



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II C
Date:	April 21, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	Subcontracting after school program

Proposed Board Recommendation

I move that the board approve the Request for Proposal for After School Education and Safety (ASES) Grant Subcontracting with Youth Policy Institute (YPI) for the 2016-2017 academic year.

Background

Magnolia Public Schools currently runs After School Education and Safety (ASES) Programs at five campuses (MSA-1, MSA- 3, MSA-5, MSA-7 and MSA-8).

Each after school program has the ability to serve approximately 50 to 250 students, depending on the size of the school, and is open from the time school ends until 6:00 p.m. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling. The program is offered at no cost to school families and each student is provided with a nutritious snack daily.

MPS accepted bids from qualified organizations for the five sites reflected above to administer the after school program for the 2016-17 academic year. The RFP was made public by being posted on our website www.Magnoliapublicschools.org. In addition to being posted on our website, we also emailed three After school provider companies requesting they participate in the RFP. The three companies were arc-experience, LA-All Stars and Youth Policy Institute- USA.

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with at-risk youth in Los Angeles. Partnering organizations will employ all program staff and will work with MPS to develop/ enhance the program design and content.

Proposals were required to include:

- Program
- Description of services Program curriculum
- Management Oversight Plan
- Memorandum of Understanding
- Budget (including matching funds. 30% matching funds is required by ASES)
- Instructor credentials
- Clearance of background check for each instructor
- Number of instructors provided
- Proof of liability insurance
- Materials/ supplies provided Program schedule
- 2-3 professional references



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminister, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Program Goals

MPS' overarching goal is to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. MPS partners with the ASES program to close gaps in academic achievement and motivate our students to succeed. In order to reach this goal, MPS targets after school program enrollment on students currently performing at the Basic or Below Basic level on state standardized tests. The after school program should further this goal through three primary structures: homework support, a daily intervention or skill-building lesson, and enrichment activities.

Homework support is included as a way of ensuring alignment between the school's daily grade-level and content instruction and the after school program. This is also a time when students are taught good study habits, which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development. Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language development of students as well as integrate the arts, technology and fitness.

The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

Budget Implications

None as this is a grant

Name of Staff Originator

Kelly Hourigan

Attachments

Three RFP's from subcontractors



REQUEST FOR PROPOSAL

Magnolia Public Schools (MPS) dba Magnolia Science Academy (MSA) currently runs After School Education and Safety (ASES) Programs at five campuses (MSA-1, MSA-3, MSA-5, MSA-7 and MSA-8). Below are addresses and grade spans of these five schools:

MSA-1 (6-12)

18238 Sherman Way, Reseda, CA 91335

MSA-3 (Co-located with Curtis High School) (6-12)

1254 E Helmick St, Carson, CA 90746

MSA-5 (Co-located with Reseda High School) (6-9)

18230 Kittridge St, Reseda, CA 91335

MSA-7 (K-5)

18355 Roscoe Blvd., Northridge, CA 91325

MSA-8 (Public School Choice, co-located with two other public schools) (6-8)

6411 Orchard Ave, Bell Gardens, CA 90201

Each after school program has the ability to serve approximately 50 to 250 students, depending on the size of the school, and is open from the time school ends until 6:00 p.m. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling.

The program is offered at no cost to school families and each student is provided with a nutritious snack daily.

MPS is accepting bids from qualified organizations for the five sites reflected above to administer the after school program for the 2016-17 academic year.

SUBMISSION DEADLINE DATE: April 15, 2016

ABOUT MPS

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The

Foundation is granted tax-exemption status (501(c)(3)) by the IRS and the State of California. The headquarters of the Foundation is located in Westminster, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, art, and math (STEAM), while providing a robust, standards-based education program within a supportive culture of excellence.

In 1998, the Foundation began organizing volunteer tutors for middle and high schools, especially in math, science and computer technology areas by utilizing their connections to major research universities throughout Southern California.

In 1999, the Foundation organized and implemented a joint program with Culver City Unified School District to provide tutoring for students all around the city. It also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These programs resulted in cooperation with school districts to develop partnerships to support educational initiatives.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (“MSA-1”), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 10 other charter school sites throughout California:

- 8 in Los Angeles Area
- 1 in San Diego
- 1 in San Jose
- 1 in Santa Ana

ABOUT THE AFTER SCHOOL PROGRAM

Program Goals

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time when students are taught good study habits which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development.

Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language development of students as well as integrate the arts, technology and fitness. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

PROPOSED PROGRAM CONTENT

MPS has identified the following core values, which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities.

§ Scholarship

Scholarship is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster scholarship through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

§ Innovation

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies,

differentiated instruction and differentiated and adaptive assessments.

§ Connection

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

Literacy

MPS students develop strong foundations in literacy. Students learn to select books at their level on an A-Z scale that they can independently comprehend. The after school program facilitators will be trained in and given access to the school library where students can find books already sorted into these different levels.

The primary goal of our reading program is to encourage students to value reading as a source of information and to develop as life-long readers for both academic and personal pursuits. In the after school program all students should be given the opportunity to choose literature and topics they find meaningful and interesting.

Arts

The incorporation of visual and performing arts into the curriculum during and after school exposes students to different art forms and encourages them to appreciate art as a form of communication and to express ideas with proficiency and effectiveness. The arts component for the after school program should be aligned with the Common Core standards. MPS is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. The curriculum should allow students to channel emotions into creative forms, with the objective of instilling value and lifelong pursuit of the arts into students as well as tolerance and respect for diversity.

Specific learning visual design: By engaging in visual and performing arts, students will enhance their knowledge of core academic subjects, such as language arts and social studies, apply critical thinking skills and acquire artistic skill and style.

Technology

MPS seeks to improve the literacy skills of its student population through

technological access, which is found to have a critical link to literacy development. Working towards our mission and vision, students have equal access to information, to other people, and to other resources through greater access to technology.

Physical Fitness

The goal for the physical fitness curriculum is to promote healthy lifestyles among students and to reinforce cooperation and good sportsmanship. Activities should be organized to cover the following strands from the physical education standards: movement skills and knowledge, self-image and personal development, and social development. The educational enrichment component of the program should also continue to offer quality programs such as those we have already established (chess, drama, karate, urban art, and various sports), and offer more targeted English Language Learner programs and other high interest programs that will enrich the lives of our students.

SCOPE OF WORK

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with at-risk youth in Los Angeles. Partnering organizations will employ all program staff and will work with MPS to develop/ enhance the program design and content.

Proposals must include:

- Program
- Description of services Program curriculum
- Management Oversight Plan
- Memorandum of Understanding
- Budget (including matching funds. 30% matching funds is required by ASES)
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- Number of instructors provided
- Proof of liability insurance
- Materials/ supplies provided Program schedule
- 2-3 professional references

MPS reserves the right to terminate services if the service is unsatisfactory or MPS needs change. MPS reserves the right to reject all proposals.

Interested vendors must submit 1 copy of their response to this Request for Proposal no later than **Friday, April 15, 2016 COB** to:

Magnolia Public Schools, 13950 Milton Ave Ste 200 Westminster, CA 92683
Attention: Suat Acar, or via e- mail to sacar@magnoliapublicschools.org.

Vendors are requested to submit any questions regarding the RFP in writing, to Suat Acar via email at sacar@magnoliapublicschools.org. Once bids are reviewed, vendors will be notified of the decision in 30 days.

Submittals must be valid for 90 days following the submission deadline.

6464 Sunset Blvd. Suite 650
Los Angeles CA 90028
Phone: 213.688.2802
Fax: 213.688.2942
www.ypiusa.org

April 15, 2016

Mr. Suat Acar
13950 Milton Avenue Suite 200
Westminster, CA 92683

RE: ASES Proposal

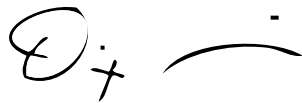
Dear Mr. Acar;

It is a pleasure to submit a proposal to run the after school ASES programs at MSA-1, MSA-3, MSA-5, MSA-7 and MSA-8. Attached, for your consideration, find the Youth Policy Institute proposal.

Please feel free to reach out to Fidel Ramirez for any clarifying questions that you or your board may have. He can be reached at 818.281.1961 or framirez@ypiusa.org

Thank you for the consideration.

Warm Regards,



Dixon Slingerland
Executive Director,
Youth Policy Institute

Magnolia Science Academy #1, #3, #5, #7 and #8 ASES Afterschool Program Proposal

The Youth Policy Institute (YPI) is applying to operate ASES afterschool programs at **Magnolia Science Academy Schools #1, #3, #5, #7 and #8**. The program will serve 100-120 students at each school (depending on funding level) and will be open from the time school is out until 6:00 p.m each school day. YPI currently operates after school programs at 46 schools (K-12) in Los Angeles and serves over 7,000 students each school day and in the summer with academic and enrichment activities. YPI has strong experience working with ASES programs and specifically with at-risk youth through ongoing funded afterschool programs at Bert Corona Charter School and Monsenor Oscar Romero Charter School. YPI currently operates the afterschool programs at Camino Nuevo Charter school sites, Multicultural Learning Center, as well as Vista Charter Middle School.

Students in YPI's afterschool programs are predominantly low-income, and very high percentages qualify for the federal free and reduced lunch program. YPI has worked collaboratively with after school sites to meet target attendance and performance measures required by the California Department of Education since 2004. YPI currently is providing afterschool programs at the schools mentioned above and has met attendance outcome measures required for funding. YPI's afterschool programs target services to ensure that students ready for timely grade level advancement at the end of each academic year and are college ready and college bound upon graduation from high school.

The YPI afterschool learning model is driven by high standards and provides learning experiences, targeted intervention, and a supportive learning environment for students. It works closely with school administration and teachers to target academically struggling students in the program and provide structured support through homework assistance, skill-building (daily intervention) and enrichment activities aligned with classroom instruction and common core state standards. Afterschool staff works with teachers to establish comfortable spaces in which students can learn and grow. A program plan jointly created by afterschool staff and school personnel aligns the afterschool program to school needs and administers pre and post surveys to parents and students to assess and target interests that inform program operations implemented in the afterschool program.

Programs offered incorporate a structured approach to meet the needs of students, especially those who struggle in core academic areas like English Language Arts and Mathematics. YPI staff will inform and involve school staff in consultation, activities, and professional development to ensure that services provided in the afterschool programs link directly to themes and lessons studied in the classroom during the school day to reinforce learning. The YPI site coordinator/lead tutor at each target school will arrange communication with school stakeholders regarding services to ensure that the learning in the classroom during the school day is aligned with instruction in the afterschool program. This helps the program to connect better with teachers for homework help, tutoring, and project-based learning and enrichment activities required to make the afterschool programs successful.

The academic assistance and enrichment materials used in the afterschool program are directly linked to common core and project based learning. The program utilizes curricula based on the common core state standards including grade appropriate materials for language arts instruction in areas such as reading comprehension, writing exercises and vocabulary development. It is also based on research

providing evidence that the program will help students meet common core state standards and local academic achievement. In addition to assistance in core subjects and depending on funding amount the afterschool program may offer a variety of comprehensive enrichment programs that are active, collaborative, meaningful, supports mastery and expands horizon while integrating the arts, technology and fitness to encourage learning.

How organization will execute Magnolia Science Academy Schools afterschool program?

The YPI afterschool program will target afterschool program recruitment and enrollment to students assessed as performing below standards. The afterschool program will work with Magnolia Science Academy School teachers, staff, administrators and parents to meet school goals through targeted academic tutoring services, daily homework help, a daily intervention or skill-building services provided by credentialed teachers working with tutors, and enrichment activities linked directly to common core state standards. The focus will be academic subjects, as well as visual arts, physical education, and technology. YPI has specific expertise in working with charter school partners to ensure that students are college ready and college bound.

YPI's afterschool program supports Magnolia Science Academy Schools mission of providing a college preparatory educational program emphasizing science, technology, engineering, and math (STEM) in a safe environment that cultivates respect for self and others. YPI will implement Magnolia Science Academy Schools Get Ready for Life (GRFL) core values, Scholarship, Success, Self Discipline, Critical Thinking, Citizenship, Personal Qualities, Effective Communication, Conflict Resolution, Human Relations, Social Responsibility, Respect and Responsible Choices.

Academic services include tutoring and homework support that assist students in meeting common core standards in core academic subjects and reaching the goal of a college education. Enrichment activities include additional services, programs and activities (described below) designed to reinforce and complement the school's' academic programs. YPI also organizes college preparation and financial literacy workshops to families of the students who participate in the program.

Description of services

Research has demonstrated the need for afterschool programs to provide quality learning environments that give students leadership roles and a range of learning opportunities (National Research Council 2002). According to *How Afterschool Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement*, programs should support the development of competencies that are non-academic, but support academic learning.

Focused, skill-based programs for youth are more likely to demonstrate positive effects (Lipsey 1992). Empirical reviews of afterschool programs (notably Durlak & Weissberg 2007) demonstrate that evidence-based afterschool programs focusing on specific social and personal skills that use sequential learning and promote active learning for students have the strongest record of positive results. SAFE (Sequenced, Active, Focused, and Explicit) programs offer these strategies which form the basis of YPI programming. They offer clear, quantifiable performance measures that provide improvements in the areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem of students.

According to research funded by the Wallace Foundation (Hours of Opportunity, Rand Education 2010), afterschool programs that tap into broader city-wide partnerships and sources to build out-of-school time systems have greater effect on students. It is vital that programs provide leadership opportunities for students, and have both program and school staff who is informed about student lives outside of school (Harvard Family Research Project, April 2010).

Academic Assistance

The afterschool programs at Magnolia schools will provide small group and individual tutoring for students, tailored to their academic levels and grade levels. Special tutoring programs will provide assistance with language arts, science, technology, and mathematics subjects based on the smarter balance assessment test results, student grades, and teacher recommendations. Tutors will provide homework help, and develop a student homework plan. The after school programs will integrate with the regular school day to ensure that students will have time to complete assignments during the expanding learning hours.

Homework help will be provided each day and will build on homework journals created in partnership with teachers. Afterschool tutors will work weekly with school teachers to update the journal and ensure that students complete assignments during the program using learning and instructional models selected by the school. The journal will also be the basis of the semester end homework completion assessment that will be completed by program staff working with teachers.

YPI, in providing the academic assistance services described above, will closely work with Magnolia Science Academy Schools. The afterschool program staff will integrate the quarterly benchmark data and ongoing assessment results. This data will provide the informational basis required to implement a systematic, structured approach to meet the individual needs of each enrolled student who struggles with mathematics, reading and English language development.

College preparation services will prepare students and families to be college ready and college bound. They will begin talking about and meeting the requirements and laying the groundwork for eventual college matriculation. Research has demonstrated that students from low-income families enter college at significantly higher rates when preparation begins as early as possible. The afterschool program will work with students to create a college plan and postsecondary options that will emphasize academic achievement and promote 21st Century skills. Students will work to create a *Road Map to College* with an inventory assessment to help identify barriers and information on college access and requirements.

Educational Enrichment

Enrichment will include developing academic skills through project based learning in an active and engaged learning environment . These services will build problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility. Enrichment services in YPI afterschool programs are provided in an environment that is geared towards building self-confidence and expose students to the visual and performing arts. Activities include music, dance, and multi-media. The program will have Culminating Events showcasing talent of students (the YPI Expo, Drill, Dance and Cheer Competition, and the Community Jam).A particular focus of enrichment is visual and performing arts. This seeks to

expose students to differing art forms and works with students to see art as a form of communication and self expression.

Enrichment also includes *Science Explorer, Math Explorer, Resource Area for Teacher (RAFT) and PCS Edventure Engineering and Robotics*. These science experiments and mathematics activities link to common core and the next generation science standards and math through project-based learning. Enrichment activities provided at the school will incorporate Science, Technology, Engineering, and Math (STEM) learning with Robotics, Game Design and coding provided through partners such as RAFT, EverFi and Mouse Squad. Afterschool program enrichment classes provided by YPI will specifically build on these technology and STEM services through the use of the school's computer lab and laptop carts in the afterschool program. In collaboration with NASA's Jet Propulsion Laboratory (JPL), the afterschool program will have the opportunity to visit and explore JPL's facilities and participate in the projects sponsored by The National Aeronautics and Space Administration (NASA) and the National Endowment For the Arts (NEA). In projects such as Imagine Mars, students can explore their home community and decide what cultural, scientific and artistic elements are important to a community's success. They learn about the extreme Martian environment and design a community that adapts the ideas from their own community to the Mars environment. Students who participate in a STEM club afterschool will attend the YPI STEM showcase at the end of the academic year.

Enrichment to build 21st Century Learning Skills includes early career preparation and job skills development. Students will learn soft skills (interviewing, resume development and professional attire) and can attend Junior Achievement Finance Park to learn about personal finance. Students will lead service projects such as tutoring/ mentoring, beautification and murals. YPI has service projects funded by the National Council of La Raza to provide curricula, and will provide tutoring for enrolled youth to work with younger students at nearby schools. Character education will use Project Citizen to address applications of character in everyday life. This will include working to solve real work challenges in their neighborhood.

Physical fitness and health services provided in YPI afterschool programs at Magnolia Science Academy Schools will promote healthy lifestyles among students and will reinforce cooperation and good sportsmanship. These services will be based on Common Core Standards for physical/health education and will cover strands from the physical education standards: movement skills and knowledge, self-image and personal development, and social development. YPI will also build on its experience operating two federal Carol White Physical Education Program grants from the US Dept. of Education to promote goals such as student passage on the California Fitnessgram while adherence to USDA Healthier US School Challenge guidelines.

The afterschool programs will work with the school to provide soccer, basketball leagues, and other recreational activities. YPI will work with parents to promote healthy meals, build nutritional awareness through projects such as an organic garden, and provide workshops on topics like Healthy Snacks, Advertising, and Food Choices. The athletics component promotes physical fitness and healthy lifestyles. Programs reinforce the values of cooperation and good sportsmanship. The program includes information on nutrients and food groups, healthy snacks and advertising.

Program curriculum

The program will work with Magnolia Science Academy Schools to implement curriculum that integrate academic support directly from the regular school day with the afterschool program. YPI's youth services program also provides a variety of curricula that are offered afterschool for middle school students. The program will work with Magnolia Schools to implement a STEM learning environment. Examples of our inspired STEM curricula include; Kidz Science, MathExplorer, PCS Edventures and RAFT. These curricula are mathematics and science enrichment programs designed specifically for out-of-school settings. For middle school specifically, students in the program will implement Math Explorer, Science Explorer, and RAFT which take a hands-on, project-based approach to learning math and science.

Homework Club

Students bring their homework and work with tutors who help them understand and complete class assignments. Academic assistance is provided to help students master the Common Core Standards in core academic subjects (notably English Language Arts, Mathematics, and Science). In addition to homework support, students have access to a variety of books; magazines and test preparation materials provided by Scholastic (research based and library suggested) are organized by grade level.

Math Explorer:

The Math Explorer curriculum helps students gain confidence in their mathematical abilities by using cooperative games to promote mathematical understanding and social development. The curriculum utilized for this club is aligned with the National Council of Teachers of Mathematics Standards.

Literacy

Kidz Lit and Write Brain curriculum helps students improve their reading and writing skills by using storybook -based activities. It promotes confidence, creativity, and character in a collaborative and meaningful learning environment. Through their visual performing arts culminating event students will be assessed by developing their own play or co-authoring their own book. These two curriculum have been proven to support and develop English Language Learners (ELL).

Athletics/Recreation

Students participate in physical fitness activities including sports (e.g. basketball, soccer, volleyball, cheer, yoga, and martial arts) and healthy living instruction. The athletics program utilizes SPARK and Achieve curriculum. Students learn about the values of nutrition, proper eating habits, and positive energy through indoor and outdoor structured lessons. Outdoor experiential field trips include hiking adventures with the family to local park destinations such as Griffith Park and Audubon Park Center.

Art in History

Students participate in art activities and craft projects from different eras and countries in the world. The arts program utilizes the Art in History curriculum and completes theme-based projects. Arts and crafts activities are also conducted using multicultural perspectives as project ideas come from different countries around the world.

Arts and crafts

Students participate in art activities and craft projects. The arts program utilizes the Lakeshore curriculum and completes theme-based projects. Arts and crafts activities are also conducted using multicultural perspectives as project ideas come from different countries around the world.

Urban Art

Students learn about urban art designs and the self expression behind the art coming from their community. They learn its history and positive uses and complete projects like murals for school beautification.

Drama

Students learn about the elements of theater: vocabulary, creative expression, theatrical skills, and the use of drama to support other academic subject areas.

Management Oversight Plan

Structured staff development will include presenters from the LA County Office of Education, CALSAC, After School Network and Temescal Associates in partnership with Children and Youth. It will be based on the assessment of staff needs and program objectives. An orientation will include an introduction to components, materials, and strategies for implementation of tutoring, enrichment, physical education, and college preparation services.

Each afterschool staff member will have an annual performance review and will meet quarterly with the Director to assess performance. All staff will receive a four-hour training each year covering youth learning theories shown by research to be successful in out-of-school learning programs; training methods; presentation techniques and learning styles; and post workshop follow-up. School staff (including teachers and administrative staff) will meet monthly with afterschool program staff to review services provided for students.

Professional staff development is grounded in research and will be ongoing. Training will include tutoring instruction for grade K-12 students and parent communication. Staff development will include training across components with partners and the school. Content will include Quality State Standards, Core Competencies in the after school settings, LIAS (Learning in Afterschool and Summer Principles), Grant Compliance, Risk Management, team- building and cultural awareness.

Retention of qualified staff in the program is ensured by this strong professional development and ongoing support, as well as by pairing experienced program staff with new members to offer peer support and assistance for each member of the program staff.

YPI has experienced staff to support the afterschool program at Magnolia Science Academy schools. For the program and depending on budget, YPI will hire tutors and one site coordinator or lead tutor who will serve as a point person for the program and help maintain a student-to-staff ratio of 20 to 1.

- **Youth Services Director/Assistant Directors/ Regional Supervisor:** Fidel Ramirez

directs and Vanessa Montano assists with the after-school academic support/enrichment programs supported by a Regional Supervisor who will be responsible for the implementation. Mr. Ramirez is a former teacher, university administrator and charter school principal with more than fifteen years of education experience and teaching. Assistant Director Vanessa Montano will oversee program staff and data collection, and has a BA and ten years of afterschool experience. The regional supervisor has a BA and more than five years of experience working in afterschool and expanded education.

- A **Youth Services Research and Evaluation Manager** will be responsible for collecting all data, including performance on Smarter Balance and program and school attendance. The Research and Evaluation Manager has a BA as well as six years' experience working with databases and with data collection in education programs.
- A **Site Coordinator** will be in charge of day-to-day management of afterschool site. Qualifications include two years of experience in afterschool administration, enrolled in a four year college degree pathway and bilingual language skills.
- **Tutors** are college-age adults with a minimum two years of class work and tutoring experience recruited from college partners.
- **Support Staff** for program operations include an Enrichment Specialist, a College Career Specialist, STEM Program Coach, Curriculum and Evaluation Program Coordinator, Events and Field Trip Program Specialist, Professional Development and Training Manager, and an Athletic Sports Specialist. Each possesses a BA degree with a minimum of two years' experience.

Instructor credentials

Recruitment and selection of tutors is based on advertised and defined qualifications, including after school experience and subject matter expertise. Experience working with low- income students is critical. The program will recruit tutors with at least two years college experience. The Lead Tutor will complete a detailed professional development need assessment of each teacher and paraprofessional employed. YPI will work with college partners such as Glendale Community College, CSUN, Los Angeles Mission College and UCLA to recruit tutors, and will leverage the YPI network of partners and supporters throughout the city to meet teacher and tutor needs in the afterschool program. This includes advertising on Edjoin and other job boards, and using social media such as Facebook and Twitter to publicize the program and recruit qualified staff.

All YPI after school program staff have proper credentials and qualifications to work as tutors (minimum requirements are described below). They have passed criminal background checks (Live Scan fingerprinting) and presented proof of negative Tuberculosis skin tests prior to the beginning of employment. In addition, YPI continuously provides support, professional development, and training that equip staff members with tools required to provide services to youth (e.g. curriculum training, time management).

After School Program Tutor (Elementary and Middle)

Current enrollment in college with completion of Freshman English, College math (Algebra II) and/or equivalent math credits (must provide official college transcripts or qualification card)

Clearance of background check for each instructor

A system of reference checks is used to evaluate instructor backgrounds and will include child and domestic abuse record checks and criminal background checks through LiveScan. This system is also used for any mentors working on-site to support students in the program. No instructors or mentors will interact with students until these have been cleared.

Proof of liability insurance

YPI is covered with appropriate liability insurance and will forward copy upon request.

Materials/supplies provided

YPI after school tutors will receive professional development and work with teachers at the schools to continue this learning in the afterschool programs, particularly during the academic assistance component of the program.

YPI provides additional materials and supplies necessary for operating the afterschool program including books, magazines, test preparation materials from Scholastic Lakeshore curriculum; Spectrum test preparation; school supplies; a “treasure chest” of incentive prizes (e.g. movie tickets); Center for the collaborative classroom; Achieve curriculum; Write Brain materials to carry out lesson plans; T-shirts, trophies, ceramic dominoes, games; athletics/sports equipment and supplies; art supplies; transportation (buses for field trips); and snacks/meals

Program schedule

Please see the sample program schedule included with this proposal.

Professional references

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