

## Program Elements

Yancy proposes to provide LAUSD Elementary, Middle, Span, and High Schools with a comprehensive Partners for Student Success program - targeting English learners, re-designated English learners, low-income students, and foster youth - that includes all required program elements to meet the District's goals.

## Graduation, College and Career Readiness

Yancy will utilize Naviance for graduation, college, and career readiness. Naviance is a comprehensive college and career readiness solution that aligns student strengths and interests to postsecondary goals. Naviance offers:

- **Career Exploration** - By connecting students' interests to their potential career paths, students will be able to actively participate in their own academic success. The career planning tools in Naviance allow students to understand how their strengths, goals, skills, and interests can lead to exciting careers.
- **College and Career Preparation** - Naviance allows students to create a personalized plan that will help them make the right decisions throughout their academic journey.
- **Self-Discovery** - Students build confidence by trying new things, pursuing what they love, and learning from their missteps in a safe environment. With Naviance, students will discover their strengths, connect their interests to careers, set goals, and gain confidence in their plans.

## Middle School

According to a recent Gallup study, between the middle school and high school years, there is a 28% decline in student engagement. To help overcome this trend, it is critical for middle school students to develop confidence and understand why education is relevant to their future. Naviance for Middle School helps students discover their strengths and interests and assists them in creating individual learning plans to help them achieve their goals.

Yancy's Naviance-based graduation, college, and career readiness program for middle school students will include:

- **College Preparation:** During middle school, it is important for students to learn that college may be an option for them in the future and helps them to ensure that high school is a productive time for college preparation. Specifically, middle school students will:
  - Gain college awareness
  - Explore college majors
  - Learn about admissions requirements

- **College and Career Readiness Curriculum:** The Naviance curriculum provides a blended learning solution for students that helps students develop critical non-cognitive skills and college knowledge while instilling confidence so that they will persevere to reach their long-term college and career goals.
- **Career Exploration:** The career planning and awareness tools in Naviance help students to realize their strengths, goals, and values, and develop interests in future careers. With Naviance, middle school students will:
  - Explore different careers
  - Connect interests to career clusters
  - Hear from leaders in their field
  - Begin to imagine their own future
- **Academic Planning:** Naviance offers a variety of academic planning tools that foster collaboration between students, parents, and staff. The tools help to ensure that students are selecting courses that are rigorous and align to their interests. With Naviance's academic planning resources, students will:
  - Choose courses that align to interests
  - Create a three-year course plan
  - Develop academic planning habits

## High School

Studies reveal that student engagement hits its lowest point in high school. To help them succeed, students need concrete strategies to keep them involved in their own education. Naviance is proven to improve student outcomes by helping them connect their strengths and interests to long-term goals.

Yancy's Naviance-based graduation, college, and career readiness program for high school students will include:

- **College Preparation:** By helping match students to colleges based on their interests and goals and comparing admission rates at students' top college choices, the Naviance planning tools allow students and their parents to make informed decisions. Specifically, high school students will:
  - Understand college possibilities
  - Explore high school specific college admissions stats
  - Match to best-fit colleges
  - Identify ideal college majors
- **College and Career Curriculum:** The Naviance curriculum provides a blended learning solution for students that helps students develop critical non-cognitive skills and college knowledge while instilling confidence so that they will persevere to reach their long-term college and career goals.

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- **Test Preparation:** Naviance provides test preparation solutions for ACT, ACT WorkKeys, SAT, and AP tests. Students are engaged in proven, game-based courses that help them to perform their best on test day. A study of 18,000 students who used Naviance Test Prep demonstrated an average 16% score improvement when used regularly. Naviance Test Prep seamlessly integrates with Naviance to help students be college and career ready.
- **Career Exploration:** Students are able to identify their strengths, goals, knowledge, values, and interests in future careers to help them work toward a path that is inspiring to them. Naviance helps high school students to:
  - Connect interests to career fields
  - Identify best-fit careers
  - Learn from leaders
  - Plan for life after high school
- **Academic Planning:** Naviance offers a variety of academic planning tools that foster collaboration between students, parents, and staff. The tools help to ensure that students are selecting courses that have them on track to reach their goals. With Naviance's academic planning resources, students will:
  - Create a four-year course plan
  - Stay on track to graduate
  - Meet academic college entrance requirements
  - Take ownership over their education

## Assessments

Students will complete several assessments throughout their participation in college and career readiness services to help guide their planning.

- **AchieveWORKS** – Assessments by Human eSources support a personalized learning approach to help students understand their personality type, learning styles, and unique intelligences. These assessments are used to create a comprehensive profile of the students' strengths and personal attributes to provide students with the tools they need take control of their own learning.
- **StrengthsExplorer** - Designed for students between the ages of 10 to 14 years, the StrengthsExplorer assessment identifies each student's three strongest emerging talents. The assessment includes explanations of these three talents, strategies to encourage growth, and action items to help students and their parents leverage strengths in the classroom and in life.
- **Career Key** – A career assessment for middle and high school students based on Holland's interest codes. Career Key offers a scientific matching system that enables students to identify career and college majors that align with their interests, skills, and abilities.

## Additional Services

In addition to the foundational instruction provided from Naviance, Yancy will offer the following additional services to further support students in their graduation, college, and career readiness efforts:

- Individual developmental counseling for all high school students
  - Facilitate a college readiness course by grade level
    - 9<sup>th</sup>/10<sup>th</sup>: College, career options, pathway; GPA, Extracurriculars
    - 11<sup>th</sup> Grade: SAT/ACT; Preparing for college application; College/career options (based on GPA)
    - 12<sup>th</sup>: Financial aid; How to matriculate/persist; Budgeting
  - Provide one-on-one counseling sessions for students following each class
- College Visits to California Schools
  - Open to 10<sup>th</sup>-11<sup>th</sup> grade students
  - Application-based process (to allow students to practice application process and follow through)
  - Offered during the school day
  - Identify and follow-up on scholarship and financial aid assistance leads
- Career Explorers
  - Establish a “day on the job” experience for students to shadow professionals during the school day
    - Mini-trip for 6-10 students. Application-based process.
    - Prior to the Trip: Instruction on how to make the most of the experience
    - During the Trip: Professional “How I got Where I Am” presentation, Job Shadowing
    - After the Trip: Debrief and career pathway lesson
  - “Day in the Life” College Experience trip
- Club sponsorship to increase student involvement in school culture
  - Afterschool college club
  - Student government
  - Entrepreneurship club
  - SAT or ACT prep club

## Attendance

Yancy’s experience has led to the development of programs with excellent track records of attendance and student score improvement. Across all grades and subjects, Yancy’s programs maintain an attendance rate from beginning to end of the service period of 97%-98%.

Please see the Yancy Mentoring program described below in Social and Emotional Development. Yancy Mentoring addresses student attendance.



# Proficiency for All

Please see the Yancy Tutoring program described below in Social and Emotional Development. Yancy Tutoring addresses proficiency for all by providing differentiated learning to help students improve academic performance to meet proficiency standards.

## Parent, Community, and Student Engagement

Parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.

### Parent Engagement

Yancy will host parent/caregiver events at participating schools, particularly targeting families of English learners, re-designate English learners, low-income students, and foster youth. Events will include refreshments, literacy workshops, and guest speakers from local community organizations.

At each event, presenters will facilitate breakout sessions with material from age-appropriate and reading-level-appropriate best practices to teach parents and caregivers strategies to use at home to assist their children with literacy skills. Events will be conducted in both English and Spanish, depending on the school population. Campus staff will be invited to attend all events to provide valuable campus-specific insight and information to parents and caregivers.

Parent and caregiver learning outcomes from the events include the following:

- Create a print-rich home environment
- Make reading a ritual at home
- Use literacy strategies at home
- Maximize student academic and emotional potential
- Understand the relationship between home and school
- Build stronger relationships in the home
- How to use a variety of everyday moments as literacy teaching moments
- Utilize community resources to promote and strengthen family practices and student learning
- Feel enthusiastic about their participation and feel welcome/comfortable in the school
- Feel empowered to become advocates for the child's education

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## **Community Engagement**

Please see Yancy Mentoring Enrichment Activities below for further information on Yancy community engagement efforts.

## **Student Engagement**

Please see Yancy Mentoring and Yancy Tutoring below for further information on student engagement efforts.

# **Expanding Opportunities for Early Childhood Education**

Yancy proposes to provide LAUSD with a home-visiting program to equip parents with the skills and resources needed to increase their child's school readiness. Home Instruction for Parents of Preschool Youngsters – known as HIPPY – partners with parents to prepare their children for success in school, particularly those most at risk because of poverty, limited education, and English proficiency.

HIPPY is an evidenced-based family support model that works directly with parents in their homes to give them books, activities, and skills needed for them to take responsibility for preparing their children for school. Home Visitors deliver 30 weeks of high-quality school readiness curriculum activities and books directly to parents, who then work each day with their own three, four, and five-year-old children.

All HIPPY programs around the world follow the HIPPY model: a developmentally appropriate curriculum, with role play as the method of teaching, staffed by Home Visitors from the community, supervised by a Program Coordinator and with home visits interspersed with group meetings as the delivery methods.

Each of the four features of the HIPPY model was chosen and developed in a certain way to allow participation from parents who might otherwise not get involved with their children's education. Although HIPPY is for any parent who wants educational enrichment for his/her child, the HIPPY model was designed to remove barriers to participation due to lack of education, poverty, social isolation, and other issues.

## Developmentally Appropriate Curriculum

HIPPY is a home-based, family focused program that helps parents provide educational enrichment for their preschool child. HIPPY USA believes that parents play a critical role in their children's education. The HIPPY program seeks to support parents who may not feel sufficiently confident to prepare their children for school and is designed to remove barriers to participation in education. HIPPY's primary goal is to increase vulnerable children's success in school and, ultimately, in life.

The HIPPY curriculum - designed for children ages three, four, and five - contains 30 weekly activity packets, nine storybooks, and a set of 20 manipulative shapes for each year. In addition to these basic materials, supplies such as scissors and crayons are provided for each participating family. The program uses a trained Program Coordinator and community-based Home Visitors who go into the home and role-play the activities with the parents and support each family throughout their participation in the program.

The daily activities are developmentally appropriate for children. The packets are written in a clear scripted format that is designed to provide guidance for parents and to ensure a successful learning experience for the parent and child working together in their own home. Parents become the facilitator in the learning process with their child. Parents gain confidence through their own participation in the HIPPY program and eventually become comfortable expanding the activities and broadening the learning experiences for their child.

The HIPPY curriculum is primarily cognitive-based, focusing on language development, problem solving, logical thinking, and perceptual skills. Learning and play are mingled throughout HIPPY's curriculum as parents expose their children to early literacy skills such as:

- Phonological and phonemic awareness
- Letter recognition
- Book knowledge
- Early writing experiences

In addition, the curriculum fosters social/emotional and physical (fine and gross motor skills) development. HIPPY introduces skills and concepts in a progressive manner, first using the physical body, then concrete objects and finally representation of objects in pictures, followed by many opportunities for practice and learning. The HIPPY storybooks bring children's literature into the home. HIPPY provides numerous opportunities for children and parents to discuss the storybooks in varied and increasingly complex ways.

HIPPY is not a curriculum of mastery, but rather a curriculum of exposure to skills, concepts, and experiences with books that together constitute "school readiness" for young children. Skills and concepts are developed through a variety of activities including:

- Reading
- Writing and drawing
- Listening and talking
- Singing and rhyming
- Playing games
- Cooking and sewing
- Shapes and colors
- Puzzles and more

The storybooks and activity packets are available in both English and Spanish for all ages. The HIPPY curriculum activities are constantly reviewed and updated in order to ensure that the materials are relevant for our families and reflect current educational research findings.

## **Role Play Based Instruction**

Role Play provides opportunities for discussing the purposes of particular activities, for reflecting on the specific needs of learners (both adults and children), and for developing new teaching skills. This method of instruction promotes a comfortable, non-threatening learning environment in which there is always room for mistakes.

Additionally, role playing promotes parental empathy for the developmental capabilities of young children. The role playing method of instruction is easily managed by Home Visitors and allows for parents with limited reading ability an opportunity to become effective first teachers of their children.

Role playing is used throughout the HIPPY program by all participants. The Program Coordinator and Home Visitors role play activities every week, taking turns in the roles of parent and child. Home Visitors then role play the activities with parents at home or in group meetings. The parent does the activities with his or her child once the Home Visitor is gone.

Research and experience in HIPPY has shown many advantages to the use of role playing as an instructional method.

Overall advantages:

- Coordinators, Home Visitors, and parents all practice and model the role of teacher
- Reduction of anxiety in the learning situation
- Increased ability to recognize problems in instructions
- Increased ability to seek out and evaluate information from a mass of data
- Increased ability to handle problems and decisions
- Increased ability to forecast, plan, and take action
- Increased ability to work well with other people



#### Advantages for Coordinators:

- Provides an opportunity to determine the Home Visitor's understanding of the curriculum
- Provides insight and real-life experience with the instruction which is occurring in home visits

#### Advantages for Home Visitors:

1. The opportunity to practice teaching the materials
2. The chance to observe the parents' level of understanding
3. Identify more easily with the parent

#### Advantages for Parents:

- Learning new skills by practicing them in a safe, reflective environment
- Parental empathy for the child's learning is promoted
- The learning needs of parents are more easily accommodated

### Home Visits

Each HIPPY program is supervised by a professional Program Coordinator whose primary responsibilities are recruiting parents; hiring, and training Home Visitors; organizing parent group meetings; and developing enrichment activities. The Coordinator and the Home Visitors meet weekly to role play the materials, to discuss the previous week's activities, and to share experiences and problems. Sometimes problems arise that the Coordinator may handle by making a home visit, or by referring a parent to an appropriate social service agency.

The HIPPY program is delivered by Home Visitors who are members of the participating communities and are also parents in the program. They visit participating parents in their homes biweekly to instruct them in using the HIPPY educational materials. Home Visitors are crucial to the HIPPY model. Their knowledge of their unique communities allows them to develop trusting relationships with the families and, by using the HIPPY materials with their own children, Home Visitors identify with the kinds of challenges parents face.

HIPPY utilizes home visits and group meetings as the vehicles that allow parents to empower themselves. The education field recognizes that children need support in the learning process, but parents are too often left out of this process. Research shows that parental involvement in education is critical to a child's success in school, and HIPPY helps parents to get involved and stay involved.

At the heart of the HIPPY model is the home visit. This is the time when the partnerships between Home Visitor and parent are developed. Each home visit is unique, but all of them share common methods and goals. During each visit, the Home Visitor provides the parent with the tools and materials that enable the parent to work directly with their child on developmentally appropriate, skill building activities. Another important aspect of the home visit is the transference (Home Visitor to parent) of early childhood development concepts and terminology that increase the parent's ability to observe and understand their child's learning process. This knowledge also allows parents to be better advocates for their children.

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Coordinators provide weekly and periodic in-service training to increase the knowledge, confidence, and effectiveness of the Home Visitors. Role Play is the method of instruction utilized to teach the curriculum.

Home visitation is a valuable service-delivery method, reaching parents where they are and working to build lasting relationships that strengthen the family. Home visiting is an effective, research-based, and cost-efficient way to bring families and resources together to ensure that children grow up healthy and ready to learn.

## Group Meetings

Home visits are the key to the HIPPY program, but the relationships that are formed during these times are supported through group meetings. Group meetings and home visits work together to balance the learning experiences for the parent and child.

Group meetings allow parents to come together and share their experiences. Parents are strongly encouraged to attend the bi-weekly group meetings, leaving the all too common isolation of the home and, in doing so, learn from and teach one another. The first hour of the group meeting is used to discuss the previous week's activities and to role play the subsequent week's activity. In the second hour, parents engage in enrichment activities, which involve issues related to parenting, employment, school/community/social services, and personal growth. The objective for the enrichment activity (topics are selected by the parents) is to provide the training and knowledge that will allow parents to be more effective as parents and as members of the community, more self-assured, and more self-reliant. Child care provided during the group meeting allows for social interactions for the children.

Many programs include Parent and Child Time (PACT) as a component. This often becomes a time when parents can observe and develop alternative methods of child rearing.

## School Safety and Positive School Climate

Please see the Yancy Mentoring program described below in Social and Emotional Development. Yancy Mentoring addresses school safety and positive school climate. Through the Yancy Mentoring program, students will learn to develop healthy relationships between members of a school's educational community. Specifically, students will be taught to:

- Develop self-managing classrooms and decrease discipline through innovative techniques such as a social contract
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, and drug use
- Utilize the EXCEL Teaching Model to reinforce the role of emotional intelligence in teaching
- Build classroom rapport and teamwork to create a safe, trusting learning environment
- Develop students' empathy for diverse cultures/backgrounds
- Increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performance

## Focus on Simplicity

With Yancy programs, our goal is to focus on one change at a time. The purpose is to eliminate stress and enjoy a healthier happier life. This includes focusing on relationships, self-care and everything in between. The positive effect of simplicity is that it allows individuals to increase the quality of work, helps individuals to gather the information needed for success, and it enables individuals to spend time more consciously focused on what is important for us.

## Whole Child Wellness Services

Yancy will provide a comprehensive approach to whole child wellness services to include the following

### Medical, Dental, Mental and Physical Health

To ensure the medical, dental, mental health and physical health needs of students and their families are met, Yancy programs will include a regular needs assessment survey to identify needs and challenges that the student and families are experiencing. For all identified needs, Yancy will provide resource referrals to community services and providers who can best address the personal or family issue.

### Social and Emotional Development

Research demonstrates that youth who engage in a mentoring relationship with a caring adult for a minimum of one year are better equipped to mitigate at-risk challenges such as socioeconomic disadvantage, personal and/or family substance abuse, mental health issues, community norms of acceptance or tolerance towards gangs and violence, and more.

Yancy proposes to launch a full-service, comprehensive group mentoring program for LAUSD. The proposed initiative - Yancy Mentoring, will serve students at all grade levels who attend any participating LAUSD school who could benefit from having a positive relationship with a caring adult mentor and engagement in supportive enrichment activities that will assist with academic, recreational, cultural and artistic, social, emotional, and personal development needs.



Yancy Mentoring will incorporate the following youth development principles into its program design and delivery:

- Promote healthy lifestyles and teach/demonstrate positive patterns of social interactions. A primary focus of the program is to help participants to habituate ways to interact positively with their environment and community, as well as respect themselves (including their bodies) and others.
- Provide youth with safe and supportive environments. Yancy Mentoring is offered in the school, a place where parents can be sure their student is safe and secure under trained adult supervision. Further, the environment offers an engaging curriculum, the support for their growth both socially and academically, and a strong community atmosphere.
- Foster relationships between youth and caring adults who can mentor and guide them. Yancy Mentors are selected for their ability to connect with their students, to serve as role models, and to have the patience to guide even the most intractable student.
- Support development of youth's knowledge and skills in a variety of ways including study, tutoring, sports, the arts, vocational education, and service learning.
- Engage youth as active partners and leaders who can help move communities forward. Students in Yancy Mentoring are always included as active participants in decisions regarding their academic and developmental choices.
- Provide opportunities for youth to show that they care – about others and society. A major goal of Yancy is that youth who participate in our programs will grow up to be adults who contribute in positive ways to their community. Respect for others, teamwork, and group decision-making are basic elements in most Yancy programs, including Yancy Mentoring.

## **Location & Times of Operation**

Yancy Mentoring will be facilitated at LAUSD campuses by Yancy Mentors. The program is available to operate year-round – during the academic year and over summer break – or may be modified to meet the preference of the school. Students may be referred and enrolled on a continuous basis.

During the school year, Yancy Mentoring will be offered through three, two-hour sessions per week during the school day. For the summer session, the program will be facilitated through two, three-hour sessions at the mentee's home school campus.

## **Mentees**

Our approach to serving an entire school population is important, contextually, when describing the target demographic. Yancy Mentoring does not “screen” participants; we accept and enroll all those students referred to our mentors by teachers and other school personnel. Participating students – referred to as mentees – will be matched with a trained adult mentor for a one-year relationship commitment period.



## **Mentee Enrollment**

Students are enrolled in our academic programs based on teacher and parent-recommendations. While we know, anecdotally, that many children in our programs do have diagnosed disorders, this information is not shared with the Yancy nor do we request it or require it to perform our job well. Other required information captured in our enrollment form includes details on the child's diagnosis (if any), and the reason(s) for the referral. We also require parents to sign a Release of Information (ROI) so that Yancy may obtain relevant information from health care providers, schools, other community providers, and other significant people in the student's life.

## **Mentors**

Yancy Mentoring operates on a ratio of one (1) mentor to eight (8) students. To optimize our mentoring matches, we are highly selective in our hiring and 'matching' process. At our peak, during the academic year, we employ approximately 80 instructors (and have the capacity to expand, as needed), each working an average of 25 hours per week. One-hundred percent of our instructors possess a bachelor's degree in education or a field related to their school-assignment, and over 60% hold a master's degree.

## **Mentor Recruitment**

Yancy recruits mentors from the communities where students reside. Yancy believes that mentors with an understanding of the community are better able to culturally and linguistically connect with students in ways that allow them to address challenges and encourage strengths, resulting in students maximizing prosocial skill development.

Recruitment is a continuous process to ensure that Yancy Mentoring has an adequate number of mentors to respond to interest of schools and communities. The Yancy Executive Director and other key leaders attend college and community job fairs to recruit graduating students and professionals who may be interested in a mentor role. In addition, Yancy publishes mentor positions via online job boards (Indeed, Ziprecruiter), social media (community job boards), job placement offices (college/university placement offices, local employment agencies), and at schools/education organizations (to recruit teachers transitioning from their positions, retired teachers).

## **Mentor Screening**

All candidates will be vetted through an extensive screening process to ensure they meet the requirements to be a Yancy Mentoring mentor. Candidates will first complete a phone interview to review the mentor role and discuss the local and federal background screening requirements of individuals who have direct contact with LAUSD students. As the final phase of the screening process, candidates are invited to interview with Yancy leadership and formally present a Capturing Kids' Hearts lesson to demonstrate their group facilitation and presentation skills.

## Mentor-Mentee Matching

Each mentor applicant is personally interviewed, and as part of the process, must complete a written and a demonstrative assessment to help us identify those individuals whose skills best match the needs of our school-clients, and the holistic needs of our students. Mentors are individually matched to a specific school based largely on their experience with the typical demographic-profile of the students at a school.

## Program Design

### *Capturing Kids Hearts*

Capturing Kids' Hearts is an evidence-based program for character building and mentoring. Studies of the program reveal significant positive outcomes in individuals and communities when students actively participate in the curriculum. Key outcomes in school performance include decreased discipline referrals, increased student achievement, increased attendance rates, increased graduation rates, and increased teacher satisfaction.



During the first half of each two-hour mentoring session, the mentor presents a Capturing Kids' Hearts lesson. The Capturing Kids' Hearts program emphasizes character development and leadership development. The curriculum includes a teacher with 50 modules on topics such as developing relationships, goal setting, self-confidence, money management, and problem solving. Lessons include recommended instructional strategies such as role-playing, group activities, presentations, and projects. In addition, a Student Workbook is used to reinforce leadership and pro-social skills.

Unit	Content
Unit 1	<b>Foundations</b> - Getting acquainted, Attitude, Speeches, Developing Relationships, Goal Setting
Unit 2	<b>Looking at Me</b> - Self-Concept, Self-Confidence, Reframing, First Impressions, Grooming, Hygiene. 1st Service Project - Penny Drive or Canned food drive
Unit 3	<b>Understanding Me</b> - Emotional Intelligence, Persistence, Self-Awareness, Self-Control and Empathy, Social Skills and interpersonal Skills, Self-Motivation
Unit 5	<b>Presenting Me</b> - Public Speaking, Image, Public image vs Private image.
Unit 6	<b>Managing Our Money</b> - Free Enterprise, Debt and Credit, Buying a Car, Buying a Home, Budgets, Savings
Unit 7	<b>Peer Pressure</b> - What is it? Positive/Negative pressures, Rescuing Skills
Unit 8	<b>Creative Thinking</b> - Lateral Thinking, Problem Solving, Redirecting your thoughts
Unit 9	<b>Taking Responsibility</b> - Your Thoughts, Your Attitudes, Your Actions, Choices Have Consequences, Accepting Responsibility.
Unit 10	<b>Relationships</b> - Family and Personal, Improving Quality, Family Dynamics. 2nd Service Project - Social Project
Unit 11	<b>See your future</b> - What Leaders See, Being Proactive, Develop your vision

In the second half of each mentoring session, students participate in an enrichment activity which may involve sports such as dance, lacrosse, soccer, or yoga and/or a team-based activity such as robotics or mindfulness. Even during this part of the session, however, social-emotional strategies are incorporated into the activities by our highly-skilled mentors who are trained to be attuned with the state of well-being of the children in their care.

The primary focus of the Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants:

- Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, and drug use
- Utilize the EXCEL Teaching Model™ and reinforce the role of emotional intelligence in teaching
- Build classroom rapport and teamwork to create a safe, trusting learning environment
- Develop students' empathy for diverse cultures/backgrounds
- Increase classroom attendance by building students' motivation and helping them take responsibility for their actions and performance



## The EXCEL Teaching Model™

<b>Engage</b>	This is the foundation for every successful mentor session. Engage is the ability to successfully initiate communication with others. It occurs early in each session and involves a positive affirmation of all students of the group. It could be a handshake or a greeting; something to let them know that they are a valued member of the group. Not only does this draw your group into a strong relationship, it sets an example of the kind of positive behavior that they should use with customers and other associates.
<b>eXplore</b>	If Engage is the foundation of the session, eXplore is the foundation of the session's work (i.e., what needs to be accomplished). If the mantra of the mentor is "I am successful when I help you to be successful," this is the stage where the leader discovers the immediate needs and concerns of his/her team. To successfully eXplore, one must listen well, show concern and ask open-ended questions. Since the groups of students are our customers, we provide a secure and non-threatening environment so that they feel comfortable sharing their needs.
<b>Communication</b>	In the Communication step, the rubber meets the road. In establishing a dialogue, the mentor must facilitate the discussion, but also establish a learning environment. Often, the mentees are more receptive to learning if they understand the relevance of their assignments. It is the mentor's responsibility to actively manage the process while being responsive and convincing.
<b>Empower</b>	To Empower means giving someone the ability to do something. In this case, the mentor provides the mentees with what they need in terms of ability and skills to perform the tasks they identified in the eXplore stage. In the Communication stage, team members learn skills that they practice and apply in the Empowerment stage. The mentor provides encouragement and support in a no-risk environment. The best mentors are able to look beyond the present and project a mentee's skills into the future as they take personal responsibility to bring about the transformation. In the end, mentees have the ability and the accountability to perform their current responsibilities.
<b>Launch</b>	As the word suggests, Launch involves force and momentum. Every interaction and session should end with a positive push along the path of success. With respect to the accountability issue, this is where accountability is set. The mentor summarizes the relevant ideas and events and gets commitment from the mentees to use the skills or information they learned to meet the needs that were identified in the eXplore stage. The best mentors passionately motivate their mentees to meet and exceed their objectives at this point.

### **Enrichment Activities**

Enrichment activities are 100% experientially-based with capstone projects that include a final showcase - such as a performance, presentation or showcase of their work. Enrichment capstone projects are designed to meet the students at *their* learning-level while creating a final product that can be seen and appreciated by the students, campus, and community. With community partners, we establish avenues for performance, competition, and display within the schools and locally at festivals, businesses, professional meetings, and community events. Yancy also hosts its own events such as soccer and basketball tournaments with performances at school sports halftime. Artwork is displayed on-campus at school events, in venues in the community, and at Yancy's annual end-of-the-year festival.



We believe giving our students something to work towards increases the quality of work they produce and increases confidence and enjoyment to bolster after school participation. Parents and community partners are also more involved, which also encourages attendance.

In addition to the enrichment activities, once per semester, the mentors and mentees will collaborate to complete a campus-based service-learning project. Service projects provide an opportunity for mentees to contribute to their school and make a positive impact in their community.

### ***Educational Excursions***

Twice per semester, the mentor and mentees will escape the classroom for an educational excursion. These events will provide an opportunity for the mentor to bond with mentees in an off-campus learning environment and provide the opportunity for mentees to demonstrate the progress they have made in a real-work situation. Activities may include a trip to a museum, a visit to a local art or cultural event, or other type of activity that combines learning and fun. Transportation will be provided by Yancy in coordination with the school.

## **Academic Supports**

Yancy brings an innovative blended math, science, and reading assistance program that combines classroom instruction with computer-aided learning to LAUSD schools.

### **Study Island**

Study Island, a web-based standard master program, serves as the foundation of Yancy Tutoring instruction in English/Language Arts (ELA), mathematics, and science. While each student is given log in credentials and Study Island is a full online instructional program for individual learning, student use of Study Island is limited during daily instruction. Instead, Yancy staff use Study Island lessons and assessments for the basis of instruction -- rich, face-to-face, one-to-one tutoring. The California version of Study Island is aligned to California academic standards. Subjects targeted for Yancy Tutoring are K-12 reading, ELA, mathematics, and science. For pre-kindergarten instruction, Yancy Tutoring focuses primarily on emergent literacy and mathematics.

Daily instruction in all content areas follow process standards. Process skills and content attainment in reading and mathematics will be assessed weekly using Study Island assessments in context, not in isolation, which will allow for a more integrated and authentic on-going assessment in these content areas. The short-term assessment process ensures that Yancy Tutoring follows the grade-level standards or provides remediation for students to rise to grade level, and ultimately, results in students reaching proficiency on their school's annual proficiency assessment.

Students may use computers for independent practice during tutoring sessions. For example, in a group of eight, four students may be on the computer for half of the period while the others receive direct instruction, and then they switch. Or, one day a week, students may receive direct instruction and then the next session they use the computer. The schedule depends on the needs of the students and the curriculum. Computer use will introduce and/or enforce topics covered during learning sessions.

In addition to Study Island, Yancy's other instructional materials and activities have proven to be effective in our face-to-face instruction with a diversity of learners over the years. Yancy's equitable instruction is designed to address the needs of all learners, with none left out and none taught at another's expense. It allows for instructional strategies to be used with students who are English learners or special education pupils as well as students at-risk for other reasons.

## Student Learning Plan

In order to individualize learning, each pupil will have his/her own Student Learning Plan (SLP). SLPs are the tool by which learning goals and instructional methods for each student are chosen, are implemented, and by which students are assessed during consistent and sustained instructional time.

Instructional Specialists – in collaboration with school personnel, parents, and the student – will develop and use an individualized Student Learning Plan for each student. The Student Learning Plan is maintained in Study Island.

The Student Learning Plan is implemented according to the following process:

1. Upon enrollment, the Instructional Specialist will determine the student's needs and interests through a review of previous academic performance and standardized testing results; interviews with the student, his/her teachers and parents; and, if applicable, review the student's IEP or 504 instructional plans. The Instructional Specialist will administer a subject-based pre-test from Study Island prior to beginning services. This process will determine student interests, developmental level, strengths, areas of deficiency, existing skills, learning preferences and abilities, as well as previous instructional approaches that have been successful or ineffective.
2. The Instructional Specialist – through on-going consultation with the student's teachers and parents - will determine what adjustments, if any, need to be made to the tutoring/instructional curriculum for each student. An agreement will be reached for realistic short-term and long-term achievement goals and a timeline with benchmarks that align with classroom work. For students with disabilities, the IEP or 504 instructional plans will be included in the development of the plan and timeline and Instructional Specialists with special education certification will coordinate with school personnel to determine accommodations for those students, including instructional approaches and materials that meet each student's needs.
3. The Instructional Specialists will implement the Student Learning Plan. Lessons are designed not only to improve learning deficiencies as determined by pre-tests, but also to pique interest, improve study skills, and practice learning strategies.
4. The format of the online Student Learning Plan allows Instructional Specialists to check progress and suitability of the current instructional methods for each student every week.



5. As learning advances, student work provides online input into Study Island and Instructional Specialists enter performance information from in-person class time. Over time, the Instructional Specialist monitors and evaluates student performance to measure progress and the effectiveness of the current instructional strategies. At the end of the instructional period, the Instructional Specialist will administer the post-test to measure academic progress. The results - in addition to consultation with the student's teachers and parents - will be used to develop new goals for the next instructional period.
6. Once a student has mastered the goals within the Student Learning Plan, the campus principal or designee has the option to discontinue services provided to that student and replace that student with a student that needs additional services.

## Instructional Delivery

Yancy instruction and tutoring is facilitated by Instructional Specialists with both content and pedagogical knowledge and continuous support, as well as constructive evaluation from administrators. It is always based on a positive relationship between the instructors, students, and peers as well as connected to their regular day learning. In order to focus on skill development, it is active and sequenced to achieve skill development objectives and explicit in its targeting of specific skills.

Depending on the assessed needs of students and the school, the structure of instruction and tutoring can be chosen from the following formats:

4. One-to-one or small group instruction. (Small group instruction is typically 5:1, and rarely, large groups up to 8:1 when appropriate)
5. Instructional Specialist push-in into the classroom (co-teaching style)
6. Varied content delivery such as structure and unstructured, independent and collective, discovery oriented, and more.

## Instructional Materials

In addition to Study Island's robust and varied curriculum, more traditional materials are also selected and developed for teaching to promote high interest and address the different learning styles of students. Instructional Specialists also use their own teacher-developed materials – including games, fun learning activities, and activity charts aligned with California academic standards. Additional traditional materials that may be used include small whiteboards, rulers, flashcards, calculators, charts, software, and age-appropriate manipulatives.

Yancy Tutoring's success is not only a result of excellent curricula, but to the attention to what motivates students in order to encourage participation. Specifically, Yancy Tutoring adheres to the following strategies:

1. Yancy Tutoring courses and activities are designed to be fun. A priority of activities is to engender pride, confidence, and to create group solidarity. Combined, this approach creates an environment that most students enjoy and look forward to attending.

2. Yancy Tutoring will assign staff to act as mentors to reach out, particularly for students who may be averse to attending. Our performance reward system recognizes students' academic achievement and attendance, and thus motivates to keep attending. An attendance expectation is set, and students who meet that expectation receive rewards and recognition to reinforce their behavior. The reward system includes prizes and tickets to fun events sponsored by Yancy or community partners.
3. Parent involvement efforts are made to help ensure their children attend. We always make parents feel welcome at the program site. We take into account their concerns and solicit their input. An integral part of the student assessment and feedback process is maintaining regular communication with parent in person or via phone, paper, or email about their student(s). If the initial assessment warrants it, we offer services at times more convenient for parents.

## Resources for Families

To ensure the needs of students and their families met, Yancy programs will regularly administer a needs assessment survey to identify needs and challenges that the student and/or family is experiencing. For all identified needs, Yancy will provide resource referrals to community services and providers who can best address the personal or family issue.

## Coordination of Community Partnerships

Yancy's engaging enrichment and physical education curricula involve community partners to encourage the development of life skills, creative arts, multi-media, academic excellence, and to promote higher education. Offerings include, but are not limited to, sports clinics, drumlines, step performing, dance, journalism, photography, and robotics. In addition, through mentoring and etiquette courses, participants improve social skills and presentation skills.

Please see Yancy Mentoring Enrichment Activities above for further information on Yancy community engagement efforts.



## Price Schedule

Yancy proposes the following fixed rate price proposal based upon the following assumptions:

<b>BUDGET</b>	<b>TOTAL COST for 30 week program -100 Students</b>		
	<b>Unit</b>	<b>Cost</b>	<b>Total</b>
<b>Campus Trainings</b>			
Capturing Kids' Hearts	1	\$ 1,000.00	\$1,000.00
Teen Leadership	1	\$ 350.00	\$350.00
Course Leader Guide	1	\$ 200.00	\$200.00
	<b>DAYS / SERVICE</b>	<b>Cost</b>	<b>Total</b>
<b>TUTORIALS - T:S Ratio 1:8</b>			
6 hrs/day, 4 days/wk	100	\$ 300.00	\$30,000.00
6 hrs/day, 4 days/wk	100	\$ 300.00	\$30,000.00
<b>MENTORS - T:S Ratio 1:16</b>			
2 hrs/day, 2 days/wk	50	\$ 100.00	\$5,000.00
2 hrs/day, 2 days/wk	50	\$ 100.00	\$5,000.00
<b>Enrichment - T:S Ratio 1:16</b>			
2 hrs/day, 2 days/wk	50	\$ 100.00	\$5,000.00
2 hrs/day, 2 days/wk	50	\$ 100.00	\$5,000.00
<b>Parent Outreach - T:S Ratio 1:16</b>			
2 hrs/day, 2 days/wk	20	\$ 100.00	\$2,000.00
<b>College Readiness - T:S Ratio 1:16</b>			
2 hrs/day, 2 days/wk	20	\$ 100.00	\$2,000.00
<b>PROGRAM MATERIALS</b>	<b>Unit</b>	<b>Cost</b>	<b>Total</b>
Tutorials	1	\$1,000.00	\$1,000.00
Leadership Workbooks	100	\$ 20.00	\$2,000.00
Parent Outreach - Events	1	\$ 450.00	\$450.00
<b>COMMUNITY EVENT PROJECTS</b>			
Service Project	1	\$500.00	\$500.00
Civic Project	1	\$500.00	\$500.00
<b>TOTAL</b>			<b>\$ 90,000.00</b>
<b>TOTAL for 30 week program</b>			<b>\$ 90,000.00</b>

For the proposed program delivery model, Yancy will provide services to each LAUSD school for \$90,000 based upon the above identified units.

Please note the above intensity/frequency and units can be modified to meet the unique needs of each school upon request.