

Program Elements

Critical program elements featured in our on- and off-campus during and out-of-school time culturally competent Proud to be Me Youth Development Mentoring Program include remedial tutoring, educational enrichment, non-clinical cognitive behavioral support, one-on-one and small-group mentoring, educational field trips, vocational life and social skills training, vocational competency-based skills training, financial literacy, sports-, music-, and recreation-based youth development, self actualization and agency coaching, arts, rites of passage, restorative practices (including transformative practice and restorative justice) and college/career readiness and access.

PROUD TO BE ME MENTORING PROGRAM: *School Engagement:* With respect to High-Need LAUSD Proud to be Me Program student participants served between December 31, 2016 and July 1, 2018, for whom pre- and post-evaluative data could be obtained: (a) 93% (381 of 409) of 12-19 year olds demonstrated an increased engagement in school and improved academic performance as indicated by school records; (b) 92% (84 of 91) of 12-19 year olds who were severely under-performing (one to four functional grade levels behind) and completely disengaged from school when they were initially enrolled in Proud to be Me, graduated from high school on time; (c) 94% (522 of 553) of 16-19 year olds with significant barriers to entering the workforce, completed one or more workforce development training programs and earned a certificate of completion or achievement; (d) 89 17-19 year olds with significant barriers to success in school and in life enrolled in and actively pursued post-secondary opportunities; and (e) in both 2017 and 2018, 100% of BLOOM participants graduated on time, despite being off-track to graduate when they were enrolled.

Social Emotional Growth and Development: To a person, LAUSD Proud to be Me program participants with significant barriers to school completion and employment indicated that they had developed a new identity as a direct result of their involvement with the program and the self actualization training. Quantifiably, 95% (74 of 78) of the participants improved their social behavior and 82% (64 of 78) improved their relationships with parents, guardians and authority, as indicated by validated and reliable social emotional learning, personal development and relationship acuity assessments.

Workforce/Career Growth and Development: Notably, of the 553 unduplicated 16-19 year old High-Need LAUSD students with significant barriers to success in school and in life who enrolled in Proud to be Me, 93% re-engaged or further engaged in school; 92% of those who were previously off-track graduated high school; 95% of HiSET participants earned an equivalency certificate; 89 individuals pursued post-secondary opportunities; and 94% earned a certificate of completion or achievement.

Price Schedule

The types of services we provide to low-income and foster elementary, middle and high school students differ. However, some elements are central to all three populations. With respect to services provided to all students, the average cost per student is \$5,992 per student. This includes:

- **Project Coordinator/Instructional Lead** (1 FTE at \$80,000 (salary, taxes and fringe benefits): (1) implements the Proud to be Me curricular pedagogy by instructing and facilitating during and after school sessions of not more than 15 high-need students one- to three- hours per day, up to five days per week year-round; (2) guides students through all 5 Proud to be Me curricular phases during the course of the year; and (3) allocates a minimum of two hours per day for lesson plan preparation, data monitoring and reporting, partner check-in meetings, internal staff meetings, lesson debrief and similar responsibilities typically associated with instructing, mentoring and guiding high-need students.
- **Project Assistant** (1 FTE at \$60,000 (salary, taxes and fringe benefits)
- **Evaluator** (0.1 FTE at \$100,000 per annum (salary, taxes and fringe benefits = \$10,000)
- **Administrative Support** (bookkeeping, counseling, recordkeeping, reporting, oversight, etc. at \$15,000)
- **Equipment and Supplies** (\$3,500 annually): School supplies, instructional materials, comfort supplies (tissues, toilet paper, cleaning supplies, etc.) and similar items.
- **Educational Enrichment Curriculum** (\$75 per student): Our curricular components include: 32 Elements of Character; Vocational Life and Social Skills; Etiquette – Making Others Feel Comfortable; Helping Others Succeed; Understanding My Culture; My Story; Arts Therapy; Sports-, Recreation- and Music-Based Youth Development; Attitude of Gratitude, Understanding Sacrifice, Dress for Success, Money Matters and My Relationship with Money, Connecting to My Past, and The Shoulders Upon Which I Stand.
- **Educational Field Trips** (\$5,000 annually): Trips include the Museum of Tolerance, California Science Center, California African American Museum, Museum of Latino Art, Natural History Museum, Peterson Automotive Museum, Los Angeles River, City Hall, County Administration Building, Sacramento Capital Building, college tours, career tours, sporting events, job shadowing events and similar experiences.
- **Caring Adult Mentor Staff Training** (\$4000 annually): Given the nature of high-need youth and the level of practitioner proficiency needed, staff members receive 40 hours of initial pre-service training and 8 hours per month of continuing education: Rites of Passage Self Actualization; Trauma-Responsive Youth Development; Roots of Violence; Ubuntu; Social Emotional Learning; Cultural Competence; Understanding Poverty; Effective Use of Data; Using Data to Inform Program Development, Correction and Continuous Improvement; etc.

Middle and high school students will also receive summer youth employment opportunities , career readiness training, (un)paid internships, advanced service learning opportunities, job shadowing opportunities, case management and supportive services.

Case management involves the assignment of a 0.25 FTE case manager at \$80,000 annually (salary, taxes and fringe benefits; $\$80,000 \times 0.25 = \$20,000$), a 0.2 FTE Job Developer at \$90,000 (salary, taxes and fringe benefits; $\$90,000 \times 0.1 = \$9,000$) and a 0.1 FTE Workforce Development Instructor/Job Liaison at \$90,000 (salary, taxes and fringe benefits; $\$90,000 \times 0.1 = \$9,000$).

Supportive services include childcare, transportation assistance, clothing assistance, housing referrals, substance abuse and mental health counseling referrals, remedial tutoring and food assistance.

Taken together, the addition of our highly intensive services, where appropriate, for low-income middle and high school students generates an additional \$1,200 in costs for a total of \$7,192 per student annually.

Brotherhood Crusade currently provides in excess of \$3 million annually in supporting low-income and foster LAUSD students. This proposal seeks support at a ratio of 1:2 (or a LAUSD 33% share contribution) up to \$90,000 (with \$30,000 being allocated by the schools should they desire our services and choose to do so) to synergistically leverage the organization's efforts and further effectuate the measurable impact detailed herein.

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D’Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.

<p>Vendor’s Name: Los Angeles Brotherhood Crusade, Black United Fund, Inc.</p>	<p>Submittal Date: August 10, 2020</p>
<p>Schools Planning to Serve:</p> <p>ELEMENTARY: Loren Miller, Westport Heights, Budlong, Manchester, 66th Street, 52nd Street, Menlo, 59th Street, Bakewell Primary and 54th Street</p> <p>MIDDLE: Foshay Learning Center, John Muir, Markham, Bethune, Barack Obama Global Preparatory Academy and Audubon</p> <p>HIGH: Washington Preparatory, Augustus Hawkins, Crenshaw, Dorsey, Duke Ellington Continuation, Maya Angelou, Santee Education Complex and Manual Arts</p>	
<p>List the services in your agreement that can be provided virtually:</p>	<ul style="list-style-type: none"> • Remedial tutoring • Educational enrichment • Non-clinical cognitive behavioral support • one-on-one and small-group mentoring • Vocational life and social skills training • Some vocational competency-based skills training • Most financial literacy • Self actualization and agency coaching • Arts (visual fine arts) • Some rites of passage • Most restorative practices (including transformative practice and restorative justice) • Most college/career readiness and access
<p>List the services in your agreement that cannot be provided virtually:</p>	<ul style="list-style-type: none"> • Educational field trips • Hands-on vocational competency-based skills training • Hands-on financial literacy • Sports-, music-, and recreation-based youth development

Partners for Student Success – Partner Matching Fund

	<ul style="list-style-type: none"> • Arts (performing) • Rites of passage • Restorative practices (including transformative practice and restorative justice) • Vocational mainstreaming • Vocational practicum • Job shadowing • Internships • Job placement
<p>List the platforms you plan to use for delivery of virtual services:</p>	<p>Google Classroom, Google G-Suite for Education, Microsoft Teams and Zoom</p>
<p>Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):</p>	<p>Prior to identifying the services that will be offered, Brotherhood Crusade shall meet with the school to determine the school’s needs, the purpose it is striving to accomplish, what success looks like, the population for whom they are seeking this success, unique characteristics and needs of said population, and the outcomes they desire to achieve.</p> <p>Once this is accomplished, we will jointly ideate potential solutions, determine their feasibility and logistical demands (including availability of requisite equipment, school and Brotherhood Crusade staff capacity, instructor competence including appropriate background checks and favorable TB tests, student access, and required dosage and frequency), identify available resources, develop a plan to ascertain resources that aren’t already available and develop an implementation plan of action and milestones complete with an evaluation and learning protocol.</p> <p>Next, we shall jointly invite the students and their parents or guardians to a virtual orientation at which we shall describe the programming, its benefits for the student, the expectations of the student, the parent or guardian, the school and Brotherhood Crusade, all program requirements and all issues of security, safety, health and well-being.</p>

Partners for Student Success – Partner Matching Fund

	<p>A four-party agreement shall be executed delineating the roles and responsibilities of the student, the parent or guardian, the school and Brotherhood Crusade. Concurrent with the agreement, the four parties shall mutually inform and develop an individually-tailored plan of actions and milestones for the student (youth development plan (YDP)).</p> <p>At this point, the school and Brotherhood Crusade shall develop a process and schedule. This may consist of three 45-minute sessions per week, one 30-minute session per week, one during school session and two after-school session per week, or any reasonable construct that effectively engages the student, causes the student to persist and matriculate through the entire curricular offering and achieves the desired outcomes.</p> <p>Importantly, Brotherhood Crusade will consistently work with the school and its designees to ensure quality interface through computer-based learning devices and internet connections.</p> <p>All data shall be protected, access-restricted and shared in accordance with the terms of the Data Sharing Agreement.</p> <p>Brotherhood Crusade staff and its designees shall always comply with LAUSD’s Code of Conduct.</p>
--	--

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