle Schools (6-8) - $400
Deliverables	Data analysis, summary reports and recommendations	There are no additional charges associated with the Deliverables. Xello's pricing structure is a flat, per student, per year subscription rate.

*1 day for teachers=not less than 6 hours; half-day for teachers=not less than 3 hours

*1 day for administrators=not less than 8 hours; half-day for administrators=not less than 4 hours

Xello Catalogue Pricing

Product	One-time Implementation Fee per site	Annual Subscription Fee per student	Minimum Per Site Fee
Xello for High School Grades 9-12	$800	$4.95	$2,800
Xello for Middle School Grades 6-8	$400	$4.25	$1,400
Xello for Elementary K-5	$250	$2.50	$500

Training Fees	
Customized webinar *Delivered live and recorded for future reference*	$450 each
In-person customized training *This per diem cost is inclusive of all travel costs*	$3,500 per day
Xello Launch Workshop Series *New four-part workshop series*	$2,500 flat fee

Integrations & Add-ons		
National Student Clearinghouse	• Allows educators to track students after graduation on data points including college and continued enrollment and graduation • Educators can access reports directly within **Educator Portal** • Integration set-up is managed by Xello	$425 per high school site
Method Test Prep (ACT/SAT Test Prep)	• Integrated SAT/ACT preparation in Xello • Students can access the service directly from their Dashboard in the **Links & Resources** section • Set-up is taken care of by Xello • Price varies based on number of students per site	For pricing, please see the next page

All accounts include access to both ACT and SAT prep courses for a 12-month period.

All subscriptions auto-renew at the current subscription rate unless changed 30 days prior to the subscription end date.

All subscriptions include teacher accounts at no extra cost.

Pricing is per school building. Please contact us to discuss district pricing.

Number of Accounts	Price
5 to 15	$450.00
16 to 50	$450 + $15 per student over 15
51 to 100	$975 + 9 per student over 50
101 to 200	$1,425 + $7 per student over 100
201 to 300	$2,125 + $5 per student over 200
301 to 500	$2,625 + $4 per student over 300
501 +	$3,425 + $3 per student over 500

Pricing examples:

School A buys 253 student accounts

$2,125 + (53 x $5) = $2,125 + $265 = $2,390

School B buys 670 student accounts

$3,425 + (170 x $3) = $3,425 + $510 = $3,935

END