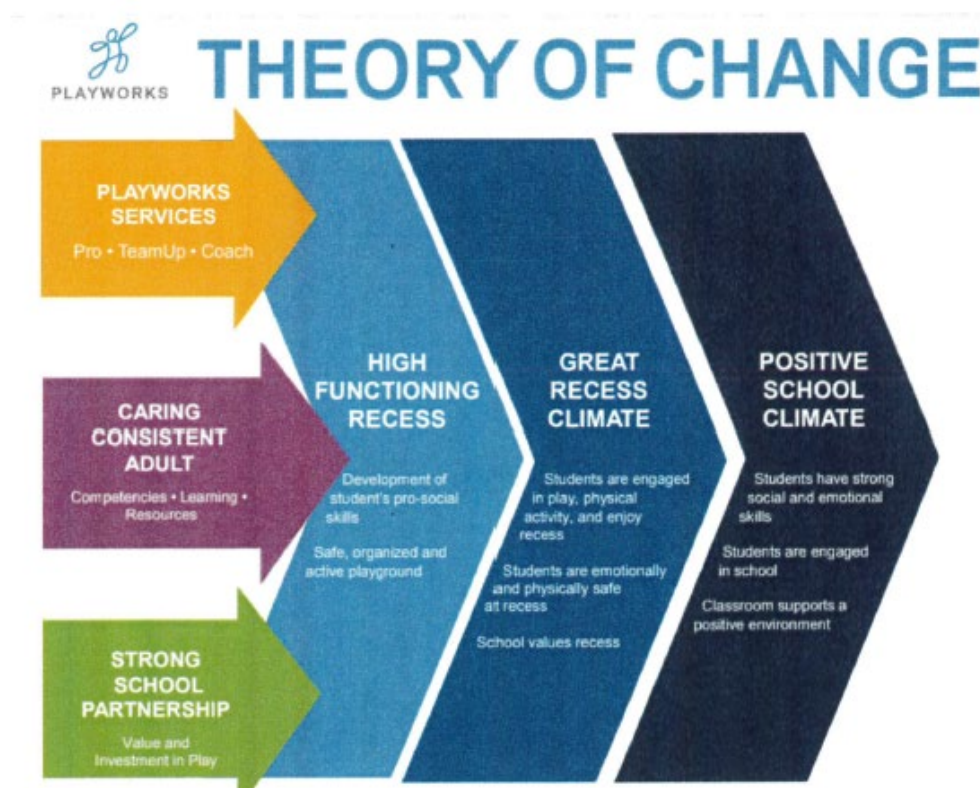


Program Elements

Playworks provides comprehensive direct services, training, consulting, and support to high-needs schools and school and youth organization staff who teach, serve, coach, and mentor the Target Student Population. All of our programming is delivered by an experienced Playworks professional who models and implements strategies, games, and systems to develop and sustain a positive educational culture for every student and achieve outcomes listed in the District's overarching goals, starting at recess.

The Playworks Theory of Change identifies a High-Functioning Recess as key to creating a positive overall school climate. We theorize that a High-Functioning Recess is achieved with three fundamental elements: a high-quality Playworks program, caring and consistent adults, and a robust Playworks/school partnership.

The model suggests that a High-Functioning Recess leads to a Positive Recess Climate where students are engaged and feel safe. This Positive Recess Climate translates into a Positive School Climate where students have strong social and emotional skills, positive relationships with adults, and an increased sense of belonging and connectedness to school, which improves academic performance as well as the overall health and well being of students.



With the approval of this proposal, Playworks will continue to implement a combination of Coach, TeamUp, Consultative Support, and Staff Training to improve the learning environment at high-needs LAUSD elementary schools. Our data-driven approach to improving school climate impacts all students.

As previously mentioned, independent studies of our programs have consistently proven the efficacy of our services in teaching social-emotional skills and improving the learning environment.

Program Plan-Narrative: Coach

Playworks places a full-time Americorps program coordinator, called a “coach”, at each of our low-income partner elementary schools. Coaches organize fun, play-based physical activities before, during and after school. All coaches receive intensive training prior to being placed in a school, continuing throughout the year. Coaches are present every day of the school year and offer students a consistent mentor throughout the school day, teaching the joy of physical activity and play.

First, Playworks coaches create a safe recess space by establishing specific areas on the playground for games. Coaches explain standard rules for behavior and teach games that are fair and inclusive. Coaches establish conflict resolution techniques such as rock/paper/scissors so that students can resolve conflicts on their own. Coaches specifically seek out children who may spend time on the sidelines because of physical limitations, bullying, obesity or other factors that discourage them from participation. Coaches make sure that these children are included in all activities, feel supported, and have the opportunity to interact in healthy play with other students. This helps to increase students’ feelings of safety at school and in turns help build positive school climate.

Second, Coaches recruit a group 4th and 5th grade students to serve as Junior Coaches, whereby older students help younger kids connect with their peers respectfully through play. Playworks Coaches work with teachers to identify Junior Coaches, often recruiting children who might otherwise be disruptive, shy or physically unsure. Junior Coaches must do their homework and behave properly in the classroom in order to be a leader on the playground. This peer leadership program improves students’ self-esteem, communication skills, and academic engagement.

Third, Coaches work with teachers to provide 30-45 minutes of Class Game Time every other week, on average. Class Game Time gives students the opportunity to absorb the rules and interactions for healthy games in a smaller group setting. Class Game Time increases children’s physical activity through play, which is especially valuable for social and emotional learning as well as classroom readiness. Through Class Game Time, Coaches train teachers on Playworks methodology so that teachers can continue healthy play with their students independently. When teachers participate in Class Game Time, students receive an expanded impression of an “authority figure”. This enrichment of the student-teacher bond can lead to a child feeling a stronger sense of belonging and connectedness to school, which then impacts how students perform inside the classroom and throughout their school day.

Fourth, Coaches will facilitate two developmental sports leagues in fall and spring. These leagues are non-competitive, as the focus of this component is to give students the opportunity for development and exposure to a sport that they do not already have access to. Coaches focus on building skills, providing children with a team experience, and teaching good sporting behavior. These leagues will be 4-6 weeks long, with practice taking place after school once a week and game nights taking place at a local facility, where students have the opportunity to play with other Playworks schools and engage in safe, meaningful physical activity. These developmental sports leagues foster a sense of belonging for students while teaching them the social and emotional skills necessary to cooperate as a part of a team, which helps to associate more positive and safe feelings with school. Also, our leagues offer additional opportunities for physical activity as well as parent and community engagement.

Playworks will provide training for teachers and staff of School site. Such training provides teachers and staff with best practices and examples to implement plan-aligned strategies to provide opportunities for play and physical activities for their students.

Program Plan-Narrative: TeamUp

Playworks places a Site Coordinator who rotates between the four schools and is present at each school for one week out of four throughout the entire school year. We promote coaches into the Site Coordinator position based on their ability to run a high quality program and the high ratings they receive on thorough evaluations we perform each year with our coaches. All Site Coordinators attend a one-week intensive training in July to give them the skills and support necessary to be successful in their roles.

During the one week in each four-week cycle when the Site Coordinator is at a school, s/he models an aspect of a healthy recess for 1-2 days. Mid-week, the Site Coordinator asks the school's Recess Coach or Recess Team (school staff who supervise each recess period, everyday) to carry out the technique and provides feedback on what worked and what could be improved. For example, a Site Coordinator could model how to execute healthy transitions – the period of time when students come out to recess and the time when they go back to class, as this has proven to improve student safety, the level of physical activity at recess time, and classroom readiness – for two days and then ask the recess coach to carry it out on Day 3, providing feedback and guidance afterwards. By the time the Site Coordinator leaves at the end of the week, the Recess Coach has learned a new technique and is given goals to carry out for the rest of the month. Each of these goals aim to achieve a self-sustaining positive recess climate in order to improve school climate and safety, increase students' physical activity, and provide students with the opportunities to develop their social and emotional learning skills, which in turn helps to achieve positive outcomes inside the classroom and throughout the school day. Each week that the Site Coordinator is at a school, there is a block of time set aside with the Recess Coach, when no children are present, to review the strategies and skill sets for systems change and support the Recess Coach.

During the three weeks of each cycle when the Site Coordinator is not present, a Playworks Program Manager visits the TeamUp school, evaluates the program, and offers feedback to the Recess Team and Recess Manager (usually a member of the school's instructional leadership team.) This is an opportunity to offer guidance and a quality lens on the recess climate as a whole, in regards to safety and student and adult engagement. The Program Manager then meets with Site Coordinator to discuss next steps in order to help increase physical activity among students, social and emotional learning opportunities during recess, and overall safety and climate.

Twice a year Playworks delivers a formal evaluation of the TeamUp school's recess to the principal. The first evaluation is administered in the fall and the second in spring. After both evaluations, Playworks and the principal set goals and discuss next steps for the school's Recess Coach. By the end of the year, Playworks provides a training to the principal to show how the school can implement its own program quality assessment. Our goal is to empower the principal to know what to look for on the playground in order to maintain and sustain a high-functioning recess and therefore, a positive school climate.

Program Plan-Narrative: Playworks Consultative Support and Staff Training

Through hands-on professional development workshops and collaborative consultation, Playworks professional development teaches schools to use practical skills that tap into the transformative power of play to impact school climate and engage students. We offer a range of services delivered by Certified Trainers, intended for groups of ten or more participants, ranging from half-day workshops to two-day sessions to full-year immersions. The target population for our professional development workshops is all staff working in a school serving students from elementary to high school grades, including high-needs schools and youth organizations. Below are brief summaries of the Consultative Support and Staff Training programs available.

- a. **Power of Play-** The Power of Play workshop introduces the importance of play and lays the foundation for creating a safe, healthy, and respectful environment for youth. We give school staff the introductory tools needed to create safe and inclusive play opportunities for all students. The workshop also includes a discussion of the various barriers youth may face and how adults can help youth navigate and overcome these challenges. School staff walk away understanding how to select and initiate games that support the physical, social, and emotional development of their students.

- b. **Group Management 1-** The Group Management 1 workshop explores five key group management strategies that administrators, teachers, and out-of-classroom staff can use to set students up for successful group behavior. The strategies are (1)*building rapport*, (2)*attention getters and signals*, (3)*transitions, openings, and closings*, (4)*learning styles*, and (5)*rules and consequences*. School staff will learn how to connect core values such as empathy and respect to recess, how attention getters relate to proactive behavior management, effective transitions, a variety of techniques and systems that address diverse learning styles, and the importance of consistent rules and consequences. At the end of training, school staff will be able to verbalize the benefits of using proactive behavior management strategies as well as identify proactive behavior management strategies to integrate into daily routines.
- c. **Consultative Visit-** A professional Playworks trainer will conduct an in-depth, real-time observation of students and staff on the playground and identify opportunities for improvement to move toward a more positive recess climate. We will support and align everyone involved through setting clear goals and making action plans to achieve them. A complete report will be delivered to school administration team detailing highlights and areas of improvement from recess, goals, and next steps.
- d. **Recess Implementation-** This is our most popular program to begin transforming recess and improving school culture. Recess Implementation is a fun-filled program designed to create an inclusive and healthy playground environment for students and staff. This interactive learning event builds strong knowledge around games and develops valuable skills such as managing transitions, resolving conflicts, and building systems that promote a meaningful recess or playtime. Recess Implementation also serves as a high-energy, team-builder for school staff. A Playworks Certified Trainer returns to your school four to six weeks after your training to consult with your staff to help them continue to build on the improvements they have made.
- e. **Recess 360-** This is our most comprehensive training for schools ready to commit to not only improving recess, but creating a positive educational climate for everyone. During scaffolded trainings and consultation visits, we help your staff build a recess that can adapt to all the circumstances you might face, from inclement weather to challenging behavior. Also included is a high energy kick-off event on-site with your entire staff to

build school-wide excitement and awareness around impact. The program provides essential knowledge and builds skills to implement a successful recess, including advanced components such as organizing and running a youth leadership program.

- f. **Recess Reboot-** This is an intensive, hands-on curriculum that equips schools to achieve and sustain safe and healthy play at recess. Through four days of on-site instruction and modeling, an experienced Certified Trainer teaches school staff a wide array of strategies to successfully engage kids in safe, active and inclusive play. School staff also learn to run a youth leadership program. These upper grade “Junior Coaches” (15 per school) lead recess games, resolve conflicts and serve as role models for younger children. Finally, Playworks and school staff develop an action plan tailored to the school’s particular goals in order to maintain a high quality recess beyond the Recess Reboot week. Playworks’ Certified Trainer follows up with a virtual check-in about a month later and stays in touch to help schools assess additional professional development services that may be needed to strengthen and sustain safe and healthy play.
- g. **Advanced Workshops-** These workshops provide schools an opportunity to choose from a variety of participatory workshops that utilize systems to create a high-functioning program. Playworks works with school administration to find individual workshops that suit their needs. Playworks Advanced Workshops dive deep into a specific growth and goal topics. Playworks Certified Trainers will visit school administration and staff on-site to provide participants with critical insight and tools related to their chosen workshop’s theme. All workshops are three hours. Sessions are upbeat and balance both activities and discussion. Our workshop options include:
 - i. **Group Management 2-** This workshop addresses working with challenging behaviors. Because youth who exhibit challenging behaviors often require more attention and support, this workshop provides educators with strategies to refocus youth and tools to address disruptive behaviors. This workshop also builds upon the foundations created in Group Management 1. It has a strong emphasis on proactive strategies and systems which staff can use to ensure they are meeting all students’ needs.
 - ii. **Game Facilitation-** This workshop ensures that school staff are comfortable facilitating games. In addition, we impart the Playworks methodology for transitioning between activities and building cooperation among kids.

- iii. **Indoor Recess** - This workshop teaches school staff indoor games, how to map indoor play spaces, and how to create action plans to keep kids physically active throughout the day, even on days when it's not possible to get outdoors.
- iv. **Recess Youth Leadership**- The focus of this workshop is on acquiring tools to set up and sustain a successful youth leadership program. A Playworks Certified Trainer will empower school staff to create opportunities for students to lead and ensure everyone is part of the game.
- v. **Tournaments**- School staff experience a tournament and develop an action plan for running a tournament at the school site.
- vi. **Recess Program Sustainability**- School staff will identify strategies to ensure the sustainability of a healthy recess program, including the development of a Recess Handbook.
- vii. **Playworks in the Classroom**- School staff will learn concrete methods to add movement and play to content-based curriculum, brain boosters, and classroom management techniques.
- viii. **Staff Leadership on the Playground**- This workshop is designed for school staff experienced in Recess Implementation to explore how the roles of advocate, mentor, and leader impact safe and healthy play at recess. Members of your staff will exercise leadership skills and explore strategies to support each other as a team to ensure a safe and inclusive recess for your students.

Each of our Consultative Support and Staff Training programs are built with the objectives of supporting school, district, and youth organization staff to implement strategies and best practices that build safe, positive learning environments in which students are engaged in academic learning and meaningful physical activity in order to best support whole child wellness and physical health, attendance, school safety and positive school climate, and social and emotional development.

Independent studies of Playworks programs have repeatedly proven the effectiveness of our services to teach social and emotional skills and improve the learning environment.

The Coach program model was studied by Stanford/Mathematica. This study compared Playworks schools to non-Playworks control schools at a single point in time. All of the following were statistically significant findings:

- **School Safety and Positive School Climate and Whole Child Wellness Services (social and emotional development)** - Playworks schools have less bullying than comparison schools: There was a 43% difference in teacher ratings of bullying and exclusionary behavior at Playworks schools compared to non-Playworks schools.
- **School Safety and Positive School Climate and Whole Child Wellness Services (social and emotional development)**- Students experience increased safety: There was a positive impact of Playworks on teachers' reports of students using positive, encouraging language; teachers' perceptions of the extent to which students felt safe at school; and teachers' perceptions of the extent to which students felt safe and included during recess, a 20% difference in teacher ratings.
- **Whole Child Wellness Services (academic supports)**- Teachers gain valuable time transitioning from recess to the classroom: Teachers in treatment schools reported taking significantly less time to transition from recess to learning activities than teachers in control schools, 34% fewer minutes.
- **Whole Child Wellness Services (physical health)**- Students are more physically active at Playworks schools than at comparison schools: There was a 43% difference in the amount of time students spent in vigorous activity during recess at Playworks schools compared to non Playworks schools.

In regards to school attendance, in 2015, Stanford University released a study which found that participation in Playworks Coach led to a statistically significant increase in attendance among elementary school children. The study found that, aggregated to a school of 450 students, the increase in attendance represented approximately 150 additional days of attendance among all students during the school year.³

In 2017 the Stanford/Mathematica study was included in the RAND Corporation's, evidence review: *Social and Emotional Learning Interventions Under the Every Student Succeeds Act*.⁴ This review found that Playworks full-time Coach leads to eight social-emotional learning outcomes:

- School Climate/Safety: inclusiveness, student safety, student use of positive language, bullying, student ownership of recess activities
- Intrapersonal Competencies: class readiness, on-task behavior, transitioning from recess to learning

Price Schedule

Program	Unit	Total Price
A.1 Coach	Full year	Unsubsidized: \$70,000.00 Subsidized: \$42,000.00
A.3 TeamUp	Full year	Unsubsidized: \$26,000.00 Subsidized: \$22,500.00
A.4 Consultative Visit	1 day on-site	\$750.00
A.5 Play Leadership Essentials	2 full days	\$8,500.00
A.6 Recess Implementation	2 full days	\$9,500.00
A.7 Recess Reboot	4 days on-site	\$12,500.00
A.8 Recess 360	6 days on-site; 4 Consultative Visits	\$22,000.00
A.9 Power of Play	Half day training	\$4,500.00
A.10 Group Management 1	Half day training	\$4,500.00
A.11 Group Management 2	Half day training	\$4,500.00
A.12 Indoor Recess	Half day training	\$5,000.00
A.13 Game Facilitation	Half day on-site	\$5,000.00
A.14 Playworks in the Classroom	Half day training	\$5,000.00
A.15 Power of Play & Group Management	1 day on-site	\$6,000.00
A.16 Recess Program Sustainability	Half day training	\$5,000.00
A.17 Recess Youth Leadership	Half day training	\$5,000.00
A.18 Staff Leadership on the Playground	Half day training	\$5,000.00
A.19 Tournaments	Half day training	\$5,000.00
A.20 PlayworksU	1 yr.online subscription	\$2,000.00

*To qualify for subsidy, schools must have >50% of students qualify for free/reduced lunch program.

*For Programs A.9-A.19, price values will increase by \$500 for groups of 35 or more participants; prices are also subject to increase for required travel

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.

Vendor's Name: Playworks Education Energized		Submittal Date: August 27, 2020
Schools Planning to Serve: All eligible LAUSD schools		
List the services in your agreement that can be provided virtually:	Recess, Class Game Time, Junior Coach Leadership Program, All Staff Onboarding, Distance Learning Support,	
List the services in your agreement that cannot be provided virtually:	Interscholastic Leagues	
List the platforms you plan to use for delivery of virtual services:	Zoom, Google Hangouts	
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.):	<p>Embed Recess & Class Game Time into daily school schedule</p> <p>Recess: 20min daily</p> <p>Class Game Time: 30min daily, 1 or 2 classes at once.</p> <p>Junior Coach Leadership Program: Training once a week, students to lead play every day</p> <p>All Staff Onboarding: Beginning of the year virtual session for all staff on zoom</p>	

- District's [Code of Conduct](#) is expected when interacting with students