

Program Elements

Students are considered career and college ready when they have the knowledge and academic preparation needed to enroll and succeed, without the need for remediation, in introductory college credit-bearing courses in English Language Arts and Mathematics within an associate or baccalaureate degree program. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education, the military or directly into a job that offers gainful employment and career advancement. Living Advantage provides students with the essential skills and resources to successfully transition from high school to post-secondary environments. Among our services but not limited to; individual student have different needs:

- College/career exploration, advisement, fairs, and workshops
- Freshman academies and orientation events
- Career and Education awareness information and discussions
- Financial literacy curriculum and workshops
- Guest speaker's bureau
- ACT prep class
- Assistance with FAFSA, admissions paperwork, and job applications
- College campus visits
- Business and industry visits

Living Advantage's approach in tackling academic enrichment and intervention, student and parent engagement is by assessing the schools needs first. While working in the USC Neighborhood which has the highest rate of at-risk youth in the city of Los Angeles, we created a strong and successful during and after school program by being attractive and interesting to the participants/students. The biggest issues that drop out prone students have been a low graduation rates and low attendance in school. Our USC Family of Schools and Foshay Learning Center collaboration allowed us to form a Planning Committee that provided support, expand the scope of our potential resources, and generally made for a higher academic enrichment with more input on its development, ongoing program implementation, and the effectiveness of the program. The partnership created a team that represents the community, the school, parents, local organizations, public agencies, political figures and corporations. Our key stakeholders include parents, guardians, child-care workers, student representatives, volunteers, interns, staff members, school faculty and administrators, and community organizations.

The next step is that our Program Manager connects with the school's Principal. Upon the principal identifying they need intervention services then we connect with the afterschool coordinator to provide us support. The school coordinator has a list of students who are struggling learners, at-risk and/or foster care students, and/or English language learners, which need our assistance. We send out acknowledgment of our program through our marketing/outreach efforts once we get at least 20-30 students involved then we set up a time at lunch to give a 15-30 min orientation. We give a hot nutritional lunch and/or snacks for incentive to attend our initial orientation. Get acceptance from students, get parent consent and then we set a date for our either during school or after-school program to begin. We can take on as many students in need of the program as funding permits or as we fund developer continually secures other funding opportunities.

Another core intervention method is to increase Science, Technology, Engineering and Math, (STEM) exposure. We have found that when students become more engaged in STEM, they tend to matriculate at higher levels of academic achievement, which leads to them being more motivated about going to college to obtain better quality jobs/careers in the STEM fields.

Living Advantage's belief in the health and whole Child Wellness approach incorporates our case management component. Making sure they have access to medical, dental, mental and physical health, social and emotional development, academic supports, resources for families and coordination of community partnerships. Computer and innovative technology are incorporated through our case management (referral and resourcing) by an information management system. As an example, case management helps fill in gaps between students' needs that lie outside of the education system. It increases attendance by giving students who had no alternative ride to and from home free bus tokens. It makes healthier families and communities by having more freedom and mobility, youth can get to work, have better health care choices, etc.

Parents are also the marketing focus when adult/parents' mentors engage with their children/students. They can help students work on solutions for their family stresses and provide an objective for a caring stable environment. As a result, many students and their parents report improved relations at home. Parents must buy into the benefit from our programs and follow a series of custom-designed information and discussion groups that enrich parenting effectiveness, especially in the area of cognitive skills associated with parent engagement. Parents will have a significant impact on their child's learning and educational experience when they take an active role in monitoring the student's progress, assignments, attendance, activities, and events.

Student and Parent engagement also helps keep students on track – from better attendance and fewer missed assignments to improved test scores and increased grade point averages. When parents are involved, their children take more responsibility for their learning and accountability is heightened. Communication improves within the family when children reach out for help. Engagement can strengthen the parent-student relationship: knowing your student's grades and assignments is an easy starting point to open dialogue for discussing progress, offering advice, working on projects together, or, hopefully, giving congratulations.

For further evidence of the impact parent engagement can have on student success, consider the following:

Students with parents who are involved in their school have fewer behavioral problems and better academic performance and are more likely to complete high school than students whose parents are not involved in their school.

Students with involved parents, no matter what their income or background, are more likely to earn higher grades and test scores, enroll in higher-level programs, be promoted, pass their classes, earn credits, attend school regularly, have better social skills, show improved behavior, and graduate and go on to postsecondary education.

bullied or harassed; while others fear their child's sense of privacy or free speech may be jeopardized. Parents are also concerned with the general well-being of their child during school hours, such as whether the school provides appropriate levels of safety measures or whether there is a solid school discipline policy in place. Finally, some parents are simply concerned with whether their child's lunchbox and other school-related items meet the current U.S. safety standards.

Living Advantage addresses community safety initiatives to improve students' outcomes which is determined by each school needs. Whatever the situation, most parents would agree that their number one goal in sending their child to school is to give them the opportunity to learn in a safe, peaceful, and secure environment. Living Advantage uses the Belmont School Safe Passages Initiative. Parents, teachers, police and local business owners are teaming up to staff street corners, escort students and patrol routes to school so that gang members stay away and kids can walk safely to school. Safe passages are also being used at Manual Arts High School, Dorsey High School and Crenshaw High School. By the Community, Schools and Businesses taking the initiative in working together it helps to make it safer for students going and coming from schools. It also helps the businesses from being vandalized from students ditching school and hanging out instead of being in class.

We have added a few more initiatives for schools, parents to get involved if they feel necessary, again each school has its own issues;

- Bullying in Schools
- Premises Liability at Schools
- First Amendment Concerns
- Student Codes of Conduct/Discipline Policies
- School-Related Product Safety

The conclusion is that school safety is an important issue. Not only is it important for students to feel safe and secure in their school surroundings, it is important for their learning growth as well. We as an organization feels if a parent, guardian, or educator has school safety concerns, they should contact their school's district and ask whether there are existing safety guidelines and policies in place. Otherwise, we feel the student and/or parent should contact an attorney to learn more about a particular law in question.

Price Schedule

**PRICING PROPOSAL
IMPLEMENTATION
(NEGOTIABLE)**

Overall School Needs Plan

Project Director and Project Manager will do introduction of accessing school needs

Program Job Title	Cost Description	Monthly Cost
Project Director	\$31.00 x 5 hours initial assessment cost for program	\$ 155.00
Program Manager	\$28.00 x 5 hours create initial schools needs plan	\$ 140.00
Program Manager	Initial request of students education records \$28.00 x 1 hours per student x 25 (Initial curriculum meeting with teacher, counselors, site coordinator, & collecting grades)	\$ 700.00
	Initial One Time Cost Total	\$ 995.00

Sr. Tutor and Jr. Tutor will conduct review of curriculum requirements, teacher referrals, & students' academic achievement goals to create and implement Academic Needs Plan. Work Study (W/S) Tutor/Mentors and W/S Case Managers are College students that handle overflow & works with class/group sessions when necessary getting experience for teaching and clinical social work degrees and career positions and also help leverage cost.

Program Job Title	Cost Description	Monthly Cost
Sr. Tutor	Initial evaluation \$22.00 x 2 hours per 25 student Create and implement Academic Needs Plan.	\$1,100.00
Jr. Tutor	Initial assessment will cost \$15.00 x 2 hours per 25 student/ Get familiar w/ Academic Needs Plan	\$ 750.00
W/S Tutor/Mentor	Initial assessment will cost \$4.50 x 2 hours per 25 student/ Get familiar w/class/group sessions	\$ 225.00
	Initial One Time Cost Total	\$2,075.00

Sr. Case Manager and W/S Case Managers will do initial assessment of the students. Once assessments and Individuals Service Needs Plans are complete, Case Management services will consist of student meeting on a tapered system of weekly-monthly with W/S Case Managers (dependent upon individual needs).

Program Job Title	Cost Description	Monthly Cost
Sr. Case Manager	Initial assessment \$22.00 x 2 hours per 50 students (Initial behavior progress reports, supportive services, pre assessments and Individuals Service Needs Plans) The extra 25 students do not need tutoring other issues need that have been addressed by	\$2,200.00

	counselors or teachers	
Jr. Case Manager	Initial assessment \$15.00 x 2 hours per 25 students (Initial behavior gathering of progress reports, referring supportive services, pre assessments and Individuals Service Needs Plans meeting w/team)	\$ 750.00
W/S Case Manger	Initial assessment \$4.50 x 2 hours per student x 25 Supervised and get familiar w/Individuals Service Needs Plans	\$ 225.00
	Initial One Time Cost	\$3,175.00
	Total Initial Cost	\$6,245.00
	15% Payroll & 15% Gen Admin/Overhead	\$1,873.50
	COMPLETE TOTAL INITIAL COST	\$8,118.50

Cost	Monthly Max Cost	
Project Director	\$31.00 x Avg 20 hrs a month Invoicing, quality assurance, meetings, additional funding opportunities, collaborations, etc.	\$ 620.00
Program Manager	\$28.00 x 20 hours a week x 4 weeks. oversees Sr. Tutor & Sr. Case Mgr. Identify need factors intervention strategy, provide resources and services that address needs for staff development, quality assurance meeting with site coordinator.	\$ 2,240.00
Sr. Tutor	\$22.00 x 20 hours a week x 4 weeks Evaluating & overseeing approx. 25 students (After the over site of tutors, approx. 2nd month, thereafter) Reviewing progress notes and handling issues, team meetings	\$ 1,760.00
Jr. Tutor	\$15 x 2 hours/2x week x 13 students x 4 weeks Includes... •Individual tutoring •During or After School 1 Group Hour •Progress notes	\$3,120.00
W/S Tutor/Mentor	\$4.50 x 2hours/2 x week x 12 students x 4 weeks Includes.... •Individual tutoring •During or After School 1 Group Hour •Progress notes	\$ 864.00
Sr. Case Manager	\$22.00 x 20 hours evaluating weekly x 4 weeks For supervision of Jr. and W/S CM and review of case notes pre & post assessments, Oversees field trips, social work appts,	\$ 1,760.00

	medical appts, mental health appts, etc	
Jr. Case Manager	\$15.00 x 40 hours evaluating weekly x 4 weeks. <ul style="list-style-type: none"> •Individual Case Management •During or After School 1 Group Session •Progress notes Actually case manages students Assist w/supervision of W/S CM and review of case notes pre & post assessments, plus apt follow up, community & career events	\$2,400.00
W/S Case Manager	Follow up monthly avg 40 hours a week x \$4.50 x 4 weeks Once a month depending on the need including case notes and extra circular	\$ 720.00
Site Coordinator	\$20 x avg 5 hours a week x 4 weeks handles field trips, meetings with school and provider, etc	\$ 400.00
	TOTAL MAX COST PER MONTH	\$13,884.40
	15% Payroll & 15% Gen Admin/Overhead	\$ 4,165.32
	COMPLETE TOTAL MONTHLY COST	\$18,049.72
	X Number Billable Months (varies)	\$ 0.00
	INITIAL COST	\$ 8,118.50
	COMPLETE TOTAL PER MONTH INCLUDING INITIAL COST (1ST 2 MONTH BILLING) Cost per student weekly \$90.25 including overhead cost	\$26,168.22

NOT INCLUDING:

Other Direct Costs. Estimated expenses shall be clearly defined, attached to the “Order for Services Form and approved by site administrator prior to commencement of work. District authorized reimbursable expenses shall be billed to the District as direct cost with no markup. Pre-approved expenses shall be itemized and documented when invoiced. Additional documentation of expenses including receipts, shall be furnished by the Contractor to the District's Accounts Payable Section (Accounts Payable) upon request. Reimbursement of actual expenses, reasonably incurred, shall not exceed \$1,884 per school per month and shall be billed to the District as direct cost with no markup.

Subcontractors/Suppliers. Expenses related to community field trips, venues, busses, speakers, activity costs, STEM (Science, Technology, Engineering, and Math education) materials must be clearly identified, attached to the “Order for Services Form”, and approved by site administrator prior to commencement of work on Order for Service. Reimbursement of actual expenses, reasonably incurred, shall not exceed \$2,200 per school per month and shall be billed to the District as direct cost with no markup.