

Program Elements

In the 21st century global economy, postsecondary education is the foundation of social mobility, financial security, and positive citizenship. Over 80% of 21st century jobs and careers require postsecondary training and education. In addition, postsecondary degrees have a significant impact on students' earning potential over their lifetime.

NHAC's Students for Success Program aims to improve achievement in elementary, middle, and high school students attending LAUSD schools by addressing needs for their academic, physical, and emotional well-being. NHAC believes that all young people have the ability to excel in school and career regardless of their circumstances, with appropriate guidance and tools addressing their barriers to success. NHAC respects the unique need and strengths of each student and emphasize their individual cognitive, social, emotional and physical development. A comprehensive assessment is administered for every youth referred to NHAC to identify their individual needs and the appropriate services for academic and personal growth.

NHAC proposes to provide intervention support programs and services for students in LAUSD schools in grades K-12 to increase the performance of at-risk students failing in math and English and increase the graduation rate. Additionally, NHAC's services will lead to positive changes behavior and improve attendance by reducing tardiness and absenteeism. Fundamental goals of the program include meeting students' academic needs, creating a caring atmosphere for students, and providing relevant and challenging curriculum.

NHAC focuses on academic intervention, study skills, socialization, and physical education/health. To achieve sustainable positive outcomes for students, emphasis is placed on attendance, parental engagement, creating a positive school climate, and promoting feelings of belonging to the school environment via positive relationships with teachers.

Academic Enrichment and Intervention

NHAC uses academic intervention tutoring to help students reach their grade level and excel in Math, English Language Arts, Science, and other subjects. Study skills are emphasized through the use of instructional specialists, peer involvement, and team involvement. Socialization is addressed by attending to student concerns (e.g., teachers as advisors, awards for academic success and appropriate behavior, club and/or newsletter, regular freshmen class meetings) and parent concerns (e.g., newsletters, open house, and parent conference night).

NHAC staff incorporates a wide variety of instructional strategies designed to address the different learning styles and developmental needs of TSP. NHAC uses academic components such as adjustment for classroom characteristics (e.g., ability grouping, smaller class sizes, freshmen-only classes), program monitoring/evaluation; morning parent conferences; surveys of parents, teachers, and students), administrative support, and facilities support. NHAC also uses teaming/cooperative planning and staff development (e.g., teacher in-service, and dropout research, and trainings) to ensure students' academic success. Through direct instruction and well-prepared lessons, NHAC focuses on higher-level reasoning skills, collaborative learning groups, hands-on learning activities and problem-solving projects that develop deductive reasoning abilities.

Attendance is emphasized in a variety of ways and may include teaming/cooperative planning (e.g., early identification of potential dropouts, referral to social worker, motivation posters and films, incentives for good attendance) and parental involvement (e.g., automated calling for attendance, parent letters, and home visitation). NHAC intends to work closely with school staff and teachers to react quickly to indications of poor attendance, and parents are notified when students are truant.

NHAC's dropout prevention strategies provide support services designed to promote the student's academic, social, and emotional growth and well-being. Once students have their basic needs met and have established a relationship with someone they know will consistently work with them towards their goals, they can more readily focus on learning and reaching their ultimate goal of graduation and entry into college, the workforce, or military service.

College and Career Readiness

From January 2009 to present, NHAC has been in partnership with University of California, Los Angeles (UCLA) to provide students in grades 1-12 with service learning opportunities and career development to improve their school and community. Students participate in "I'm Going to College Program" where they visit the UCLA campus to attend college activities in an effort to expose students to college culture.

Conflict Resolution

Learning to deal with conflict is a lifelong that is especially important for today's children, who can face conflict and bullying on the playground. Conflict resolution can be taught, just like reading and math. NHAC's conflict resolution curriculum is designed to discourage bullying and teach students strategies for reducing tension and resolving conflicts. NHAC's approach teaches leadership development and reinforces the core social and emotional skills of communication, cooperation, and empathy.

NHAC staff emphasize and infuse the following elements of character in to the program: Caring, Justice & Fairness, Knowledge, Respect, Responsibility, Self-Worth, Trustworthiness, and Wisdom. Lessons allow students to learn and practice these essential conflict resolution skills and then to make an authentic, meaningful difference by applying these skills in a community service learning project. All lessons focus on experiential learning and strengthening relationships, are relevant to diverse student populations and are developmentally appropriate.

Anti-Bullying

A recent U.S. study shows that seventeen percent (17%) of all students reported having been bullied "sometimes" or more often. This amounts to almost one in five students.

NHAC defines bullying as as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both parties involved in bullying - those who are bullied and those who bully others - may have serious, lasting problems if left unaddressed. There are four types of bullying: Verbal, Social, and Physical, Cyberbullying.

NHAC has developed a comprehensive anti-bullying program to make schools safer and prevent bullying using the best practices suggested by the U.S. Department of Education and U.S. Department of Health and Human Services. NHAC strategies will focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students will be informed, through materials i.e. literature, handbooks, and other appropriate means, of LAUSD school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

NHAC also offers school-site training for educators, parents, students, school support staff, civic groups and community members to increase the awareness of the definition of bullying and anti-bullying strategies.

Health & Physical Education

NHAC's goal is to ensure that all K-12 students have an understanding of health and fitness, and to promote healthy habits that they will continue to adopt into adulthood. By using a combination of science and Physical Education lessons, students will learn, practice, and reinforce what they've learned. NHAC focuses on fitness, nutrition, and building self-confidence which include workshops on goal setting, healthy eating, exercise habits, self esteem, and peer pressure.

In addition, NHAC will assist school staff with ensuring a safe and orderly recess by supervising at least 20 minutes of activity per day. NHAC recognizes that recess is an important part of the students' school day, as these breaks are critical to improving learning in the classroom and to promote wellness. Recess also encourages opportunities for physical activity and decision making, effectively enhancing creativity and social learning.

Parental and Family Engagement

NHAC will work with school site administrators, parents, staff and community to plan and implement Parent Engagement/Involvement Workshops. To ensure that our parents participate in the development, and implementation of the school's program, NHAC proposes to do the following:

- Allow parents to visit and observe the school's programs and visit classrooms.

- Coordinate and integrate parent involvement programs and activities, including workshops.
- Encourage parents to regularly visit and take an active role in events and programs under parent school planning and volunteer their services.
- Involve parents in the planning, review and improvement of programs for Parent Involvement and the School Level Family Engagement Plan.
- Provide parents with a description and explanation of the curriculum in use at the school, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Providing parents with a copy of the student handbook and code of conduct outlining rules, policies and procedures.
- Provide parents with opportunities for Invite parents and convene an annual meeting, during the month regular meetings.
- Provide parents with progress reports and offer intervention in a school's programs and visit classrooms, timely manner.
- Providing parents with a copy of the student handbook and code of conduct outlining rules, policies and procedures.

Price Schedule

NHAC proposes a price of \$1,000 per day per each school site, not to exceed \$90,000 per school.

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D’Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.
- District’s [Code of Conduct](#) is expected when interacting with students

Vendor’s Name: New Hope Academy of Change	Submittal Date: 8/07/20
Schools Planning to Serve: All LAUSD Schools K-12	REVISED
List the services in your agreement that can be provided virtually:	Enrichment courses that include: Supplemental Academic Instruction, Trauma Resilience Counseling/ Health/Sports/Coaching, College/Career Readiness, SAT/ACT prep, Special Education support, Parent Training and Engagement, VAPA (ex. Ballet and Ballroom Dance/Theatre), and STEM. Use Certificated staff for instruction and Counseling.
List the services in your agreement that cannot be provided virtually:	N/A: All services can be provided virtually
List the platforms you plan to use for delivery of virtual services:	Schoology LMS, Zoom Video Conferencing, Microsoft Teams, Video Conferencing NHAC staff will request access at http://oneaccess.lausd.net/
Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):	The courses will be conducted via internet: Plan to coordinate with school to schedule 30-40 min sessions once a week: -System available 24 hours daily and 7 days weekly -Subject session 45 minutes in duration -Live and recorded instruction Certificated staff- instructional, Counseling