

Program Elements

The Partnership's model for school transformation is focused on *Great Leaders, Highly-Effective Teaching* and *Engaged and Empowered Communities*. This model entails close collaboration with school leaders, teachers, families, and partners to support Targeted Student Population (TSP) students with strong services. Since we partner closely with schools to design school goals and plans in support of students, our work naturally aligns with the needs and strategies of the school.

For the purposes of this RFP, we are highlighting three program areas that most closely align with the objectives of the RFP and with the District's overarching goals and which we would intend to offer to additional LA Unified schools. Specifically, we intend to offer:

- Family engagement supports through our Parent College™ and coaching & capacity-building services, aligned to the District's goals for Parent, Community and Student Engagement;
- School culture and Restorative Communities supports through our Restorative Communities Leads program and coaching and capacity-building services, aligned to the District's goals for school safety and 100% attendance; and
- College culture supports through our College Compass™ program and coaching & capacity-building services, aligned to the District's goals for 100% graduation.

For each of these areas, which we describe in more detail in the sections that follow, we offer specific programming in service of TSP students, as well as broader capacity-building alongside school staff, which is essential to maximizing the impact of our services. Each of these programs are appropriate for all comprehensive schools grades ETK-12, including Elementary, Middle, Span, and High Schools.

Family Engagement

The Partnership, like LA Unified, believes in the fundamental importance of parents and other family members in ensuring sustainable student achievement. The Partnership's family and community engagement model is comprised of three major initiatives: Parent College; School-Based Family Engagement; and Community Partnerships. These initiatives overlap, and the Partnership seeks to strengthen each initiative not in isolation but as part of an interactive whole. For the purposes of this RFP, we are focusing on our Parent College program and the capacity-building supports we offer schools to support family engagement.

Family Engagement: Parent College™

Parent College™ is the Partnership's signature family engagement program. Through Parent College, the Partnership educates parents across all grade levels 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 over 8,000 unique individuals. The program takes place on a Partnership campus within each of our three focal communities (Boyle Heights, South LA and Watts) on Saturday mornings from September through April.

The Parent College program is driven by a pivotal goal: that all students are 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). Two subsequent Parent College learning tracks—*Advanced* and *Electives*—contain courses in which parents learn to advance the health of their families, their schools and the broader community.

The annual Parent College program is comprised of six school-based sessions, offering all three learning tracks concurrently, held at a Partnership school in each of our three communities, plus an off-site activity for all Parent College participants: the 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 2018-19 University Day was recently held at California State Northridge (CSUN).

If approved, the Partnership would provide schools with the training and tools necessary to successfully launch and implement their own Parent College programs, up to and including participating in the Partnership's annual University Day. In the attached price proposal, we provide an estimate of the amount of training time necessary to enable school staff and parents to implement the Parent College program.

Family Engagement: Coaching & Capacity Building

In addition to Parent College, the Partnership supports District schools with coaching and capacity-building supports to strengthen family engagement and community partnerships. Under supervision of the Director of Family and Community Engagement (FACE), the FACE team assists our schools to build a vision and action plan for family engagement and partnerships that supports school-wide goals and a strong, positive culture. The vision for this work primarily focuses on developing and strengthening systems and practices that foster a welcoming environment for families; encouraging consistent two-way communication and relationship-building between school and home; and engaging parents in student learning and stakeholder decision-making at the school level.

Partnership family and community engagement managers work closely with school Family Action Team leads and members to achieve this vision. The Family Action Team is a group that plans, executes and evaluates family engagement strategies and activities designed to support school-wide academic priorities. Led by an administrator, typically an assistant principal, the Family Action Team includes parents, teachers, the school's Community Representative and sometimes representatives from partner organizations. This multi-stakeholder team convenes for monthly school-site meetings.

If approved, the Partnership would provide schools with the training and tools necessary to successfully launch and implement their own FACE teams. In the attached price proposal, we provide an estimate of the amount of training time necessary for a school to do this.

Evidence of Successful Execution of the Parent College™ and FACE Team Programs

One foundational metric we use to measure the success of these programs is participation rates. Parent participation is a sign that parents value the services we provide. Last year, more than 1,900 unique participants participated in Parent College workshops. At our annual University Day event, 935 parents, students and other family members (aged 12 and older) took a full day trip to California State University Northridge to learn how to make college a reality for their families.

We also assess the success of Parent College through survey questions designed to measure how the respondent perceives Parent College as impacting their own capacity to support their child's academic achievements, such as the percentage of participants who agree/strongly agree with the following statement: *"After today, I feel more confident about my ability to take action to support my child academically."* Last year, 94.6% of parents agree/strongly agreed with this statement. Our survey results show similarly impressive feedback across an array of subjects related to their child's academic success, including the percentage of parents who have improved their ability to navigate the college application and financial aid process, who feel comfortable supporting their children with specific math or literacy strategies, and more.

School Culture and Restorative Communities Supports

The Partnership believes in a holistic, restorative framework to support positive school culture. By developing and cultivating Restorative Communities, we ensure student learning time is maximized and the root causes of behaviors, feelings and needs are addressed and supported. Restorative Communities are spaces that are physically, intellectually and emotionally safe, trauma-informed, and committed to social and racial justice. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening, and (when harm occurs) repairing relationships through social-emotional learning, circle practice, and restorative dialogue.

The Partnership cultivates Restorative Communities through a range of differentiated and integrated supports, including our Restorative Communities Leads (RCLs) program, professional learning facilitation, workshops with families and partners, and directly facilitating restorative practices. For the purposes of this RFP, we are focusing on our RCL program and the capacity-building supports we offer schools that support positive school culture and Restorative Communities.

School Culture and Restorative Communities: Restorative Communities Leads Program

Restorative Communities Leads (RCLs) are responsible for leading themselves and their school culture team in planning and implementing restorative practices to enhance school culture such that the school meets their culture goals. Through this role, educators cultivate their leadership skills while positively impacting school culture and classroom climate in order to transform student outcomes. RCLs serve as contributing members of the school leadership team and as a co-lead of the school culture team. RCLs set and progress monitor a year-long plan that will support reaching the school-wide culture goal growth goal. Lastly, RCLs implement a system for peer observations to ensure colleagues' learning of restorative practices.

The Partnership supports RCLs by facilitating professional learning, providing tools and resources to support their work, coaching and supporting their and paying a stipend. We host two seminars for a total of 5 full-days on restorative practices. The objectives of these learning opportunities include:

1. Build team, individual relationships and our own social-emotional skills as model practitioners
2. Observe and generate feedback on classroom and school-wide practices that promote social-emotional learning, restorative practices, and culturally responsive teaching and learning
3. Discuss, practice, and plan social-emotional instruction to support students with self-awareness, self-management, growth mindset, social awareness and relationship skills
4. Analyze multiple sources of school culture data and refine our tiered systems to more equitably support students
5. Plan and practice facilitating effective school culture team meetings, with data-driven activities and purposeful facilitation moves

The Partnership supports this professional learning through data, tools, resources, observations, feedback and ongoing coaching. Taken together, these supports deliver real impact to District schools and particularly TSP students as RCLs provide critical school-wide leadership and as well as direct support to students.

School Culture and Restorative Communities Supports: Coaching and Capacity-Building Services

In addition to the Restorative Communities Leads program, the Partnership supports District schools with coaching and capacity-building supports. 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 partners. Partnership coaching and capacity-building focuses on the following areas; community building, restorative circles, social-emotional learning, non-violent communication, restorative dialogue, school culture goals and strategic implementation plans. Our coaching and consulting works with all school stakeholders, including school leaders, teachers, other school staff, families, partners and students. Taken together, these supports strengthen school culture and deliver meaningful supports 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 programs, including the RCL Leads program and coaching and capacity building for school teams leading their school's culture work. In the attached price proposal, we provide an estimate of the amount of training time necessary to successfully implement this work.

Evidence of Successful Execution of the Restorative Community Leads and Capacity Building Programs

The Partnership's Restorative Communities work has successfully improved many of the same metrics tracked as part of the District's LCAP goals. For example, from 2015-16, through 2017-18, students feeling safe at partnership schools increased from 65% to 90% (above the district target) and the single student suspension rate dropped from 3.1% to 1.0%, and is projected to be below .5% in 2018-19. These improvements are supported by other metrics, including the percentage of our school staff who reported that staff culture at their school was positive, which increased from 63% to 75% over the same time period (2015-2018).

College Culture Supports

The Partnership envisions all LA Unified students as four-year college or university graduates. We understand that increasing the number of college graduates can significantly improve the trajectory of historically underserved communities and the individual families who live there. We know that families and schools play a pivotal role in encouraging a narrative of college success. For these reasons, the Partnership sees college culture work K-12 as an essential part of our mission to transform schools and revolutionize school systems.

The Partnership supports college culture through a range of programming and supports alongside our schools. This includes instructional planning, training for school counselors and other staff, data monitoring, and family engagement. For the purposes of this RFP, we are focusing on our College Compass program and the capacity-building supports we offer schools to support college culture.

College Culture: College Compass™

The Partnership's College Compass™ program is intended to increase the percentage of students seeing themselves as college-going and then going to college after high school by leveraging three core strategies; (1) Expose students & families to the value of college, (2) Help students to visualize themselves as a future college student and helping families to visualize their children as future college students, (3) Support students & families in taking the steps that they will need in order to be successfully admitted into college.

The Partnership supports this work in schools through the Partnership College Compass. The College Compass has the following three elements; (1) Curriculum: Comprehensive K-12 curriculum that helps educators articulate the age-appropriate steps needed to prepare students for college, (2) Student tracker: Robust student self-monitoring and goal setting so that they are connected to their education and progress, (3) Family communication: Regular communication with families about student progress.

The College Compass curriculum outlines metrics and activities at every grade level K-12. It has four categories: (1) Academic skills, (2) Knowledge of why college is important (3) Personal vision to go to college, and (4) Knowledge of steps and requirements on path to college. Tracking essential indicators and activities for all students K-12 is an important tool for building college culture. This directly supports students with self-monitoring and goal setting so they take ownership over their education and life trajectory. It also equips families and educators to support students with the steps they need to take.

College Culture: Coaching and Capacity-Building Services

In addition to the College Compass program, the Partnership supports LA Unified schools with coaching and capacity-building supports to support college culture. Partnership staff 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 focuses on the following areas:

- Connecting schools within feeder patterns (elementary, middle, and high) so that older students are talking about college and their aspirations with younger students and helping younger students to set their own aspirations
- Supporting each school in the creation and implementation of a targeted goal and strategic plan related to college and career

- Ensuring all high school counselors receive regular professional development regarding topics such as using student self-monitoring to improve student conferences, and academic performance and targeted supports for increased college-going among English learners
- Identifying and implementing supports to help elementary and middle schools plan college fairs, college visits, and other events where kids and parents can talk about college jointly
- Improving Advanced Placement programs at all high schools through the identification and sharing of best practices

Our coaching and consulting works with all school stakeholders, including school leaders, teachers, other school staff, families, partners and students. Taken together, these supports strengthen college culture and deliver meaningful supports for LA Unified students.

If approved, the Partnership would provide schools with the training and tools necessary to successfully implement their own College Compass programs and provide the additional capacity building and coaching described above. In the attached price proposal, we provide an estimate of the amount of training time necessary to enable school staff and parents to implement a College Compass program and provide the other supports listed here.

Evidence of Successful Execution of the College Compass™ and College Culture Capacity Building Programs

Two critical metrics that we use to measure the success of the Partnership's college culture work are the percentage of students applying to and attending 4-year universities. These critical indicators of academic success have increased dramatically since the Partnership launched the College Compass program, with the percentage of Partnership students applying to 4-year colleges increasing from 29% in 2014-15 to 64% in 2017-18 and acceptance rates increasing from 32% to 50%. At lower grade levels, we measure the percentage of students reporting that they plan to attend a four-year college, which increased from 51% of students in 2016-17 to 62% in the current school year. Under a more traditional metric of college going readiness, high school graduation rates, Partnership schools have increased from 36% when the Partnership launched to 79% in 2018-19.

Price Schedule

Channel	Service Provided	Educator/ Participant Category	Participant Range	Partnership Team	Price per Day	Example: Days Per Year	Example: Annual Price
Family Engagement Supports	Parent College	Teachers, Administrators, Parents	1-10	Director of Family & Community Engagement	\$ 825	1	\$ 11,000
		Teachers, Administrators, Parents	1-10	Manager of Family Engagement Programs	\$ 575	11	
		Teachers, Administrators, Parents	1-10	Associate of Family Engagement Programs	\$ 350	11	
	Coaching & Capacity-Building	Teachers, Administrators, Parents	1-10	Director of Family & Community Engagement	\$ 825	0.5	\$ 7,313
		Teachers, Administrators, Parents	1-10	Manager of Family Engagement Programs	\$ 575	6	
		Teachers, Administrators, Parents	1-10	Manager of Family Engagement Programs	\$ 575	6	
School Culture & Restorative Communities Supports	Restorative Communities Leads Program	Administrators, Teachers	Up to 7 per school	Director of School Culture and Restorative Communities	\$ 825	10	\$ 13,600
		Administrators, Teachers	Up to 7 per school	Manager of Restorative Communities	\$ 535	10	
	Coaching & Capacity-Building	Administrators, Teachers	Up to 7 per school	Director of School Culture and Restorative Communities	\$ 825	4	\$ 5,440
		Administrators, Teachers	Up to 7 per school	Manager of Restorative Communities	\$ 535	4	
College Culture Supports	College Compass	Administrators, Teachers	Up to 7 per school	Coordinator of College-Ready Culture	\$ 665	3	\$ 5,320
	Coaching & Capacity-Building	Administrators, Teachers	Up to 7 per school	Coordinator of College-Ready Culture	\$ 665	5	

Notes:

- 1 Direct costs billed separately, at cost.
- 2 Most facilitation can be implemented with multiple combinations of pull out days on assigned days, Saturday paid PD, plugging into protected planning time during the school day, or PD on unassigned days. Any substitute teacher costs and/or x/z-time will be incurred by the school.
- 3 The Price per Day amounts are static. Example columns are illustrative. Actual Days per Year are contingent on need. As such, the Annual Price may be greater or less than the example amounts
- 4 Services rendered for greater than the participant ranges listed above will require additional facilitation and will be charged additional fees.