Directory of STEM/STEAM Enrichment and Supplemental Programs

April 2025

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Item	**Description**

A. INTRODUCTION

The District issued a Request for Proposals (RFP) with the goal of assembling a "bench" of vendors to provide schools with STEM/STEAM enrichment and supplemental programs for grades UTK – 12.

Multiple firms were selected to provide an array of services in their areas of expertise. The services fall within the following categories:

Category I – STEM/STEAM Enrichment (after school, winter, spring, and summer breaks, virtual and/or in-person**)**

Category II – STEM/STEAM Supplemental Instruction (during and after the instructional day, winter, spring, and summer breaks, virtual and/or in-person)

B. ACCESSING THE CONTRACTS

Principals, Administrators and other responsible staff should review the selection of approved vendors to obtain information on programs, scheduling, and pricing. Pricing should be within the guidelines contained within this directory.

Ariba Purchase Requisitions (PR) must reference the Vendor Number and Contract Number listed in this Directory.

The product category for this contract is **96102 – Professional Services**. This product category must be used when creating the PR in order for the PO to reference the Contract.

Please direct questions or requests for assistance with this process to the Buyer assigned to your region.

Step-by-Step Instructions

1. Contact a vendor that offers the services of interest to you. Obtain a quote, scope of work, and a timeline (or delivery schedule). If the services will occur over multiple weeks or months, include an invoice as well.

2. Create a Purchase Requisition using product category 96102. Reference the Vendor Number and Contract Number listed in this Directory. Be sure to attach the quote, scope of work and timeline.

3. Once the vendor confirms they have received the PO, they may begin providing services.

C. LIST OF PROVIDERS FOR STEM/STEAM ENRICHMENT AND SUPPLEMENTAL PROGRAMS

Firm Name	Contract Number	Vendor Number	Category	Contact Email
9 Dots Community Learning Center	C7691	1000008195	1	alexis.cabrera@9dots.org
Computerwisekids Inc.	C7700	1000006262	2	perin@computerwisekids.com
Creating Creators LLC	C7701	1000014653	1	jessica@creatingcreators.net
Dottie Rose Consulting LLC dba The Dot. Consulting	C7703	1000022421	2	jodi@thedotconsulting.co
Impossible Science LLC	C7706	1000028060	1	benzakheim@gmail.com
Lunch Bunch Co	C7709	1000025375	1	bianca@lunch-bunch.com
Mastery Coding	C7710	1000019050	2	gjoe@masterycoding.com
Parker-Anderson Enrichment	C7712	1000009666	1	josh@parker-anderson.org; LA@parker-anderson.org;
Prisms of Reality Inc.	C7713	1000020920	2	anurupa@prismsvr.com; zach@prismsvr.com
Rocketology LLC	C7715	1000013630	1	nick@professoregghead.com
The Letter K Corporation dba Tinker the Robot	C7720	1000029368	1	kay@tinkertherobot.com
Tutor Me Education (TME)	C7722	1000021796	1,2	Daniel@TutorMeEducation.com

Category Legend:

1. STEM/STEAM Enrichment; 2. STEM/STEAM Supplemental Instruction

D. OVERALL STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the Los Angeles Unified School District's (LAUSD) requirements for standards-based STEM/STEAM enrichment and supplemental program(s).

The support provided under this contract will include a system for monitoring growth and impact on student learning, utilizing from student working formative assessments, and summative assessments. Students should demonstrate an increase of 5% in NGSS Standards based on a Pre and Post assessment developed by the vendor.

STEM/STEAM enrichment and supplemental programs as outlined below. Eligible proposers may submit a proposal for one or more categories. See Proposal Requirements for instructions.

- **Category I - STEM/STEAM Enrichment (after school, virtual and/or in-person)**
- **Category II - STEM/STEAM Supplemental Instruction (during and after the instructional day, winter, spring, and summer breaks, virtual and/or in-person)**

2.0 STATEMENT OF WORK

A. All enrichment and supplemental programs shall be developed with the following information in mind:

i. UNIVERSAL DESIGN: Enrichment activities and/or supplemental instruction should be designed so that they function as intended for as many students as possible.

ii. ACCESSIBILITY: Enrichment activities and/or supplemental instruction are presented with additional information or in alternative ways, in order to meet the specific needs of some students.

iii. SENSITIVITY: Content contained in the enrichment activities and/or supplemental instruction should not be distracting or upsetting for some students.

iv. CULTURAL AND LINGUISTIC RESPONSIVENESS: Enrichment activities and/or supplemental instruction must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive items.

v. DEVICE AGNOSTIC: Enrichment activities and/or supplemental instruction should work with various systems without requiring any particular adaptations.

vi. NEXT GENERATION SCIENCE STANDARDS (NGSS): Science and engineering set the context for STEM/STEAM education. Enrichment activities and/or supplemental materials shall align to the NGSS standards.

vii. COMMON CORE ELA AND MATH STANDARDS: ELA and math are the tools to access and develop innovative STEM/STEAM solutions to real world problems. Enrichment activities and/or supplemental instruction should incorporate these tools.

viii. INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE): ISTE Standards provide a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology. Enrichment activities and/or supplemental instruction shall align to ISTE standards.

B. Proposers who submit a proposal for an online platform or utilizing educational software must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) **prior to contract execution**. Proposer will not be authorized to provide any services unless the proposer's LAUSD UDIPP application has been approved, therefore Proposers are advised to begin the UDIPP process as soon as possible. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The proposer shall

monitor UDIPP approval expiration and complete renewal applications in a timely manner.

Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at https://udipp.lausd.net.

C. DELIVERY AND INTERACTION

Proposals for supplemental instruction and enrichment should identify interactive lessons/activities, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons/activities, and create new lessons/activities as applicable. The platform should include Artificial Intelligence (AI) features.

"Open generative AI" refers to AI technologies that are open-source, publicly accessible, or available under open licenses, and can create new content such as text, images, audio, or other data based on input data and parameters.

"Closed generative AI" refers to proprietary AI technologies that are owned, controlled, and restricted by the Contractor, and are not publicly accessible or available under open licenses, which can create new content such as text, images, audio, or other data based on input data and parameters.

Contractor shall provide affirmative written notice to the District prior to the initial use of any open or closed generative AI technologies in the course of providing services under this Agreement. Such notice shall include, but not be limited to, a detailed description of the specific AI technologies to be used, whether they are open or closed, the scope and nature of their application, and any potential impacts or changes to the services provided.

The District reserves the right to review and approve the use of such technologies, and Contractor shall not proceed with the use of generative AI until written approval is obtained from the District. Failure to comply with this notice requirement may result in termination of this Agreement and other remedies as provided herein.

For supplemental instruction, the platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System (LMS), currently Schoology, but subject to change. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

The STEM/STEAM enrichment and supplemental instruction programs should clearly address the integration of at least one of following subject matters:

a. Aerospace
b. Arts
c. Artificial Intelligence (AI)
d. Astronomy

e. Augmented Reality (AR)
f. Biology
g. Chemistry
h. Climate Change/Literacy
i. Computer Science
j. Earth and space science
k. Engineering
l. Entrepreneurship with Emphasis on STEM/STEAM related topics
m. Environmental Education
n. E-Sports
o. Local Ecosystems
p. Marine Science
q. Mathematics
r. Multimedia
s. Physics
t. Robotics
u. Science-Art Integration
v. STEAM Camps
w. Virtual Reality (VR)

Eligible proposers may submit a proposal for one or more of the above categories.

CATEGORY I - STEM/STEAM ENRICHMENT

A. Proposer may serve as a contractor for another organization or individually and will provide grade-level appropriate standards-based STEM/STEAM Enrichment program(s), featuring:
   a. synchronous live-streaming of educators
   b. active and integrated hands-on experiences
   c. provide materials needed for activities
   d. engineering design process
   e. interactive simulations
   f. virtual “field trips”
   g. opportunities for students to problem-solve in a real-world context

B. The proposer must provide programs that are standards based, age and grade level appropriate, and inquiry driven. Students should have an opportunity to think, explore, process, and solve problems. Programs asking student to merely recite remember information will not be approved. The proposer will provide a sample lesson (supplemental instruction) or activity (enrichment) in the proposal for District review.

C. Structure of Enrichment Program-In Person
   a. Held on campus in a designated classroom, Monday through Friday for one hour after school or as winter, spring, and/or summer enrichment program. While the program is scheduled for 3:30 p.m. to 4:30 p.m., adjustments may be made upon the release of the final schedule of the winter, spring and summer program.
   b. Program duration is up to 10 weeks, depending on grade level.
   c. Grade spans UTK-2, 3-5, 6-8, and 9-12. Enrichment activities should be developmentally appropriate for age and grade of students.
   d. Maximum enrichment program size will be up to and no more than 35 students.
   e. If teacher involvement is required to support the facilitation of the virtual enrichment program, the proposer will provide professional development on the program and

teacher involvement at no additional cost to the District.

D. Structure of Enrichment Program-Virtual
    a. Held via a District-approved video conferencing tool, Monday through Thursday for one hour after school or as winter, spring, and/or summer enrichment program. While the program is scheduled for 3:30 p.m. to 4:30 p.m., adjustments may be made upon the release of the final schedule of the winter, spring and summer program.
    b. Program duration is up to 10 weeks, depending on grade level.
    c. Grade spans K-2, 3-5, 6-8, and 9-12. Enrichment activities and program features should be developmentally appropriate for age and grade of students.
        i. For students in grades 9-12, the sessions may provide a speaker at least once per the duration of the course who supports the teacher-led class in the appropriate content class.
        ii. Maximum enrichment program size will be up to and no more than 30 students.
    d. If teacher involvement is required to support the facilitation of the virtual enrichment program, the proposer will provide professional development on the program and teacher involvement at no additional cost to the District.
    e. All enrichment activities will be hosted on the District's Learning Management System with a variety of reporting structures to analyze, aligned with all LAUSD security protocols. If the proposer plans to host enrichment activities on a separate platform, the platform must receive LAUSD UDIPP approval prior to contract execution.

CATEGORY II - STEM/STEAM SUPPLEMENTAL INSTRUCTION

A. Proposer may serve as a contractor for another organization or individually and will provide grade-level appropriate standards-based STEM/STEAM supplemental instruction, featuring:
    a. alignment with course content standards
    b. active and integrated hands-on experiences
    c. provide materials needed for lessons and activities
    d. engineering design process
    e. interactive simulations
    f. virtual "field trips"
    g. opportunities for students to problem-solve in a real-world context

B. The proposer must provide age and grade level appropriate supplemental instruction that is inquiry driven. Students should have an opportunity to think, explore, process, and solve problems. Supplemental instruction asking students to merely recite or remember information will not be approved. The proposer will provide a sample lesson and activity in the proposal for District review.

C. If teacher involvement is required to support the facilitation of the virtual enrichment program, the proposer will provide professional development on the program and teacher involvement at no additional cost to the District.

D. Supplemental instruction shall not substitute for nor replace the District curriculum. Supplemental instruction may be provided for:
    a. Complete coverage of a subject or subjects included in a given course
    b. Meeting the various learning ability levels for pupils in a given age group or grade level
    c. Meeting the diverse educational needs of pupils with language disabilities in a given

age group or grade level

d. Meeting the diversity education needs of pupils reflective of a condition or cultural pluralism
e. To use current and relevant technology that further engages interactive learning in the classroom and beyond.

E. The proposer shall use District's Learning Management System for student access to the lessons and tasks. All lessons and tasks will be hosted on the same platform, with a variety of reporting structures to analyze and inform instruction, aligned with all security protocols. If materials for the program are housed in a different platform, the platform must receive LAUSD UDIPP approval prior to contract execution.

FEATURES ACROSS ALL CATEGORIES

A. Vendor Certification of Criminal Background and Tuberculosis Clearance
   a. The proposer will provide evidence that it has completed criminal background check requirements of California Education Code section 45125.1 and 45125.2 and has determined that none of its employees that may come into contact with LAUSD students have been convicted of a violent felony listed in Penal Code Section 667.5(c) or a serious felony listed in Penal Code Section 1192.7(c). Proposer will also certify that it requests and receives subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students. See Exhibit A – District Terms and Conditions, Section 24 – Fingerprinting.

   b. The proposer will provide evidence that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis as required in Ed. Code section 49406. VENDOR requires all new employees to provide VENDOR with a certificate of tuberculosis clearance dated within the 60 days prior to initial employment. VENDOR maintains current TB clearances for all such employees. See Exhibit A – District Terms and Conditions, Section 25 – Tuberculosis Clearance.

B. Data Collection: If a proposer is collecting student data, the proposer must obtain an approved Data Use Agreement (Exhibit F). Analysis of any data shall be shared with the STEM/STEAM Coordinators. The Date Use Agreement must be approved prior to the award of contract.

C. Teacher/Administrator Professional Development Support: If teacher involvement is required to support the facilitation of the virtual enrichment program, the proposer will provide professional development on the program and teacher involvement at no additional cost to the District. The professional development support shall include:

   a. Teachers and administrators shall be provided with on-line training which will provide an overview of the lesson and tasks, platform navigation, data reports, and leveraging instructional support resources. Also provide relevant alignments to standards and adopted curricula.
   b. Online professional development videos and webinars shall be made available for teachers that address the basic operations of the platform, lessons, tasks, and leveraging instructional support resources.
   c. Proposer shall provide recordings of the online professional development sessions.
   d. Proposer shall provide both formative and summative assessments to support

students' learning and growth in the content standards being addressed, that can be added to the LMS platform. In addition, the proposer shall provide data analysis protocols to support student learning based on both assessment and observation data.

e. Online resources for families and students that describe the lessons, task, and platform available in English and Spanish
f. Proposer shall work with the District to customize professional development sessions to ensure they address needs of teachers, administrators, students and families as well as ensure effective implementation of the enrichment program
g. Proposer shall provide technical support for teacher-led activities.

D. Evaluation of the supplemental instruction and/or enrichment programs:

a. Firm will collect pre and post survey responses, review relevant learning assessments, and summarize outcomes with a data-driven quarterly report to (name of sponsor). The report will clearly convey measurable impact and contain recommended next steps or modifications for continuous quality improvement.
b. Firm will develop and use learning assessment such as pre and post surveys to collect participant response data informing knowledge and skills gained during activities. Firm must submit and receive approval of any assessments and/or surveys from the District's Committee for External Research Review office (CERR), prior to implementation. Submit proposals to cerr@lausd.onmicrosoft.com.
c. Firm shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

3.0 TECHNICAL SUPPORT

Contractor shall provide a help desk or customer support for LAUSD schools and staff Monday through Friday from 8:00 am to 5:00 pm Pacific Standard Time. The help desk or customer support shall offer a phone number, online chat, or chat rooms for support.

E. SUMMARY OF SERVICES AND PRICES

EXHIBIT A
STATEMENT OF WORK

PROGRAM ELEMENTS

KEY PROGRAM ELEMENTS OF THE GET CODING PROGRAM

1. Curriculum: The Get Coding curriculum is aligned with Next Generation Science Standards (NGSS), Common Core State Standards (CCSS), and the California Computer Science Standards (CA CS). It provides a cohesive K-6 computer science pathway that introduces students to coding concepts, starting with unplugged activities in kindergarten and progressing to JavaScript by 5th grade. Each course consists of 30 lessons, culminating in student projects that enhance metacognitive skills, computational thinking, and problem-solving abilities. These lessons are teacher-friendly, easy to implement, and
accessible via our UDIPP-approved learning platform, which is integrated with Schoology for seamless classroom use.

2. Professional Development Services: 9 Dots offers robust Professional Development (PD) services designed to equip teachers with the tools they need to effectively integrate computer science into their classrooms. Teachers participate in a comprehensive Summer Conference, ongoing 1:1 coaching, and receive up to 30 hours of in-class support from 9 Dots Computer Science (CS) Education Fellows during the first year. This model ensures that educators feel confident and competent in teaching computer science, regardless of prior experience. Of the 460 teachers currently supported, 65% have completed their training and now independently deliver high-quality coding instruction to their students.

3. Online Teaching Platform: The Get Coding curriculum is delivered through our UDIPP-approved Online Teaching Platform, which integrates with Schoology to track real-time student progress. This platform allows students and teachers to easily access daily activities while providing valuable insights into student proficiency and motivation. Teachers can use this data to tailor instruction and interventions to meet individual student needs, ensuring academic growth. Additionally, the platform provides an administrator view that enables school leaders to track the program's alignment with school goals and standards throughout the year.

4. Student Engagement and Parent Events: 9 Dots fosters a strong sense of community involvement through events that engage both students and families. These include Parent Coding Nights, Hour of Code activities, and end-of-year showcases, where students present their coding projects. These events enhance family participation and inspire students to explore computer science as a career path, raising awareness about the importance of early exposure to coding skills.

These four key components form the foundation of 9 Dots' Get Coding program, ensuring that students receive high-quality, standards-aligned computer science education while fostering strong teacher support and community engagement. Building on this framework, the following section details how the program addresses the specific requirements of the Statement of Work, focusing on accessibility, interactivity, and integration with STEM/STEAM disciplines to meet the diverse needs of LAUSD students.

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UNIVERSAL DESIGN

9 Dots' Get Coding program is designed using Universal Design for Learning (UDL) principles to ensure accessibility for all students. Our curriculum provides multiple means of engagement, representation, and expression to meet the diverse needs of learners. For example, coding challenges can be completed at varying levels of complexity, allowing students to advance at their own pace while ensuring that those needing more support can receive it. The curriculum also includes differentiated activities, where students can demonstrate learning through coding projects, peer collaboration, or written reflections, ensuring equitable participation and achievement for all.

Additionally, the program includes scaffolded instructions and built-in hints for students who may require additional support, while more advanced learners are given opportunities to tackle more complex coding projects. This flexibility helps ensure that the program is effective for students at all skill levels.

ACCESSIBILITY

Recognizing the varied needs of students, 9 Dots makes accessibility a central focus in the design and delivery of Get Coding. Our online platform is compatible with screen readers, and offers closed captioning for all video content. Instructional materials are available in both English and Spanish, ensuring bilingual learners can fully participate.

Students can access activities asynchronously or synchronously, providing flexibility for those with limited access to technology or other scheduling challenges. This approach allows all students to engage with the curriculum, regardless of their individual learning needs.

SENSITIVITY

To ensure that all content within Get Coding is suitable and engaging for LAUSD's diverse student population, we take great care in selecting coding challenges and projects that are age-appropriate and non-distracting. Our projects are designed to focus on positive, real-world issues such as environmental sustainability, digital citizenship, and community improvement. This minimizes the risk of including content that could be upsetting for some students.

We also regularly seek feedback from teachers and school administrators to ensure that the content remains appropriate and respectful of students' cultural and personal sensitivities. Our team reviews all instructional materials quarterly to ensure continued alignment with LAUSD's standards for inclusive and non-disruptive content.

CULTURAL AND LINGUISTIC RESPONSIVENESS

The Get Coding curriculum is culturally and linguistically responsive, designed to reflect the rich diversity of the LAUSD student population. In collaboration with diverse educators, the curriculum incorporates projects that are relevant to students' cultural and community experiences. For instance, coding projects may include ideating apps or games that address local issues, creating pixel art reflective of students' cultural heritage, or designing a local business.

Teachers may utilize our resources to provide bilingual instruction in both English and Spanish,

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ensuring that students from non-English speaking households can fully participate and benefit from the program. Our coding examples and lessons include diverse role models, showcasing individuals from underrepresented backgrounds in tech, which encourages students to see themselves reflected in the industry.

DEVICE AGNOSTIC

9 Dots' Get Coding platform is fully device agnostic, functioning seamlessly across different operating systems and hardware types, such as Chromebooks, tablets, and desktops. This ensures that students can access coding lessons regardless of their available devices, both at school and at home. The platform is also optimized for varying internet bandwidth speeds, allowing it to function efficiently even in households with limited connectivity. This feature is essential for equitable access, ensuring that students in low-income areas can still fully participate in virtual or hybrid learning environments.

The platform is also fully integrated with LAUSD's Learning Management System, Schoology, meaning that students and teachers can easily log in, track progress, and submit assignments without needing specialized software or adaptations.

NEXT GENERATION SCIENCE STANDARDS (NGSS)

Our Get Coding program is designed to align with the Next Generation Science Standards (NGSS), helping students apply coding and computational thinking within a scientific context. These activities develop critical thinking and problem-solving skills while reinforcing core science concepts.

Our curriculum fosters inquiry-based learning, where students engage in hands-on coding projects that mirror the scientific method. By following the engineering design process, students iterate on their coding solutions, reflecting on their successes and areas for improvement, much like real-world engineers and scientists.

CORE ELA AND MATH STANDARDS

Get Coding integrates Common Core ELA and Math Standards to enhance students' problem-solving abilities and understanding of computational thinking. Through coding, students apply mathematical concepts such as logic, algebraic thinking, and pattern recognition to create algorithms and solve coding challenges.

The program also incorporates ELA standards by having students document their coding processes, write reflective summaries of their projects, and present their final projects to peers, encouraging the development of solid communication and analytical skills. These cross-curricular activities help students see the relevance of coding beyond computer science, reinforcing its application in other subject areas and in real-world contexts.

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE) STANDARDS

9 Dots ensures that the Get Coding program is aligned with ISTE Standards, promoting digital citizenship, computational thinking, and creative problem-solving. Through our curriculum, students develop the critical digital-age skills needed to succeed in today's technology-driven world. They learn to be empowered learners, global collaborators, and innovative designers,

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which positions them to thrive in both academic and professional environments.

For teachers, 9 Dots offers professional development that enables them to integrate technology into their classrooms more effectively. The platform also provides tools that allow teachers to customize lessons and monitor student progress, helping them foster a tech-savvy learning environment that meets ISTE standards.

DELIVERY AND INTERACTION

Interactive Elements and Gamification: Get Coding engages students through interactive lessons and activities integrating gamification elements. Younger students might engage with point-and-click coding exercises, while older students advance to more complex text-based coding. These activities are designed to be developmentally appropriate for each grade level, ensuring that students are challenged but not overwhelmed.

Interactive features such as simulations, coding puzzles, and real-time feedback help maintain high levels of student engagement. For example, students might participate in a virtual coding challenge where they collaboratively solve a digital puzzle, encouraging both teamwork and critical thinking. These hands-on, inquiry-based activities help students apply coding to real-world problems, fostering deeper learning.

Teacher Tools: Our goal is for LAUSD teachers with little to no CS background to be self-sufficient and empowered computer science educators. To that end, our online platform provides educators with robust tools to monitor and enhance student learning. Teachers can assign interactive coding lessons, track student progress, and administer formative assessments such as quizzes, polls, and coding challenges.

Teachers can utilize student dashboards to provide individual student solutions, such as identifying students who need more support and creating data-informed small groups of peers. The platform syncs roster data with Schoology in real-time. Additionally, teachers can modify pre-made lessons, giving them flexibility in delivering instruction.

In-Person and Virtual Options: Get Coding is primarily designed for in-person instruction in designated classrooms by teachers on campus. This format allows for hands-on, interactive learning experiences where students can engage directly with coding projects under the guidance of their teacher. While virtual professional development options are available, we have found that LAUSD teachers prefer in- person instruction and support. In turn, we focus on providing in-person training to support LAUSD educators in providing high-quality coding instruction for their students.

We encourage students to continue learning virtually by accessing coding activities at home on their LAUSD learning devices. Students can complete many activities independently, which enables them to continue building their coding skills outside the classroom. In addition, we bring in virtual guest speakers who share coding projects with students and conduct career-focused Q and A sessions with students, offering them the opportunity to engage with professionals in the field.

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Virtual instruction is only conducted when necessary, such as during COVID-19. Otherwise, our focus remains on in-person classroom instruction to maximize engagement and hands-on learning opportunities.

Integration of STEM/STEAM Subjects: While Get Coding is deeply rooted in helping students build stackable Computer Science skills, it does provide foundation learning in other STEM/STEAM subjects. For example, our program has helped schools such as Hollywood ES and Frank Del Olmo ES start robotics programs. Students were easily able to transition into programming Lego robotics by utilizing the foundational learning they developed in the Get Coding program.

As another example, we offer 6th-grade students a learning module focused on space and planetary science, in which they model surface operations similar to NASA's Perseverance Rover on Mars. This module allows students to experience how coding can and is applied to solve real-world challenges in adjacent STEM fields.

These examples demonstrate how computer science serves as a gateway for students to explore and build skills in additional areas of STEM.

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Unit	Price
Online First Program: Curriculum & Online Platform Support	Unlimited Participants /Unlimited Frequency /Ongoing Duration /Virtual	$15,000 / year*
In-Person Engagement Program: On-Site Support & Community Engagement & Platform Access	**Teacher Training:** 25 Teachers /Weekly /1-2 days per week /In-person + two 4 hour PDs/Hybrid **CS Community Engagement:** Unlimited Participants /Ongoing Frequency /Ongoing Duration /Hybrid **Platform Access:** Unlimited Participants /Unlimited Frequency /Ongoing Duration /Virtual	$35,000 / year*

* Schools will either pay $15K for the platform support **OR** $35K for the PD model support, which includes platform access. We do not ask schools to pay for both in a given year.

EXHIBIT A
STATEMENT OF WORK

PROGRAM ELEMENTS

Computerwisekids proposes to provide in-person computer science education for grades TK, K-5 Category II – STEM/STEAM Supplemental Instruction during the instructional day and during winter, spring and summer breaks. Computerwisekids offers a comprehensive suite of STEAM supplemental instruction programs designed to enhance students' learning experiences and support their academic growth. Our programs align with the LAUSD Statement of Work, emphasizing standards-based content, hands-on learning, and inclusivity to cater to the diverse student population.

Our program elements are carefully crafted to align with LAUSD's strategic goals, focusing on student growth, critical thinking, and creativity. Our curriculum is standards-based, aligning with ISTE, NGSS, and Common Core standards to ensure that lessons support academic growth across various grade levels. For example, our coding modules help students develop computational thinking skills, directly supporting ISTE standards, while our hands-on robotics challenges align with NGSS engineering design practices. By integrating real-world applications—such as using coding to simulate environmental changes in science classes—we foster both critical thinking and problem-solving skills, ensuring that our programs not only supplement but also enhance LAUSD's core educational objectives.

Example: The **DASH robotics program** addresses several standards:

NGSS (Next Generation Science Standards) for elementary grades, particularly focused on engineering, technology, and the application of scientific concepts. Specifically, the **Week 2 - Follow a Path** activity aligns with the following NGSS standards:

- **K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.** In the "Follow a Path" activity, students program the DASH robot to move along a specific path, which requires them to consider how the design of the robot, its sensors, and its movement capabilities contribute to solving the challenge of staying on the path.

- **3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.** Students are given a clear problem: to navigate their DASH robot along a specific path without veering off. This activity encourages students to think critically about the criteria for success (staying on the path) and experiment with their driving controls to meet these criteria.

Common Core Math Standard:

- CCSS.MATH.PRACTICE.MP1: Make sense of problems and persevere in solving

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them. In this activity, students need to figure out how to program their DASH robot to follow a given path without straying. They will experiment with different strategies, assess why the robot might stray, and adjust their approach to ensure success, embodying perseverance and problem- solving in the process.

- CCSS.MATH.PRACTICE.MP4: Model with mathematics.
- The "Follow a Path" activity requires students to consider angles, distances, and the geometry of the path they must follow. By adjusting the movement and direction of the DASH robot, students are indirectly using math to model and solve the challenge, which aligns with this Common Core standard.
- CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Since students work in groups of 2-3, this standard is addressed as they engage in collaborative conversations about how to approach the problem, decide on strategies, and discuss solutions during the activity. These standards help develop critical thinking, problem-solving, and teamwork skills as students work together to understand how the design and movement of their DASH robot affect its ability to follow a predetermined path.

ISTE:

- ISTE Standard 5 (Computational Thinker): By integrating coding with real-world tasks, such as creating algorithms for the DASH robot, students engage in iterative testing and debugging, reinforcing critical thinking and digital literacy

Active and Integrated Hands-On Experiences Our program is highly interactive and hands-on, allowing students to actively engage with technology through devices like iPads or Chromebooks, coupled with physical robotics and STEM kits. For example, when working with Piper kits, students are often handling components like breadboards and circuit parts for the first time. The tactile experience of assembling small pieces to create a functioning device is an exciting challenge that helps students develop fine motor skills, eye-hand coordination, and spatial awareness.

As students' progress from simple tasks—like placing wires into a breadboard—to more complex projects, such as programming their own robots, they move from foundational motor skills to higher- level thinking. In Grade 2, students use VEX 123 robots, where they not only manipulate physical objects but also code their movements. This transition from using their hands to build a robot to programming it introduces a powerful blend of physical interaction and abstract problem-solving.

The collaborative nature of our program is key. Students pair up to debug their robots, learning to think critically and communicate effectively as they troubleshoot together. This teamwork, combined with the act of transforming parts into a whole through robotics, encourages both technical understanding and creative thinking. The hands-on, minds-on approach makes abstract STEM concepts tangible and relatable, bridging the gap between theoretical learning and real-world applications.

Providing Materials and Instruction

We always provide the necessary lessons and supplemental resources to support student learning. While we can provide robots, coding kits, and other equipment as needed, we ensure that all

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students have access to well-prepared materials that complement the hands-on learning experience. Our program is an in-person, hands-on experience, where students actively engage with technology and robotics throughout the day. Instructors deliver step-by-step guidance through live, in-person instruction, using smart boards in the classroom to enhance visual learning and interactive engagement.

To ensure learning continuity, lesson worksheets and instructions are distributed via Schoology, LAUSD's Learning Management System (LMS), so students and teachers can easily access assignments and
resources at any time. Our resources also include instructional videos, and many of our instructors are bilingual, allowing us to offer support in both English and Spanish. This ensures that all students, regardless of language barriers, can fully engage and succeed in the program.

Engineering Design Process
The engineering design process is a key component of our curriculum, fostering critical thinking, iterative problem-solving, and real-world application. We teach students how to approach problems methodically, from initial concept through to testing and refinement. Below are two specific projects that highlight the engineering design process in action:

Example 1: Grade 3 / Super Digger Tutorial (Minecraft Education Edition)

In this project, students use the engineering design process to modify their environment in Minecraft Education Edition by creating and testing code.

Define the problem: Students are tasked with becoming a "super digger," efficiently removing blocks from their surroundings by creating custom code within Minecraft.

Brainstorm and plan: Students are introduced to how Minecraft's game mechanics can be modified with code to solve problems or create new game modes. They are asked to explore different ways to manipulate their surroundings and plan how they will implement their "super digger" code.

Build and test: Using Microsoft MakeCode, students follow the tutorial to create their "Super Digger" program, learning how event blocks and coordinates affect block removal. They test their code by modifying different parameters to change the size of the area affected by the digger.

Evaluate and improve: Students are encouraged to iterate by adjusting the code—making the digger more efficient or adding different in-game triggers. They refine their designs through trial and error, applying critical thinking to improve their solution.

This project teaches students the foundations of coding and iterative testing, emphasizing problem-solving and creative thinking within a game-based learning environment.

Example 2: Grade 5/ VEX Code IQ Autonomous Robot (Week 4)

In this project, students work through the engineering design process to code a robot using VEX Code IQ that can autonomously navigate a simple maze without running into obstacles.

Define the problem: Students are introduced to robots and tasked with coding their robot to drive forward, avoid obstacles, and navigate through a maze.

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Brainstorm and plan: Students review the VEX Code IQ interface and compare it to Scratch, brainstorming how to set up the robot's drivetrain and sensors. They plan how the robot will interact with its environment by using sensors to detect objects and take actions accordingly.

Build and test: Using the VEX Code IQ App, students set up the robot's drivetrain and distance sensor, coding the robot to drive forward until it detects an object less than 50mm away. They then add more
sophisticated behavior, such as turning away from obstacles and navigating autonomously. Students download their unique programs to the robot and take turns testing their code.

Evaluate and improve: After testing, students refine their code to improve the robot's performance, adjusting the distance sensor thresholds, modifying turning angles, or improving how the robot detects and avoids objects. Through this iterative process, they ensure the robot can navigate the maze more effectively.

This project not only teaches coding and robotics but also applies the engineering design process to
problem-solving in real-world scenarios, emphasizing iterative testing and refinement.

Interactive Simulations

Our program incorporates interactive simulations that engage students in virtual learning environments, allowing them to experiment and explore various STEM concepts before applying them in real-world settings. Platforms like codego.vex, Minecraft Education Edition, to provide students with virtual spaces to simulate robotics behavior, test code, and troubleshoot issues, all within a risk-free environment. These tools allow students to visualize and refine their work before transferring their skills to physical robots or projects.

Additionally, we use a variety of apps and websites such as 3D Slash for 3D modeling and drawing, and numerous graphic design and photography tools like Canva. These platforms allow students to creatively design, edit, and produce their own projects. All the apps and websites we use are free and approved by LAUSD, ensuring compliance with district standards. They are also available through the LAUSD app catalog, giving students easy access to trusted, educational resources that enrich their learning experiences. By integrating these platforms, our program fosters creativity, technical skills, and problem-solving in both virtual and physical environments, reinforcing the learning process and ensuring students are equipped with real-world skills.

Virtual "Field Trips"

Our virtual "field trips" are designed to engage **K-2** and **Grade 3** students in age-appropriate, immersive explorations of STEM-related environments and historical landmarks. These experiences connect students to real-world settings and foster a curiosity for science, technology, history, and the environment.

Students in **K-2** visit virtual sites like the **San Diego Zoo**'s Baboon Cam and the **Georgia Aquarium's Indo- Pacific Barrier Reef Cam**, where they observe animals in their natural habitats, learning about different **biospheres** and the physical features of various species. They also explore virtual exhibits like the **Smithsonian National Museum of Natural History**, where students gain valuable **technology skills** while navigating virtual platforms.

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Using **Nearpod**, a free LAUSD-approved app, students in **Grade 2** embark on virtual tours of **Patriotic Landmarks**, including the **Statue of Liberty (New York)**, **MLK Memorial (Washington D.C.)**, and **Mount Rushmore (South Dakota)**. With unique camera angles offering both bird's-eye and up-close views, students experience these monuments in an engaging, interactive way that makes historical learning exciting.

For **Grade 3**, we offer an exciting project called **Biome Hunter**, where students compare and contrast
real-world biomes with Minecraft biomes. Through this project, students will:

- **Research and identify features of different biomes.**
- **Use coordinates to navigate within Minecraft**, applying real-world geographic concepts such as **longitude and latitude.**
- **Communicate their findings and results** with peers and classmates, reinforcing collaboration and information-sharing.

These virtual field trips and interactive projects are aligned with several educational standards:

NGSS (Next Generation Science Standards) for K-3

- **K-ESS3-1**: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
  Students observe how animals live in various biomes, reinforcing their understanding of how organisms adapt to their environments.
- **3-LS4-3**: Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
  Students in the **Biome Hunter** project research and compare different biomes to understand how the environment impacts survival, both in Minecraft and in the real world.

ISTE Standards for K-3

- **1.1 Empowered Learner**: Students use technology to set goals, work toward achieving them, and demonstrate learning.
  By navigating virtual biomes and landmarks, students practice using digital tools to explore and communicate their findings.
- **1.6 Creative Communicator**: Students communicate clearly and creatively, sharing their research on biomes and virtual field trip experiences with peers.

Common Core ELA Standards for K-3

- **CCSS.ELA-LITERACY.W.2.2**: Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement. Students write about their virtual visits and their **Biome Hunter** discoveries, building communication skills while reinforcing their understanding of scientific and historical concepts.

By integrating virtual trips, interactive projects like **Biome Hunter**, and hands-on digital experiences, we provide students with a comprehensive learning platform that aligns with **NGSS**, **ISTE**, and **Common Core** standards, while making STEM and social studies engaging and accessible.

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Opportunities for Real-World Problem Solving:
Our curriculum places a strong emphasis on real-world problem solving, preparing students to apply STEM concepts in practical, meaningful ways that reflect real industry challenges. Students are encouraged to develop a **vision**, create a **strategy**, execute their plan, and ultimately aim for **success**, just as professionals do in STEM fields. By enhancing the instructional day with project-based learning, we ensure students can think critically and develop innovative solutions to complex problems. Two standout examples from our program illustrate this hands-on approach to problem-solving.

Example: Grade 4 Project: Piper Computer Kit - 4-Week Series In this project, students build and code using the Piper computer kit, which gives them control over real electrical components such as lights, buzzers, and switches. Over a four-week series, students not only learn coding but also the basics of circuitry by assembling their own computer and integrating electrical components.

- **Week 1**: Students begin by building their Piper computer from scratch, learning how its physical components interact to create a functional system.
- **Week 2**: They engage in the **BLINK project**, where they program lights to blink at different intervals, demonstrating an understanding of coding and circuitry.
- **Week 3**: The **Traffic Light project** introduces real-world logic, where students code their lights to behave like an operational traffic light—building logic sequences and developing problem- solving skills along the way.
- **Week 4**: Students consolidate their learning by troubleshooting and improving their projects, applying critical thinking to ensure that their circuits and code work seamlessly together.

Throughout this process, students engage in iterative problem-solving, envisioning how to design and build, then testing and refining their work. They gain valuable hands-on experience in both hardware and software, developing critical thinking and resilience as they navigate challenges.

Example: Grade 5 VEX Robotics Challenge: Beach Clean-Up

In this challenge, Grade 5 students tackle a real-world environmental issue—**beach clean-up**—by designing, building, and programming robots to autonomously remove trash from a simulated sidewalk.

- The challenge begins with students receiving the task of designing a robot capable of picking up or pushing balls of crumpled paper (representing trash) over a 15x3 foot span. Each team strategizes on how best to design their robot, choosing between creating simple 'plow' robots or more complex collection systems. As they program their robots, students must incorporate
  sensors such as bumpers or distance sensors to ensure the robots navigate effectively and don’t get stuck.

- Teams test their robots in a timed competition, aiming to clear the most trash within 1 minute. They need to iterate their designs based on performance, modifying the speed, maneuverability, or trash collection capacity of their robots. Students take on specific roles—such as cartographer, coder, and builder— collaborating to solve real-world challenges. They

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apply their knowledge of robotics, coding, and engineering design to ensure their robots are effective and efficient.

This project pushes students to apply their vision and strategy while responding to real-time challenges, such as optimizing trash collection or ensuring their robot doesn't get stuck. They work collaboratively, continuously improving their designs through feedback and iteration, ultimately learning resilience and teamwork.

Vision, Strategy, Execution, and Success

In both projects, students are taught to approach challenges methodically:

- **Vision**: Students are given a problem and must visualize an innovative solution—whether it's creating a functioning electrical circuit in Piper or designing an autonomous robot to clean a sidewalk.
- **Strategy**: They collaborate to devise a strategy, selecting components, planning designs, and determining which tools or code to use.
- **Execution**: They then execute their plan by building, programming, and testing their designs.
- **Success**: Finally, students iterate and refine their projects to achieve the desired outcome, learning that failure is part of the journey to success.

By engaging in these real-world problem-solving activities, students not only master STEM concepts but also develop **critical thinking**, **teamwork**, and **resilience**—key skills that mirror the processes used in STEM industries today. These experiences prepare students to take on future challenges with confidence and creativity, equipping them with the skills they need to succeed in an increasingly complex world.

Age and Grade Level Appropriate, Inquiry-Driven Supplemental Instruction

Our program is designed to offer inquiry-driven supplemental instruction that encourages students to think critically, explore new concepts, process information, and solve real-world problems. In the **Audio**
Project, students engage with the concepts of **Artificial Intelligence (AI)** and **machine learning** in an interactive and inquiry-based way, ensuring that they go beyond simple memorization and actively participate in the learning process.

Sample Lesson & Activity:

Audio Project Using AI Software
Grade Level: **Grade 4-5**

Lesson Overview:

In this project, students explore how AI can be used to recognize and differentiate sounds through a hands-on experience in training machine learning models. This lesson introduces students to the **basic principles of AI and machine learning**, showing them how machines can be taught to recognize patterns, such as different types of sounds. The activity is highly interactive, inquiry-based, and engages students in critical thinking, testing, and collaboration.

Step-by-Step Inquiry-Based Learning Process:

1. **Introduction to AI Concepts**:
   The lesson begins by introducing AI concepts in a way that relates to students' daily

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experiences—such as predictive text on phones, facial recognition, and self-driving cars. This sparks curiosity as students are asked to think about how machines "learn" from data and why this is useful in everyday life.

- **Inquiry Example**: Students are asked, "How do you think your phone knows what word you're going to type next?" and explore the idea that machines learn from patterns in data.

2. **Exploration of Machine Learning:**
   The teacher explains how **Machine Learning AI** works, setting the stage for students to explore this concept further by training their own models. The class watches an introductory video together to understand how AI can be taught to recognize differences in sounds—moving from basic understanding to hands-on exploration.

   - **Inquiry Example**: Students explore how machine learning differs from regular programming and are encouraged to ask, "What kinds of patterns can machines learn from?"

3. **Engagement with the Audio Project:**
   In small groups, students use AI software to train a machine to recognize the difference between two sounds—**snapping** and **clapping**. Each group creates a project where they record different sound samples and feed these to the machine, training it to recognize specific sound patterns.
   - **Inquiry Example**: "What makes the sound of a snap different from a clap? How can we help the machine learn these differences?"
   - **Exploration and Testing**: As students record and input samples of snaps and claps, they hypothesize how well the machine will recognize the differences based on the quality of their input. Students actively participate in testing their model and evaluating its success.

4. Collaboration and Reflection:
   Students work in pairs, taking turns recording sounds and swapping roles, ensuring everyone participates and understands the process. They are encouraged to reflect on their results and think about how their recordings and the machine's responses compare to their expectations.

   - **Inquiry Example**: "Why do you think the machine correctly (or incorrectly) identified the sounds? What could be improved in the way you trained the model?"

5. **Iterative Problem Solving:**
   Students can enhance their projects by adding more sound categories, such as knocking or speaking, and then retesting the machine's ability to recognize these new sounds. This stage requires students to think critically about how machines learn from more complex data.

   - **Inquiry Example**: "How does adding more sounds affect the machine's ability to differentiate between them? How could we improve its accuracy?"

6. **Reflection and Evaluation:**
   Finally, students test their models and discuss with their classmates how the machine

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performed. They reflect on the learning process, share ideas, and offer solutions for improving the models.

- **Inquiry Example**: "What did you learn about how AI works, and how could this be applied to solving real-world problems?"

Why This Project Is Inquiry-Driven:

The **Audio Project** allows students to think, explore, and process information, while actively solving problems. They engage with the technology, ask questions about how machines learn, and test their own hypotheses through hands-on exploration. This instructional approach aligns with the goals of inquiry-driven learning because it:

- Encourages **critical thinking** by having students explore new technology concepts.
- Promotes **problem-solving** as students hypothesize, test, and refine their models.
- Provides **collaborative opportunities** for students to work together, discuss results, and reflect on their learning.
- Involves an **iterative learning process** where students continuously improve their understanding by experimenting with new variables (e.g., additional sound samples).

Instructional Strategy:

The lesson is structured around group work, hands-on learning, and student-led inquiry. The project is highly interactive and allows students to **apply STEM concepts in a practical and engaging way** while using AI software to solve real-world problems. By the end of the project, students will have a deeper understanding of how AI can be trained and how machines learn from data.

This project meets the criteria for age and grade-level appropriate supplemental instruction by incorporating inquiry-driven learning in an engaging, hands-on environment. It challenges students to think critically, explore new technologies, and solve complex problems.

Common Core Standards

- **CCSS.ELA-LITERACY.W.4.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-LITERACY.W.4.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- **CCSS.ELA-LITERACY.W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-LITERACY.W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

ISTE Standards

- **1.6.a** - Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- **1.6.b** - Students create original works or responsibly repurpose or remix digital resources into new creations.
- **1.6.c** - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- **1.6.d** - Students publish or present content that customizes the message and medium for their intended audiences.

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Teacher Involvement

The Computerwisekids program is conducted in-person and does not require direct teacher involvement. However, teacher participation is minimal yet valuable during the school day program, as they are present in all lessons to assist our instructors in pacing and planning according to students' needs.

Additionally, teachers collaborate with our instructors to integrate the technology lessons with the classroom curriculum. For example, if Grade 2 is studying the life cycle of an animal, research and slideshow presentations are completed during technology hour. For the summer program, we provide two instructors, and no additional personnel from the district is necessary.

Supplemental Instruction

Supplemental instruction shall not substitute for nor replace the district curriculum. Instead, it is designed to complement and enrich the existing curriculum. Our supplemental instruction is designed to address multiple educational needs and provide dynamic, engaging learning experiences. We ensure our instruction fits within the following categories:

Complete Coverage of a Subject or Subjects Included in a Given Course

Our programs are designed to enhance students' learning experiences by providing additional, in-depth coverage of topics already part of the district curriculum. For example, our robotics and coding lessons offer expanded opportunities for students to apply STEM concepts to real-world projects, helping solidify their understanding while going beyond the classroom's scope.

Meeting the Various Learning Ability Levels for Pupils in *a Given Age Group or Grade Level*

We cater to students of all ability levels through differentiated instruction. Whether students are advanced learners or need additional support, our supplemental instruction ensures that all students are engaged at their level. For instance, in coding projects, advanced students may take on more complex tasks while students who are new to the concepts work on more basic functions, ensuring personalized learning that suits each student's pace.

Meeting the Diverse Educational Needs of Pupils with Language Disabilities in a Given Age Group or Grade Level Our instructors are trained in providing support for students with language disabilities, ensuring that our supplemental instruction is accessible to all learners. We provide bilingual instruction when necessary and leverage visual aids, instructional videos, and interactive exercises to make sure all students can follow along and participate fully in the learning process.

Meeting the Diverse Educational Needs of Pupils Reflective of a Condition or Cultural Pluralism

Culturally responsive instruction is central to our approach. We design activities that reflect the diverse cultural backgrounds of students and incorporate real-world examples that students can relate to. For example, our virtual field trips allow students to explore environments and cultures from around the world, fostering global awareness and inclusivity.

Using Current and Relevant Technology That Further Engages Interactive Learning in the Classroom and Beyond

We utilize cutting-edge technologies such as AI software, robotics, and virtual simulations to provide students with interactive, hands-on learning experiences. By integrating platforms like **codego.vex**, **Minecraft Education Edition, code.org**, and **3D Slash**, we engage students in innovative ways that make learning both fun and effective. This also extends beyond the

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classroom, as students can access tools and projects at home through LAUSD-approved platforms like **Nearpod** and **Schoology**, allowing learning to continue in a dynamic, tech-driven environment.

Flexible Program Models:
We offer a range of program models, including during-school, and winter, spring, summer STEM camps. These models are designed to fit seamlessly into each school's schedule, whether enhancing daily learning with in-class projects or providing extended opportunities through camps that focus on in-depth exploration of topics like coding or robotics.

Instructional Models

5.G.1 During the Day Supplemental Program Models	
Weekly Instruction for 34 weeks	Each classroom receives 45 minutes of instruction once a week for 34 weeks.
Semester-Based Instruction	Each classroom receives 45 minutes of instruction per week for 1 semester (approximately 16 weeks). Upper grades are taught in semester 1, and lower grades in semester 2.
Compact 8-Week Program	Each classroom receives 45 minutes of instruction per week for 8 weeks. This scenario is ideal for a focused 8-week robotics or digital literacy program. This option allows schools with budget constraints to contract for fewer weeks while still offering meaningful instruction.
5.G.2 Camp Models:	
Camp Structure with Rotating Sets The day is divided into one of these options: 1. 3 groups taught for 2-hours each 2. 2 groups taught for 3-hours each 3. 1 group taught for the 6-hour day • Students engage in a combination of digital literacy, coding, and robotics, making it an ideal scenario for those who missed supplemental enrichment during the school year to catch up over the break. • Camp sessions can run for 5 consecutive days or more, based on the school's request, offering a flexible solution to meet the needs of the students and the school.	

Assessment and Data-Driven Instruction
We use data-driven approaches to measure program effectiveness and tailor our instruction to meet student needs.

Assessment plays a critical role in how Computerwisekids delivers responsive, high-quality instruction. Our instructional model incorporates formative assessments embedded into each lesson to provide real-

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time feedback and support differentiated instruction. These include teacher observations, exit tickets, project rubrics, and student reflections that help instructors adjust pacing and instructional strategies as needed.

Additionally, our team has developed pre- and post-assessment tools to evaluate the effectiveness of our programming and track student learning outcomes over time. These assessments are aligned with key learning targets in digital literacy, coding, and problem-solving.

In alignment with LAUSD's guidelines, we recognize that all formal assessments or surveys must be submitted to and approved by the Committee for External Research Review (CERR) prior to implementation. As such, we will not administer pre- or post-assessments until we have secured CERR approval.

Once approved, results from these assessments will be used internally for instructional planning and externally to provide the District with data-rich reports demonstrating student progress and program impact. Until then, assessment references will be omitted from the SOW to avoid delays in contracting.

Professional Development and Support for Teachers

We offer comprehensive support and professional development for educators to ensure effective integration of our programs.

- **Professional Development Workshops:** Our workshops focus on enhancing teachers' digital literacy, familiarizing them with curriculum technology components, and providing strategies for incorporating supplemental instruction into their daily lesson plans. Teachers leave our workshops with practical tools they can immediately implement, such as integrating coding exercises into math lessons to demonstrate real-world applications.
- **Ongoing Support:** Our team provides continuous support to teachers, administrators, and school staff throughout the program's implementation. This includes offering resources, lesson plan reviews, and technical assistance. During the 2020/21 pandemic, we guided educators through the transition to virtual instruction, providing weekly check-ins and on-call technical support to help maintain high levels of student engagement.

Parent and Community Engagement

We actively involve parents and the community in students' learning experiences to foster a collaborative educational environment.

- **Parent Workshops:** We have provided numerous parent workshops to assist the schools with encouraging parents to create login on the parent portal
- **Open Houses, STEAM Night & LAUSD STEAM Fair:** We routinely participate in community events like Open Houses, STEAM night and LAUSD annual STEAM Fairs to share the students work with community stakeholders.
- **Digital Portfolios and Showcases:** Students create digital portfolios, shared with parents and the school, to highlight progress. During the pandemic, these showcases kept families connected and celebrated student achievements.

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Program Framework

COMPUTERWISEKIDS Comprehensive Digital Literacy & STEM Program Framework		
IDEAL PROGRAM	**CORE PROGRAM**	**STEM PROGRAM**
Digital Literacy		
Basic technology skills	Basic technology skills	Basic technology skills
Digital Citizenship	Digital Citizenship	Digital Citizenship
Typing Proficiency	Typing Proficiency	Typing Proficiency
Internet safety and responsible use	Internet safety and responsible use	Internet safety and responsible use
Digital Productivity		
Word Processing	Word Processing	Word Processing
	Spreadsheet Formatting	Spreadsheet & Data Use
Research skills	Research/ Citing Work/ Plagiarism	Research/ Citing Work/ Plagiarism
Digital Creativity		
Slideshows & Presentation	Slideshows & Presentation	Slideshows & Presentation
Digital Design and image editing	Digital Design and image editing	Digital Design and image editing
	Multimedia production and editing	Multimedia production and editing
Tynker CAD	Tynker CAD	Tynker CAD/ Google SketchUp
Coding/ Programming & Robotics		
Basic & Intermediate Coding & Programming	Basic & Intermediate Coding & Programming	Basic & Intermediate Coding & Programming
	4 WEEKS Sphero/Dash OR VEX 123 Robotics Programming	8 WEEKS Sphero/Dash OR VEX 123 Robotics Programming
	4 WEEKS Engineering & Electronics w/ Piper	12 WEEKS Engineering & Electronics w/ Piper
	4 WEEKS VEX IQ Robotics Programming	15 WEEKS VEX IQ Robotics Programming

Computerwisekids provides a structured yet flexible STEM/STEAM enrichment framework built around project-based learning, standards alignment, and inclusive instructional practices. Each program strand— whether digital creativity, robotics, or coding—follows a consistent lesson architecture: direct instruction, hands-on engagement, collaborative exploration, and reflection.

The framework scaffolds learning across grade levels, ensuring that each activity builds upon prior knowledge while promoting inquiry, creativity, and real-world application. Technology tools are thoughtfully integrated to support diverse learners, including English Learners, GATE students, and those with IEPs.

While assessment supports this instructional model, the Program Framework itself emphasizes curriculum design, instructional flow, classroom implementation, and pedagogical strategies. The emphasis is on meaningful student engagement through hands-on work, cross-curricular integration, and critical thinking.

We also emphasize continuous improvement, drawing insights from instructor feedback, classroom observations, and school site collaboration. The framework is adaptable across diverse school environments and responsive to principal or teacher input throughout the year.

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

SCHOOL DAY IDEAL PROGRAM						
Category II	**Unit**	**SCHOOL DAY COMPUTER SCIENCE - IDEAL PROGRAM** Digital Literacy Digital Safety Digital Productivity Digital Creativity Coding / Programming Refer to page 5 for IDEAL Program Framework 5-6 Classroom per day **PRICE**				
		5 days	4 days	3 days	2 days	1 day
~~*Customization and Integration*~~	~~*Unit Cost Weekly IDEAL PROGRAM*~~	~~*$2,550*~~	~~*$2,150*~~	~~*$1,700*~~	~~*$1,350*~~	~~*$800*~~
Customization and Integration	***REVISED*** Unit Cost Weekly IDEAL PROGRAM	$2,448	$2,064	$1,632.00	$1,296.00	$768
Professional Development	Number of participants	GR TK-2: 24 Students GR 3-6: 36 students				
	(In-person/Virtual/Hybrid)	In-Person				
	Frequency /Duration Presentation Mode	1 x week GR TK & K: 30 Minutes & GR 1-6: 45 Minutes				
Implementation and Monitoring	One time and annual costs	INCLUDED				
Materials, license fees, etc.	One time and annual costs	INCLUDED				
Required Equipment	One time and annual	NONE				
Other Costs	Itemize	INCLUDED				
REVISED Total Annual Cost (30 Week IDEAL PROGRAM)		5 days	4 days	3 days	2 days	1 day
		$73,440	**$61,920**	**$48,960**	**$38,880.00**	**$23,040**

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SCHOOL DAY CORE PROGRAM

Category II	Unit	SCHOOL DAY COMPUTER SCIENCE - CORE PROGRAM Digital Literacy Digital Safety Digital Productivity Digital Creativity Coding / Programming Refer to page 5 for CORE Program Framework 5-6 Classroom per day **PRICE**				
		5 days	4 days	3 days	2 days	1 day
~~*Customization and Integration*~~	~~*Unit Cost Weekly IDEAL PROGRAM*~~	~~*$2,900*~~	~~*$2,475*~~	~~*$1,975*~~	~~*$1,550*~~	~~*$925*~~
Customization and Integration	***REVISED*** Unit Cost Weekly CORE PROGRAM	$2,784	$2,376	$1,896	$1,488	$888
Professional Development	Number of participants	GR TK-2: 24 Students GR 3-6: 36 students				
	(In-person/Virtual/Hybrid)	In-Person				
	Frequency /Duration Presentation Mode	1 x week				
Implementation and Monitoring	One time and annual costs	INCLUDED				
Materials, license fees, etc.	One time and annual costs	INCLUDED				
Required Equipment	One time and annual	INCLUDED ROBOTS 4 weeks VEX IQ, Piper Make, VEX Go & one of the three: Sphero, Dash, VEX123				
Other Costs	Itemize	INCLUDED				
REVISED Total Annual Cost (30 Week CORE PROGRAM)		5 days	4 days	3 days	2 days	1 day
		$83,520	**$71,280**	**$56,880**	**$44,640**	**$26,640**

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SCHOOL DAY STEM PROGRAM

Category II	Unit	SCHOOL DAY COMPUTER SCIENCE - STEM PROGRAM Digital Literacy Digital Safety Digital Productivity Digital Creativity Coding / Programming Refer to page 5 for STEM Program Framework 5-6 Classroom per day **PRICE**				
		5 days	4 days	3 days	2 days	1 day
~~*Customization and Integration*~~	~~*Unit Cost Weekly STEM PROGRAM*~~	~~*$3,175*~~	~~*$2,700*~~	~~*$2,250*~~	~~*$1,700*~~	~~*$1,000*~~
Customization and Integration	**REVISED** Unit Cost Weekly STEM PROGRAM	$3,048	$2,592	$2,160	$1,632	$960
Professional Development	Number of participants	GR TK-2: 24 Students GR 3-6: 36 students				
	(In Person / Virtual/ Hybrid)	In-Person				
	Frequency / Duration Presentation Mode	1 x week				
Implementation and Monitoring	One time and annual costs	INCLUDED				
Materials, license fees, etc.	One time and annual costs	INCLUDED				
Required Equipment	One time and annual	$20,310 One- time cost for Robots VEX 123 OR SPHERO OR DASH,& VEX GO, VEX IQ, PIPER MAKE Please refer 6 to Page for Robot Costs				
Other Costs	Itemize	INCLUDED				
REVISED Total Annual Cost (30 Week STEM PROGRAM)		5 days	4 days	3 days	2 days	1 day
		$91,440	**$77,760**	**$64,800**	**$48,960**	**$28,800**

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CAMP PROGRAM		
Category II	**Unit**	**Winter, Spring & Summer Break** Digital Literacy, Digital Creativity, Hand-On Robotics & Coding / Programming **PRICE**
		Daily Camp Price (6 hours)
Customization and Integration	Unit Cost Weekly IDEAL PROGRAM	$ 2,400
Professional Development	Number of participants	25-30 Students
	(In-person/ Virtual/Hybrid)	In-Person
	Frequency /Duration Presentation Mode	Camp runs 5 days a week/ 6 hours per day. Combinations: 2-hour class time for 3 groups per day or 3-hour class time for 2 groups per day or 6-hour class time for 1 group per day
Implementation and Monitoring	One time and annual costs	INCLUDED
Materials, license fees, etc.	One time and annual costs	INCLUDED
Required Equipment	One time and annual costs	INCLUDED
Other Costs	Itemize	INCLUDED
Total Cost (5-day Camp)		**$ 12,000**

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COMPUTERWISEKIDS
Comprehensive Digital Literacy & STEM Program Framework

IDEAL PROGRAM	CORE PROGRAM	STEM PROGRAM
Digital Literacy		
Basic technology skills	Basic technology skills	Basic technology skills
Digital Citizenship	Digital Citizenship	Digital Citizenship
Typing Proficiency	Typing Proficiency	Typing Proficiency
Internet safety and responsible use	Internet safety and responsible use	Internet safety and responsible use
Digital Productivity		
Word Processing	Word Processing Spreadsheet Formatting	Word Processing Spreadsheet & Data Use
Research skills	Research/ Citing Work/ Plagiarism	Research/ Citing Work/ Plagiarism
Digital Creativity		
Slideshows & Presentation	Slideshows & Presentation	Slideshows & Presentation
Digital Design and image editing	Digital Design and image editing Multimedia production and editing	Digital Design and image editing Multimedia production and editing
Tynker CAD	Tynker CAD	Tynker CAD/ Google SketchUp
Coding/ Programming & Robotics		
Basic & Intermediate Coding & Programming	Basic & Intermediate Coding & Programming 4 WEEKS	Basic & Intermediate Coding & Programming 8 WEEKS
	Sphero/Dash OR VEX 123 Robotics Programming 4 WEEKS	Sphero/Dash OR VEX 123 Robotics Programming 12 WEEKS
	Engineering & Electronics w/ Piper 4 WEEKS	Engineering & Electronics w/ Piper 15 WEEKS
	VEX IQ Robotics Programming	VEX IQ Robotics Programming

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Robot Equipment & Cost Break Down

GRADE LEVEL	# ROOMS	ROBOT TYPE	PRODUCT DETAIL	# OF KITS OR SETS	COST
GRADE K & 1	n/a	VEX 123	123 Large Classroom Bundle SKU#: 248-7821	1	$ 1,898.00
GRADE 2 & 3	n/a	SPHERO	Sphero BOLT Power Pack + Sphero Code Mat City/Golf Code Mat	1	$ 3,178.00
GRADE 3 & 4	Max 2	VEX GO	VEX GO Large Classroom Bundle SKU#: 269-7779	1	$ 3,897.00
GRADE 4	Max 4	PIPER MAKE	Starter Kit, Sensor Explorer & Make Light show	20	$ 3,540.00
GRADE 5	Max 2	VEX IQ 2.0	VEX IQ Large Classroom Bundle SKU#: 228-8205	1	$ 7,797.00
			TOTAL *Tax & shipping not included* *Prices may vary and based on product manufacturers website*		**$ 20,310.00**
			Robots are shared amongst classrooms The VEX Go, Piper Make & VEX IQ can only be shared via a rotation system between classrooms.		

EXHIBIT A
STATEMENT OF WORK

Proposer's Capacity

Creating Creators is committed to meeting the capacity requirements for all designated school sites selected by the district for Creating Creators programming. With a substantial team of over 25+ contracted teaching artists and access to a vast network of over 400 filmmakers in the Los Angeles area through esteemed industry partners such as Filmmakers Alliance, NewFilmmakers Los Angeles, SEEFest Film Festival, NYU, and NALIP, the organization is well-equipped to fulfill the needs of multiple school sites.

In the event that additional staff is required for multiple school sites, the onboarding process for new teaching artists would commence immediately upon the acceptance of the LAUSD bid. This proactive approach ensures that additional teaching artists, supplementing the existing talented team, can be fully prepared to deliver services by the start date in January 2025 or after. Creating Creators is dedicated to providing the necessary human resources to meet the demands of the designated school sites efficiently and effectively.

In the event a teaching artist is unavailable for an assigned class, continuity is ensured as all teaching artists follow the established timeline and lessons of Creating Creators. Additionally trained staff members are ready to step in, guaranteeing a consistent and high-quality educational experience for students.

The coordination and support of the program, including regular visits, professional development, and substitute coverage, are all encompassed within the total program costs, demonstrating our commitment to maintaining a robust and effective educational framework.

Approach

The Creating Creators approach places a project-based experience at the core of our practices, modeled after the real-world experiences and challenges encountered in the entertainment industry. Our students engage in a dynamic learning environment that empowers them to become aware of their unique stories and interests and develop agency as self-directed learners. This immersive experience is designed not only to enhance their media arts skills but also to cultivate academic skills that will serve them well in future academic and career endeavors. Central to our philosophy is the belief that students benefit most from hands-on, practical experiences. As they embark on group projects, students learn the importance of problem-solving, collaboration, time management, self-awareness, and critical thinking. These Social-Emotional Learning (SEL) skills are not just vital for the success of their film projects but also contribute significantly to their personal growth and readiness for future challenges. Our programs underscore the transferability of academic skills cultivated through film projects to various study areas. Our curriculum aligns seamlessly with ELA/ELD, VAPA, and CTE standards, demanding that students not only write, read, and interpret their work but also articulate and present their ideas to others for production, filming, and premiere. This interdisciplinary approach ensures a multifaceted engagement with academic concepts. Students gain a heightened awareness of the broader application of these skills, thereby

elevating their overall academic performance. Simultaneously, they comprehend the significance of their individual perspectives and develop the ability to express their ideas mindfully. This enables them to ensure their voices are heard, contributing meaningfully to the collective success of their group film projects.

In addition to academic and personal development, students have the opportunity to practice professional skills under the guidance of industry professionals who work alongside them. Our motto encapsulates this collaborative spirit: “We are all learning to learn together.” Students gain insights into the professional world of filmmaking, reinforcing the practical and theoretical aspects of their education.

Students will also engage with camera, sound, and editing equipment (provided by Creating Creators), cultivating a distinct technical proficiency in leveraging these tools to convey a compelling visual narrative. Our overarching objective is for students to discover the potency of their individual talents and interests. Moreover, we aspire to equip them with the necessary skills and work ethic that not only contribute to the successful completion of their films but also prepare them for potential careers in various industries.

Understanding the importance of personal stories and cultures is integral to the filmmaking process. Students learn that authenticity is crucial when crafting characters that resonate with audiences. Developing empathy as artists, they aim to create realistic and high-quality art that captivates and connects with viewers. Creating Creators not only educates students in the art and craft of filmmaking, screenwritting, comperable to professional industry rigorus standards, but also instills a broader understanding of how academic skills, social-emotional learning, and professional development converge to create well-rounded individuals ready to succeed in their academic and future career pursuits.

Plan 10-WK Innovative Enrichment Programs

Creating Creators will be meticulously organized to deliver the requested services for the Innovative Enrichment Programs set to commence anytime starting after January 2025. Ideally, the Creating Creators media arts enrichment classes, are designed to span cycles of 10 weeks, after school, for grades 4th-6th or 7th-12th, for up-to 30 students per class, and will require 1 hours of instruction twice a week, with the goal of instilling filmmaking basics, providing learning opportunities, and integrating real-world applications of academic concepts.

The organizational structure will involve student groups working collaboratively, and each class will be sup- ported by two filmmakers. These filmmakers will not only assist in instructing the groups but will also provide media arts training to the classroom teacher or aid if present, fostering a comprehensive learning environ- ment.

The curriculum will cover a range of topics, including short-form film narrative (1-3 minutes), student voice, ELA standards, professional portfolio development, marketing, and entrepreneurial aspects of the film indus- try. To enhance students’ exposure, guest workshops will be arranged, connecting them to university and industry networks.

Key outcomes for the film class include a minimum of 30 film journals, each containing at least

3 stories, as well as the creation of 3 scripts, 3 short films, 3 production binders, and 3 posters. Additionally, a showcase film festival is planned, to be held at a partnering industry studio or theater venue and online.

To ensure smooth operations, each session will necessitate (1) one hour of prep time per instructor.

PROGRAM ELEMENTS

Creating Creators - Enrichment Program Timeline - 10wk *(Example)*

10 WK Program Schedule

WEEK 1 - Creating Creators Introduction

- Ice Breakers - Welcome to Creating Creators + Goals for the Summer
- Filmmaking Basics - Camera Shots, Production Roles, Film Equipment
- Camera Workshop Exercise + Video Editing Set Up + Writing Warm Up
- Write outline story for commercial - Developing your character

WEEK 2 - 3 Create a Scene

- Write the script
- Acting workshop
- Casting
- Table Read
- Introduction to blocking

WEEK 4 - Prep + Blocking + Test

Students complete storyboards + Production Schedule

- Brainstorm / Form production groups
- Research Techniques + Identifying your main topic
- Complete a storyboard and motion sequence that has a clear beginning, middle, end.

WEEK 5-6 - Film Your Scene

Students work in a group, to film their scene and edit.

- Prep + Blocking + Casting + Planning
- Filming (with camera, lights, and sound equipment.
- Filming + Editing (Chromebooks)

WEEK 7-9 - Still Image Challenge

Students learn about how to market their scene by developing movie posters and motion graphics for their film credits.

- Introduction to Image Editing Technology
- Basic drawing and/or stop motion technique
- Brainstorm and visual story idea for poster
- Photo Shoot
- Marketing 101 - Identify and Reach your audience (Meet the Cast Video) + Poster Editing
- Movie Credits
- Rough Draft of film Review

WEEK 10 - Final Showcase Assessment

- Community Screening
- Peer Project Assessment

Schedule of Key Meetings and Deliverables

- **Ongoing:** Teaching Artists are expected to prepare for each class session with at least 1 hour of prep time.
- **Monthly (or Weekly in Summer):**
- Teaching Artists gather for regular meetings to plan lessons and discuss deliverables.
- **Program Implementation Meetings:**
- Before Program Launch: Recommended administrative meeting to address any program logistics or schedules.
- Midway through Program: Another meeting with onsite school staff for clarification and updates.
- **Professional Development:**
- Creating Creators offers professional development sessions for school site staff, aides, and teachers interested in integrating media arts into the classroom curriculum.

Timeline of Deliverables:

WK 1-2

- Stories are written, and pitching ideas are presented.

WK 2-3

- Film scripts are developed, casting takes place, and production groups are formed.

WK 4-5

- Film trailers and/or behind-the-scenes videos are presented for parents at school events.

WK 6-10

- 1-3 minute Short Film Projects, along with posters, trailers, and production binders, are due.
- Peer screening and showcase at a local theater or school for parents and the community, and/or movie industry partners for industry and peer review. (Students can keep journals, posters, and will have a link to their projects online and available to view at the end of the year.)

Ongoing Opportunities:

Movies have additional chances to be showcased on Creating Creators' YouTube channel, at film festival competitions, and partner screenings. From time to time students may participate in field trips.

Suggested Materials:

Creating Creators typically supplies video and technical recording equipment for the initiation of new programs. However, as programs become established, certain school sites may express interest in purchasing their own equipment for both staff and students, particularly after receiving experience and training through our programs. A detailed list of equipment can be made available upon request. Generally, for the most successful implementation of the program, school sites are recommended to provide the following:

1. Chromebooks for Students.
2. Classroom with Smart Board or Whiteboard.This facilitates the display of program lesson slides and demonstrations, enhancing the overall learning experience.
3. Student Journals + Pencils (40)
    - Providing blank writing journals for students supports their engagement and documentation of the learning process.

This collaborative approach ensures that the necessary tools and resources are available for a successful implementation of Creating Creators programs in school settings.

Documentation and Reporting

Creating Creators aims to comprehensively evaluate each program, including both the enrichment and summer programs, utilizing a multifaceted approach that incorporates diverse methodologies, measurements, specific analysis dates, and a keen focus on cultural awareness. The evaluation process is designed to provide meaningful insights into program effectiveness, participant engagement, demographic of student body, and cultural responsiveness. The key elements of the evaluation strategy are outlined below:

Methodology:

1. **Feedback:**
   - Document feedback to gain in-depth insights into participants' experiences.
2. **Observational Assessments:**
   - Employ trained evaluators to conduct observational assessments during program sessions, noting aspects of cultural responsiveness, participant engagement, and overall program delivery.
3. **Performance Metrics:**
   - Establish key performance indicators (KPIs) aligned with program goals and objectives.
   - Regularly track and analyze attendance rates, participant progress, and completion of milestones within the curriculum; writing goals, technical knowledge and understanding, SEL skill development, film project completion, and peer/industry evaluation at project showcases are all examples of potential performance markers.

Measurements:

1. **Quantitative Metrics:**
   - Quantify attendance rates and completion of assignments.
2. **Qualitative Assessments:**
   - Analyze qualitative data from student/teacher feedback to identify themes related to program strengths, areas for improvement, and cultural considerations.
3. **Observational Criteria:**
   - Develop a structured framework for observational assessments, including criteria related to cultural responsiveness, instructor effectiveness, and participant engagement.
   - Assign numerical scores or qualitative ratings based on the established criteria.

Dates to be Analyzed:

Mid-Program Assessment:

- Conduct an initial observational assessment midway through the program to gauge early indicators of success, identify potential challenges, and make real-time adjustments.
- Focus on participant engagement, adherence to program timelines, and preliminary cultural responsiveness measures.

End-of-Program Evaluation:

- Implement a comprehensive end-of-program evaluation to measure overall success against predetermined goals and objectives.
- Analyze both quantitative and qualitative to provide a comprehensive understanding of program impact.

Ongoing Monitoring:

- Establish a system for ongoing monitoring and feedback throughout the program to address emerging issues promptly and continuously enhance program delivery.

Cultural Awareness:

Cultural Competence Training:

- Provide cultural competence training for program staff to ensure awareness and sensitivity to diverse cultural backgrounds.
- Integrate ongoing professional development sessions focusing on cultural responsiveness.

Inclusive Content Review:

- Regularly review program materials, curriculum, and activities to ensure they are inclusive, representative, and culturally sensitive.
- Collaborate with a diverse group of stakeholders to gather feedback on cultural relevance.

Community Engagement:

- Establish mechanisms for ongoing engagement with the local community to ensure programs align with community needs and cultural expectations. ***Creating Creators utilizes social media marketing to engage the community and will provide photo release forms before anything is posted or used.***
- Encourage community input through feedback sessions, advisory committees, or partnerships with local organizations.

By implementing this comprehensive evaluation strategy, Creating Creators aims to continually assess, adapt, and enhance the enrichment and summer programs to ensure they are effective, culturally responsive, and aligned with the diverse needs of the participants and the community.

EXHIBIT B
PAYMENT SCHEDULE

	PRICING SHEET	
	10-WK PROGRAM	
NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.		
Category I	**Unit**	**Price**
Customization and Integration	Unit Cost (include detail on discounts provided) ***$112/hr (price based on 10wk program)***	$8,960.00
Professional Development	Number of participants **(2-50)** Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) **1 time - in person** (include detail on discounts and/or rebates applied as applicable) **Price per school site $5,000 (all teachers welcome)*	N/A
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	$750.00
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	$1,000.00
Required Equipment	One time and annual costs (include detail on discounts provided)	Included
Other Costs	Itemize (include detail on discounts provided)	N/A
Total Annual Cost		$10,710.00

To ensure smooth operations, each session will necessitate (1) one hour of prep time per instructor.

Total hours per program and number of classes can be flexible per District request and needs.

EXHIBIT A
STATEMENT OF WORK

Program Elements

The STEM + M Innovate Program uniquely addresses the requirements outlined in the Los Angeles Unified School District's Request for Proposal by providing a comprehensive, student-centered approach that integrates STEM education with mindfulness practices that can be used as a supplement to current curricula. Our program is designed to enhance both academic performance and social-emotional learning, aligning directly with the district's goals for enrichment and supplemental programs.

1. Universal Design for Learning (UDL) and Accessibility

Our STEM + M Innovate Framework is rooted in Universal Design for Learning principles, ensuring that all students—regardless of their background or abilities—can access and benefit from the curriculum. By integrating mindfulness practices through the InnerExplorer platform, students begin each day with an open heart and open mind, fostering a readiness to engage with STEM content in meaningful ways. Additionally, our STEM lessons are designed with flexibility in mind, allowing for differentiation based on individual student needs and learning styles. This ensures that all students can participate fully in both the enrichment and supplemental instruction.

2. Cultural and Linguistic Responsiveness

The STEM + M Innovate Program is designed to reflect and respect the rich cultural and linguistic diversity of Los Angeles students. Mindfulness practices, coupled with STEM lessons, are carefully curated to be inclusive and culturally relevant. Our content allows students to connect personal experiences with the STEM concepts they are learning, ensuring that students see themselves reflected in the curriculum. This approach fosters a deeper understanding and connection to the material, while addressing the emotional and mental well-being of students from diverse backgrounds.

3. Next Generation Science Standards (NGSS) Alignment

Our program is fully aligned with NGSS, Common Core and ITSE standards ensuring that students are engaging in hands-on, inquiry-based STEM activities that develop their scientific thinking and problem-solving skills that are relevant to their current curricula and grade level standards. Through a series of STEM Integrated Lessons that complement daily mindfulness practices, students explore NGSS-aligned concepts in real-world contexts, such as building models, creating digital content, and engaging in engineering design challenges. Each lesson

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incorporates key components of science, technology, engineering, and mathematics, preparing students for future academic and career success.

4. Interactive and Engaging Learning Tools

Our platform provides interactive and developmentally appropriate tools that actively engage students in their learning. Through interactive videos, gamification, and project-based activities, students are encouraged to explore STEM concepts in new and innovative ways. Teachers can also access a suite of customizable lesson plans, enabling them to modify and create lessons that meet their classroom's unique needs. Features like drag-and-drop activities, virtual field trips, and live demonstrations of scientific principles allow for an immersive learning experience that keeps students engaged and motivated.

5. Mindfulness as a Foundation for STEM Learning

The integration of mindfulness within our STEM + M Innovate Program serves as a powerful tool for helping students regulate their emotions and focus on learning. As students practice self-awareness and self-regulation, they are better equipped to engage in critical thinking and problem-solving tasks. Mindfulness helps reduce stress and anxiety, creating a classroom environment where students are more focused, collaborative, and ready to tackle complex STEM challenges. By embedding mindfulness into the daily routine, students not only develop emotional resilience but also improve their cognitive readiness for STEM learning.

6. Device Agnostic and Accessible

Our STEM + M Innovate Program is designed to be accessible on various devices, ensuring that it works seamlessly across different technology platforms without requiring special adaptations. This makes it easy for schools and districts with diverse technology resources to implement the program without barriers. Whether students are in a physical classroom or participating virtually, the program's flexibility ensures that they receive a consistent and high-quality educational experience.

7. Comprehensive Professional Development and Ongoing Support

To ensure successful program implementation, The Dot. Consulting provides extensive professional development for educators, equipping them with the skills and knowledge to effectively deliver STEM and mindfulness content. Our team also offers ongoing support, including orientation webinars, coaching, and technical assistance. This ongoing partnership with teachers helps to refine and adapt the program as needed, ensuring its sustainability and effectiveness in the long term.

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8. An Integrated STEM + M Event Bundle

To increase excitement, engagement and exposure to more real world STEM activities, educators will have access to our STEM + M Event Bundle which includes 11 events throughout the school year. The bundle includes live virtual lessons, slide decks and pre-recorded lessons, and live panels with interaction with STEM enthusiasts and STEM Career Specialists.

Integrated STEM Event Bundle

Event	Date	Activity	Delivery
Mindfulness Day	September 12th	The STEM of Mindfulness	Slide deck and pre-recorded videos for teachers and students
National Coffee Day	September 29th	The Science of Coffee Activities	Slide deck and pre-recorded videos for teachers and students
World Statistics Day	October 20th	Lessons and Activities	Live Virtual Lesson led by the dot.
National STEM Day	November 8th	Lessons and Activities	Live STEM panels from STEM careers all day
Computer Science Week	Second Week of December	Daily Lessons/Activities and Facts	Live panels
National Hot Chocolate Day	January 31st	STEAM it Up Lesson	Live Virtual Lesson led by the dot.
National Engineering Week	Third Week of February	Daily Lessons and Activities	Live panels and in person class visits with real life engineers
Pi Day	March 14th	Lessons and Activities	Live Virtual Lesson led by the dot.
National Earth Day	April 22nd	Lessons and Activities	Slide decks and pre-recorded videos for teachers and students
National Paper Airplane Day	May 26th	Activity and Facts	Live Virtual Lesson led by the dot.
Summer STEM Activities	First Week of June	At Home Activities	Slide decks and pre-recorded videos for teachers and students

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9. Community and Family Engagement

The STEM + M Innovate Framework recognizes that family and community engagement is crucial to students' academic success and overall buy-in. To foster these connections, The dot. Consulting has developed the **Community Passport Program**, a monthly initiative designed to bring STEM learning into the home and local community. Each student receives a passport filled

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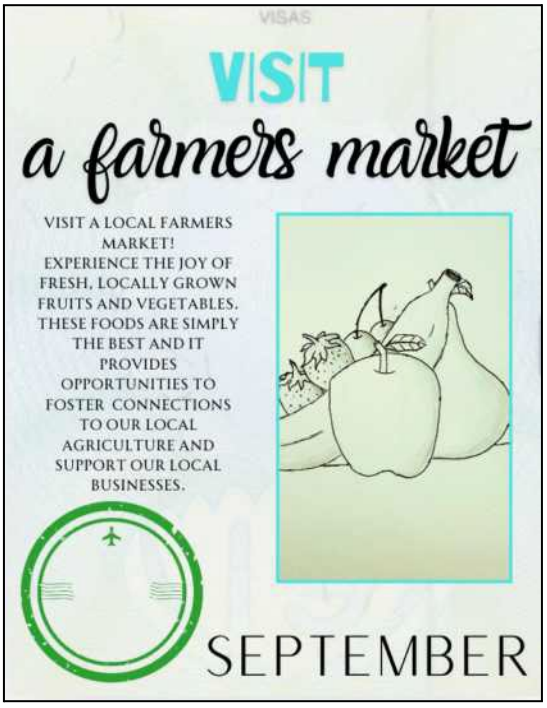
with engaging, community-based STEM activities. These activities encourage students to work with family members, neighbors, or friends to explore STEM in their own environment, sparking meaningful conversations and connections around the subject.

The Community Passport Program not only builds STEM awareness but also strengthens relationships between students, families, and their communities, promoting free, accessible STEM experiences. By integrating family members into the learning process, students deepen their understanding and appreciation for STEM while reinforcing the value of community resources.

In addition to the Passport Program, the **InnerExplorer app** offers families an opportunity to practice mindfulness together at home. Through a family login provided by the school, families can access daily mindfulness exercises that complement the in-school experience. This dual focus on STEM and mindfulness extends learning beyond the classroom and strengthens the connection between school and home, creating a holistic environment where students can thrive academically and emotionally. The STEM + M Innovate Framework thus enhances the school-family relationship and encourages shared learning experiences, reinforcing the importance of community in supporting students' educational journey.



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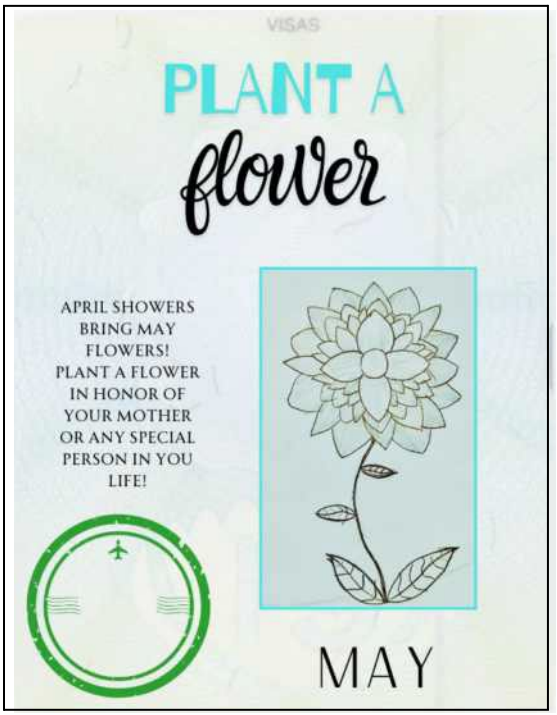

10. Program Deployment, Implementation & Support Experience

The STEM + M Innovate Framework offers a comprehensive and structured approach to deployment and ongoing support, ensuring seamless implementation and consistent user engagement. A dedicated technology representative and project manager from the dot. consulting works closely with district contacts to provide data-driven insights, gather feedback, and deliver updates on any technology enhancements. This team also handles support requests, prioritizing and resolving any issues promptly according to established service levels.

Our **District Roadmap Implementation Plan** includes automated messaging to registered users throughout the year, encouraging regular usage and engagement. Monthly check-ins with district representatives ensure ongoing support, address any concerns, and provide valuable data on usage and program effectiveness.

At the school level, designated administrators, such as counselors or assistant principals, can monitor usage and engagement through access to school-level data. This enables a focused approach to supporting teachers and students in utilizing the STEM + M Innovate Framework effectively.

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We offer **unlimited tech support** through the platform's tech chat and email, with response times typically within 24 hours. Any user issues are managed by our dedicated team, ensuring timely resolution and minimal disruption.

11. Scope of Project

The STEM + M Innovate Framework is designed for easy deployment across all LAUSD schools, with minimal preparation required. Schools are pre-loaded into the custom registration portal, and the InnerExplorer platform, which houses the STEM + M Innovate Framework, is already integrated as an app within Schoology. This allows for immediate access once the contract is approved, ensuring that teachers can quickly log in, play the mindfulness practices, and begin engaging students with the integrated STEM lessons.

Included Services

1. **Integrated STEM Activities**
    - Community Edition license for every identified school in LAUSD.
    - Age-appropriate levels for Elementary and Middle School.
    - Continuity throughout the district with access to STEM Lessons, National STEM Event Bundle, and The Community Passport Program.
    - All STEM lessons and activities are available in English and Spanish.
    - Integrated lessons that adhere to NGSS, Common Core and ITSE standards.

2. **Daily MBSEL (Mindfulness-Based Social Emotional Learning) Practice**

    - Community Edition license for every identified school in LAUSD.
    - Age-appropriate levels for Early Learning, Elementary, Middle School, and High School.
    - Continuity throughout the district with 5-10 minutes of daily MBSEL practices in every location.
    - Available in English and Spanish, with a diverse narrator team representing different ages, genders, and ethnicities.
    - Integrated reflective journaling and personal reflection questions for deeper student engagement.
    - Shorter 1-3 minute transition practices for flexible use.
    - Access on any device (web, mobile, Kindle) and in any location (school, home, or

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community).
- District-branded portal for seamless teacher and family registration.
- Full compatibility with Schoology, offering uninterrupted access with a single profile.
- Home app & Tune In feature for families to practice mindfulness together.
- Access for after-school programs associated with district schools.

3. **Professional Development and Support**
   - Ongoing PD sessions for educators, counselors, and families, designed for ease of use with minimal orientation required.
   - Bi-weekly check-ins with a dedicated Project Coordinator for continuous support.
   - Unlimited tech support via the platform, ensuring timely resolution of issues.
   - Webinars and engagement campaigns tied to the program's E-Score, offering actionable steps to promote engagement and usage.

4. **Additional Practice Series**
   - Educator Wellbeing Series, Counselor's Series, and Summer Series designed for extended mindfulness and wellbeing practices.
5. **Analytics and Data Insights**
   - Customized school-level analytics, allowing administrators to track engagement and impact, including attendance, grades, behavior, and teacher retention.
   - Monthly data check-ins to assess program usage and engagement.
   - Admin dashboard for each school to monitor usage.
   - Mapped analytics by local district for deeper insights and engagement promotion.
6. **Out of School Time (OST) Program**
   - Full program features and benefits available for OST programs associated with district schools.
   - Summer Series designed specifically for Summer School, with daily mindfulness practices, STEM activities, and a fun activity calendar for students and families.

This comprehensive scope ensures a smooth rollout across LAUSD, providing educators, students, and families with a powerful tool to enhance both STEM learning and social-emotional development. The STEM + M Innovate Framework is designed to integrate seamlessly with existing district systems while offering robust support and data-driven insights for ongoing success.

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12. Supported Operating System

Inner Explorer is CASEL-vetted as an SEL-Supportive Program https://pg.casel.org/inner-explorer/

- Windows (all versions post 2000)
- MacOs X or higher
- iOS & Android Mobile

Hardware Needed: NONE. Inner Explorer, which houses the STEM +M Innovate Framework is available on any internet-connected device, including desktops, laptops, tablets, chromebooks, and smartphone devices. Inner Explorer does not provide these devices for users.

Web browser: All web-browsers are supported.

Inner Explorer Home App: The Community License included in this contract also includes access to the Inner Explorer Home App designed for families. This unique app provides LAUSD families access to all 4 age-appropriate levels of the daily practices, The National STEM Event Bundle, and The Community Passport Program so that the whole family can practice STEM +M together.

Schoology: SSO Integration has been included in this pricing proposal.

13. Work Plan Timeline

Once a contract is approved, the STEM + M Innovate Framework program can "Go Live" and new registrations will have complete access via the LAUSD portal, Schoology, and the web-based platform**.**

1. Contract is approved.
2. On Day 1, Inner Explorer sets the expiration dates in our system.
3. On Day 2, Existing users can log in and new users can register via the LAUSD branded portal or access via Schoology.
4. On Day 2, All users begin implementing the STEM +M Innovate Framework with their students.
5. Week 1: Outreach to interested stakeholders begins to schedule professional learning webinars for orientation and additional information on the integration of mindfulness and STEM activities.
6. Week 1: Coordinate communications with district contact to notify schools of the availability of the program - through synchronized distribution of Schoology

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messaging, inclusion in District newsletters and notices, and other outreach/publication options.

7. TBD and Ongoing: Begin participating in District-help Banked Time PD programs

14. Implementation Approach

1. District Wide Implementation
    a. Update LAUSD branded portal
    b. Build relationships with key stakeholders and departments
    c. Coordinate communication strategy with key District personnel
    d. Provide Professional Learning opportunities for interested stakeholders (principals, counselors, administrative staff, etc)
    e. Connect with and implement at each Local District level
    f. Track roster and usage data by Local District
    g. Bi-weekly check ins with key District contact to share user feedback, data trends, strategize further outreach, make any necessary adjustments to planning/rollout/support
    h. Monthly check ins to provide more detailed data analytics insights
    i. Elevate and celebrate champions to encourage engagement and usage
    j. Measure impact via case studies, gather and share testimonial

2. Classroom Implementation
    a. Notify teachers of STEM +M Innovate Framework and Inner Explorer availability (via internal District communication strategies)
    b. Provide onboarding webinars for Banked Time PDs, individual schools, Community of Schools, or Local District groups
    c. Register new users via custom portal and support re-engagement of existing users via Schoology App and web-based platform.
    d. Bridge school to home by engaging families through our Home App.
    e. Encourage champions to share their positive experiences with other staff within the school community to build on a school-wide approach.

3. Adult Implementation (Educators & Parents/Caregivers)
    a. Provide simple registration for parents and caregivers via the LAUSD branded portal.
    b. Engage teachers in daily practice with their students.
    c. Further support educators with the Educator Wellbeing series of practices, designed for adult use.
    d. Engage parents & caregivers (webinars in English & Spanish available) with the daily practice occurring in their child's classroom and on the mobile app.

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EXHIBIT B
PAYMENT SCHEDULE

Note: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category	Unit	Price
STEM +M Innovate Framework	Annual by School (ONLY with District Wide Contract for a Minimum of 1000 schools)*	$1295
Professional Learning	Number of Participants Frequency/ Duration AND/OR Number of Asynchronous Modules	Included
Implementation and Monitoring	One Time and Annual Costs	Included

***Favorable district-wide pricing is based on licenses for a minimum of 1000 schools at $1295 per school, per academic school year.**

***If purchased on a per school/individual basis for fewer than 100 schools, the published per school price for the STEM + M Innovate Framework is $2400.**

EXHIBIT A
STATEMENT OF WORK

Program Elements

Program Highlights

We have developed and implemented engaging STEAM-based curriculum for students from UTK to 8th grade, serving up to 400 students per location. Our camps and festivals feature live magic and science shows for thousands of students, with up to 51 hands-on activities incorporated into each camp. Additionally, we provide up to 105 hours of enrichment courses per three-week camp, offering customized programming tailored to district needs. We also conduct professional development training for participating instructors to ensure alignment with district objectives and educational standards.

KEY FEATURES OF OUR CAMPS

The following key features demonstrate the comprehensive support we offer throughout the camp lifecycle.

- **Pre-Camp:** We provide professional development training for district staff, logistical support, and planning coordination. Our modular programming is designed to adapt to specific district needs, and we offer marketing and materials assistance.
- **During Camp:** Our weekly themes explore science, technology, engineering, arts, and mathematics, encouraging students to tackle "impossible" topics through hands-on experiments. We also host end-of-week science festivals, bringing science-center-quality experiences directly to schools, supported by a local Impossible Science representative.
- **Post-Camp:** We conduct surveys to gather feedback from instructors and parents, allowing us to refine our curriculum and gauge learning outcomes for future programming.

We are proposing 1-2 week STEAM Enrichment camps for intersession periods. The offerings below are our proposal based on our knowledge of the existing LAUSD intersession enrichment program parameters, but we are flexible and can adjust our proposal to meet LAUSD's specific needs. Our modular program design allows us to curate customized plans, as we have done for several districts for whom we have conducted STEAM camps. Below we will explain in full detail our proposed services for intersession STEAM camps under Category 1 - STEM/STEAM Enrichment, as well as demonstrate how our STEAM camps align with the requirements outlined in this RFP.

As stated in earlier sections, we have the capacity to reach thousands of students within a short amount of time. Below, we are proposing STEAM camps for numerous sites, with no stated maximum number of sites. In the project overview, we will establish a plan for the next two calendar years, with a plan to grow and iterate on our services throughout the district based on LAUSD’s evolving needs for STEAM enrichment camps.

Our most requested duration for the length of our camps is two weeks of STEAM programming. For the purpose of this proposal we recommend a duration of two weeks. However, if requested, we can alter our programming to any number of weeks up to four. We are proposing two sites in each of LAUSD's regions, for a total of eight (8) locations beginning in Spring 2025, and 4 sites

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in each of LAUSD's regions for a total of sixteen (16) locations beginning in Summer of 2025. This number of locations is our recommendation and is no way reflective of a minimum, nor maximum, capacity of sites for Impossible Science Intersession Camps.

For our Two-Year Intersession Camp Plan please see Appendix D

Program Overview

Impossible Science is an innovative educational program that combines the intrigue of magic with the principles of science to inspire curiosity and learning in STEAM fields. Founded by magician and science educator Jason Latimer, the program demonstrates how seemingly impossible feats can be explained through scientific concepts. Through interactive physical activities, live demonstrations, and hands-on experiments, Impossible Science encourages students to explore the "how" and "why" behind phenomena, transforming skepticism into discovery. The program covers a range of topics—including science, technology, art, mathematics, and engineering—to make STEAM accessible and engaging for learners of all ages.

Impossible Science Camps provide up to seven hours of STEAM content per day over the duration of the program. Our content is designed to engage students and inspire wonder and curiosity through our award winning STEAM program consisting of; performances, hands-on experiments, and our interactive and hands-on science center experience (Impossible Science Festival). Each performance, lesson plan, and Festival event not only engages students but also teaches STEAM concepts and inspires interest in STEAM-related fields.

Our Camps are specially designed for K-8th grade students, with differentiated lesson plans for K-2, 3rd-5th and 6th-8th grade students. Our lesson plans are aligned to *Next Generation Science Standards*, *Common Core State Standards for ELA and Math*, and the *ISTE Standards for Students* as well as are accessible for students with different learning styles and capabilities.

Components of Camp

Each day of our week-long programming includes stimulating lessons, including performances, in-class activities, engaging field events and a culminating Impossible Science Festival. Our
in-class activities cover 18 classroom lessons per week, resulting in a total of 35 hours of STEAM programming for students in each week of our Impossible Science Camp.

PERFORMANCES

In an Impossible Science Camp, students will experience 1-2 special performances put on by our Impossible Science Professors -- magicians that specialize in each of the STEAM content areas. Whether it is a hologram that transforms into a real object for Technology or a robot that does a card trick through Engineering, our Impossible Science Professors have united each element of STEAM with magic for a creative and effective approach to learning.

For our Past Performer Background Info please see Appendix E

CLASSROOM ACTIVITIES

When the students are not viewing performances or participating in our Festival, they will be

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guided through Impossible Science Lesson Plans in the classroom. These lesson plans, which are led by your instructors, are meant to be engaging, either by our unique blend of magic and science, gamification, challenges, as well as other proven methodologies for engaging students. All of our lesson plans are aligned to *NGSS, Common Core ELA/Math and/or ISTE*, and are specially crafted to fit within UDL guidelines as well as fits within accessibility requirements. Our lessons also utilize the Engineering Design Process and/or Scientific Method, and employ hands-on learning, real world application, critical thinking, problem solving as well as collaboration between students.

For our Example Lesson Plans please see Appendix F

For Curricula and Instruction Subject List please see Appendix G

We design our schedule to prioritize the student's experience while ensuring ease for your educators. Within each camp day, there will be a class rotation/period schedule where the students rotate between rooms and instructors. Facilitating staff members will be divided into color groups depending on number of rotations and specific scheduling; i.e. Green, Blue, Grey and Black. Each staff member learns a specific lesson for the day during our pre-camp Professional Development, which they will facilitate with the students as they rotate to the staff member's room.

On a classroom day, a student will rotate through each color, beginning with their homeroom color, so they experience three to four different lessons a day, while the instructor is only required to learn one lesson for that day. Each instructor will therefore teach that one lesson three or four times that day. This also aligns with our performative approach to teaching, allowing each instructor to practice or rehearse each lesson they teach multiple times in a day, better learning the benefit of practice for their instruction.

All experiment materials are pre-packed, organized, and delivered by Impossible Science to a central location at each school site. These classroom materials are organized into labeled bags for each day of camp. The bags of lesson materials for the week are then placed into a tub and delivered on-site, so each facilitating staff member simply picks their tub up at the beginning of each week and brings that tub directly to their classroom.

General classroom supplies (tape, markers, pencils, etc.) for each classroom will need to be provided by the school district. We will provide a list of materials and suggested amounts for the district to provide on-site to each classroom based on the number of students. If the district requests that these general classroom supplies be provided by Impossible Science, there will be an additional materials charge for each site which will account for the raw material cost as well as the labor and equipment needed to pack, transport, and deliver these supplies to each site.

Assessments

During our classroom activities, we utilize formative assessments for the purpose of both gathering information on students' prior knowledge of the standard being addressed as well as progress checks throughout their learning. Additionally, we ensure that students have a reflective piece at the end of their learning through either a summative assessment or capstone project that is assessed using a provided rubric. We are capable of housing these assessments on Schoology, and at this time do not have a software element that would require UDIPP approval.

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Impossible Science Festival

On the fifth and/or final day of the STEAM Camp, students will be invited to explore and interact with 20-25 hands-on STEAM experiments during our Impossible Science Festival. This part of the program acts as a mobile science center where students get the experience of an engaging and award winning science center based on the impossible right on their campus. With Impossible Science, the field trip comes to you!

The experiments in our Festival include a variety of magical illusions and challenges that connect to the lessons taught in class but take the content to new heights.

For our Sample Festival Experiments please see Appendix H

The Impossible Science Festival is best organized in multiple rotations throughout the day, with each session accommodating up to 150 students. Each rotation should last between 45 and 75 minutes to ensure an engaging and manageable experience for all participants. Impossible Science staff will assemble and disassemble the entire festival as well as provide all needed decor, tables, and consumables needed for the Festival. On the day of the festival, Impossible Science will provide ten (10) professionally trained staff members to join your LAUSD instructors at their camp to help facilitate the experiments.

STEAM Events

As an additional offering for engaging activities, we provide the following:

- Pneumatic Rocket Launches: A hands-on activity where students can build their own rockets, launch it with our pneumatic rocket launcher, then iterate their design with the goal of launching their rocket the furthest
- Field Event: Any field demonstration, led by our staff

Professional Development

Prior to the start of the Camp we will provide Professional Development (PD) for your staff, which we recommend happen in-person, although we do supply virtual professional Developments. With an in person training, we send our PD specialists to train your staff on our *Teach Like a Magician* course, which outlines our unique methods of instruction to inspire student inquiry and engagement as well as the classroom activities they will facilitate during the STEAM Camp.

Teach Like a Magician

In our Teach Like a Magician Course, we cover a variety of tools teachers can use to inspire question asking and student engagement in any lesson. Using our 1,2, 5 method, as well as the basic elements of Script, Showmanship and Effect, we instruct on ways that performance and instruction intersect, and how elements of a good performance make up the same elements of a good lecture.

For our Teach Like a Magician Breakdown please see Appendix I

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We recommend a one day, 7 hour professional development, and can accommodate up to 50 educators per in-person session. A Camp PD is generally split into two parts, a morning session and an afternoon session. A sample schedule can be found in Appendix J.

For our Example Pre-Camp Professional Development Schedule please see Appendix J

Curricular Alignment

Our classroom activities touch on specific STEAM topics including, but not limited to: Arts, Astronomy, Biology, Chemistry, Earth Science, Engineering, Environmental Education, Local Ecosystems, Mathematics, Physics, Science Art integration, and much more. Our classroom activities are specifically designed to engage students, leveraging strategies like framing science as magic, hands-on learning challenges, gamification, or more. We aim to create learning experiences where students naturally engage and embrace new opportunities, often without realizing they're actively learning. Because we supply pre-sorted materials for each lesson plan, an instructor can grab a bag at the start of the lesson and have everything they need to effectively run the activities for that day.

NGSS

Additionally, all of our lessons are NGSS aligned to specific grade bands to ensure clarity of alignment. Students receive a developmentally appropriate and engaging program that emphasizes the importance of supporting multiple ways for students to perceive information, know and make meaning of information, and to interact with phenomena with a scientist mindset. Our lesson plans also follow the 5 E's of NGSS, emphasizing the engagement and the exploration at the start of each lesson. We strongly feel that if a student is engaged by a mystery, magical illusion or a challenge, they will be more likely to thoroughly explore and interact with a concept in order to figure out the "trick" or overcome the challenge. To demonstrate our NGSS alignment, we have included one lesson plan per NGSS grade band in the appendix of this proposal. This curriculum sample and formatted slideshows will empower LAUSD instructors to utilize our learning methodology and resources to amaze and inspire their students in the areas of STEAM.

CCSS for ELA and Math

We also align our classroom activities to the Common Core State Standards for ELA and Math, typically integrating reflective or vocabulary exercises into our lesson plans, as well as infusing grade appropriate math skill development. These are designed to supplement our lesson plans to further integrate Impossible Science learning into multiple content areas. Our programs are designed to inspire students to ask, "What if?" and view seemingly impossible obstacles as challenges with solutions. By exploring science through real-world applications, we empower students with interactive experiments and hands-on learning experiences.

ISTE Standards for Students

Our Impossible Science activities align with the ISTE Standards for Students by fostering key skills in areas such as *Empowered Learner, Knowledge Constructor, Innovative Designer,* and *Computational Thinker*. Through hands-on exploration and problem-solving, students apply these standards by engaging in real-world challenges, building digital literacy, and developing

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both creative and analytical thinking skills. This alignment ensures that students not only explore science creatively but also achieve essential competencies outlined in the ISTE standards, preparing them for both classroom success and real-world problem-solving.

UDL 3.0 Guidelines

Within the framework of Universal Design for Learning (UDL), our classroom activities align with key guidelines, including **Perception** (1.2), **Building Knowledge** (3.3), **Welcoming Interests & Identities** (7.3), **Sustaining Effort & Persistence** (8.3), and **Emotional Capacity** (9.2). A powerful example came from Summer Camp teachers in Dinuba, who shared that during the first few days, their early and late elementary students struggled with handling failure in the classroom activities. However, by day three of the three-week camp, students began to embrace failure as an integral part of the scientific and engineering design process. They viewed challenges not as setbacks, but as opportunities for growth, demonstrating both persistence and collaboration. Students actively supported one another through these challenges, embodying the spirit of teamwork and resilience. This shift was not only a testament to their growing emotional capacity but also to the importance of welcoming their interests and identities. Our programs consistently emphasize joy, play, and student choice, fostering an environment where students feel empowered and motivated to engage in meaningful, real-world learning.

Accessibility

A key strength of Impossible Science classroom activities is their accessibility for learners with special needs. Our hands-on, experimental approach ensures that all students can actively engage in learning. The activities allow students to explore phenomena at their own pace and focus on areas of interest, promoting autonomy and reducing barriers to learning. There are no “wrong” answers—just opportunities for further exploration, which fosters a safe and supportive learning environment for all students. Additionally, we enhance accessibility by providing captions on all videos, offering student handouts that incorporate images and diagrams, and translating materials into both English and Spanish. Our slide decks for instructors also include bilingual support, ensuring that language is never a barrier to learning. This commitment to accessibility ensures that students with diverse needs can fully participate and succeed.

Technology Infrastructure

We also offer a device-agnostic approach for any of our student-facing digital content, ensuring that any part of our programming requiring a device is both optional and universally accessible. Whether students and educators are using iOS devices, Windows PCs, Google Chromebooks, or any other platforms, our content remains fully compatible and optimized. This flexibility allows for seamless integration into classrooms with varied technology setups, minimizing barriers to access.

Furthermore, we recognize that schools often face challenges related to bandwidth limitations. To address this, our platform is designed to be adaptive to different internet speeds, offering a range of media delivery options. For schools with lower bandwidth, we provide low-data alternatives, such as downloadable resources and light-weight media files that ensure functionality without sacrificing the quality of the learning experience. This ensures that Impossible Science can be fully implemented across all devices and bandwidth conditions,

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empowering educators to deliver our innovative curriculum regardless of their technology infrastructure.

Partnering Organizations

Impossible Science Camps are wholly produced by Impossible Science. Because of this, we do not plan on partnering with other organizations to aid in the delivery of our Impossible Science Camps.

AI Technologies

Impossible Science will not use AI technologies as part of a student facing program. We may use common AI engines such as Chat GPT, Perplexity, etc. for purposes of organizational and logistical support.

Implementation Plan

Weekly Schedule

We are proposing to provide intersession camps for a minimum of 8 sites for Spring Break 2025, then a minimum of 16 sites for Summer and Winter Intersession Breaks 2025, then a minimum of 16 sites for Spring, Summer and Winter intersession camps in 2026.

In order to implement our programming we will use our trained team of Program Leads, General Managers, Festival Facilitators, and all other staff to coordinate with district and/or school leadership to plan training, delivery and set up dates and times. Our weekly schedules can be manipulated to reach the maximum number of sites based on district request. In our Appendix, we have included sample weekly schedules for grouping of sites, to demonstrate the weekly site schedules during our Spring, Summer and Winter intersession camps that are proposed for years one and two of this project.

For our Spring, Summer and Winter Break Example Weekly Schedules please see Appendix K

In addition to our proposed Weekly Schedules, we have implemented customized weekly schedules for a grouping of sites, including:

- Staggered Start Dates: By staggering the start of a group of sites, we can reach four times the amount of sites proposed with the same or similar infrastructure.
- Customized Event Dates: By request, we have adjusted schedules so that a Festival or performance can happen on any day of the week during the camp. This also can increase the number of sites we are able to reach.

Daily Schedule

While our camps typically stretch from 8am-4pm, we will base our proposal using our standard 9-hour intersession day. As stated before, our camp is modular and customizable to fit within LAUSD's existing intersession programs duration. Please note that while we propose for this time range, we are able to customize our programming for a shorter day, if requested.

For the sample below, we've created four color groups: Green, Blue, Grey and Black. Each color group will learn a different set of lesson plans during the professional development, then instruct

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these lessons four times each day. This allows for the instructors to master the lessons they are teaching, while keeping the overall amount of lessons they must learn to one lesson per day, but allows the students to explore and experience three different lessons each day.

Students in each grade band will be equally divided amongst the four colors as "Homerooms". Each student will begin each day in their color Homeroom, then rotate through the other classrooms per the schedule located below:

Green Homeroom Student Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
Rotation 1 8:30-9:40	**PERFORMANCE**	HR Classroom Green	HR Classroom Green	HR Classroom Green	**FESTIVAL**
Break/Recess 9:40am-10am					
Rotation 2 10am-11:15am	HR Classroom Green	Classroom Blue	Classroom Blue	Classroom Blue	HR Classroom Green
Break/Lunch/Recess 11:15-12pm					
Rotation 3 12pm-1:15pm	HR Classroom Green	Classroom Grey	Classroom Grey	Classroom Grey	HR Classroom Green
Break/Recess 1:15-1:30pm (If only a 4 hour day, Impossible Science Ends here)					
Rotation 4 1:30-2:45pm	HR Classroom Green	Classroom Black	Classroom Black	Classroom Black	HR Classroom Green
Closing and Dismissal 3pm-3:15pm					
Impossible Science program ends after four rotations. If day is longer than 7 hours then class periods can be 1.5 hours each					

For Examples of Blue, Grey and Black Student Schedules please see Appendix L

Responsibilities of District

Staffing

- Lesson plans are taught by district provided instructors. Amount of instructors in each grade band must be a multiple of the amount of rotations for each day (four rotations proposed).
- Instructors are preferred to be credentialed teachers.
- An LAUSD custodian and trash service is requested for each site.
- A space of at least 4,000 square feet of accessible indoor space for our Festival and Performances.
- A point of contact (site coordinator) with contact info is requested for each site.
- General Classroom Supplies: District should provide all listed general supplies to each classroom at each site.

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- If LAUSD performs this, then LAUSD will receive a 100% discount on the "Other Costs" amount listed in the Price Proposal.
- If LAUSD does not supply general classroom supplies to each classroom then "Other Cost" amount will be billed in full.

For our District Provided General Supplies List please see Appendix M

Facilities

The Impossible Science camp takes place on your school campus. Our Performances and the Impossible Science Festival can be held in an open space like a theater, auditorium, multi-purpose room, or cafeteria. We ask that there is access to a stage, appropriate lighting, and audio-visual equipment (preferred but not required). Our classroom activities can take place in any classroom or learning space with an instructor. We recommend a maximum 30:1 student:teacher ratio. Easy access to a faucet is preferred but not required. We also request access to school facilities from 7am until 6pm for purposes of setting up for performances and Festival events.

Impossible Science Two-Year Plan

Year 1 (2025) Introduction of select sites to the Impossible Science Camp experience		
Event	Description	Timeline
Spring Break Camps	One week (up to 5 days) program across 8+ sites, 4-8 hours per day	April 2025
Summer Camps	Two week (up to 10 days) across 16+ sites, 4-8 hours per day	June and July 2025
Winter Break Camp	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	December 2025
Year 2 (2026) Introduction of select sites to the Impossible Science Camp experience		
Event	Description	Timeline
Spring Break Camps	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	April 2026
Summer Camps	Two week (up to 10 days) across 32+ sites, 4-8 hours per day	June and July 2026

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Winter Break Camp	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	December 2026

Appendix E

Past Performer Background Info

Here's more information about our Impossible Science Professors and their performance acts:

- *Science:*
  - Jason Latimer, Founder of Impossible Science, World Champion of Magic: focuses on Physical Science, Engineering, and Mathematics and the power of Curiosity; "The right question changes everything" (Jason Latimer)
- *Technology:*
  - Trigg Watson: 2023 America's Got Talent Semi-Finalist: focuses on magic using technology and holograms based; "Any sufficiently advanced technology is indistinguishable from magic."(Arthur C. Clarke)
- *Engineering:*
  - Mario the Maker Magician: School performer and sponsored by Maker Faire: specializes in Engineering Robot Magic and inspires students to make the most of what they have; "Do what they love, use what you have, and have fun!"(-Mario the Maker Magician)
  - Eric Buss: Eric is an imaginative, exciting performer with a knack for "fun."Focusing on engineering and crazy inventions, he inspires students to make engineering an exercise in creativity and fun.
- *Art:*
  - Arthur Trace: What sets Arthur apart is his boundless creativity. He specializes in crafting highly interactive performances that give life to fantasy.
  - Shawn McMaster: "If you can dream it, you can do it" Shawn's show centers around creativity and the power of working to turn dreams into reality.

- *Mathematics:*
  - Dr. Arthur Benjamin: Mathemagician and Professor of Mathematics at Harvey Mudd University: focuses on math-based magic tricks; "You too can be a mathematical magic whiz, by just learning these simple steps!"
  - Mathew O'Neil: Mathew blends mentalism with mathematics. A stellar performer, Mathew uses mathematical based "mind-reading" techniques to wow students and adults alike.

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Appendix F.1

The Balancing Act

Impossible Science Topic - Where's the middle of it all?

For students in grades K through 2nd

'Impossible Science' lessons aim to be 60-75 minutes long for grades K through 2. The final 15 minutes for K-2 will be filled with a 'wind down' drawing activity (see "Evaluate" section for details).

NGSS Standards Alignment:

- K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
- K-ETS1-1, 1-ETS1-1, 2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- 3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Objectives:

By the end of this lesson, students will:

- **know** that all objects have a mass, which measures how much stuff they're made of
- **understand** how to identify the center of mass, or the balancing point, for various objects
- **be able to** create balance illusions using their understanding of the center of mass for various objects

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Big Ideas:

- **Mass** is the amount of matter in an object.
- Mass is distributed throughout the **volume** of an object. Objects made of the same stuff have an even distribution of mass throughout the volume.
- Mass is distributed unevenly in most objects because different materials have different amounts and kinds of stuff in them.
- The **center of mass** of an object is the point at which we can balance the object equally in all directions.
- All mass on Earth is pulled downward by **gravity.**
- If an object's center of mass is not held up by a supporting force, then the force of gravity causes the object to fall towards the center of the Earth.
- If the object's center of mass is held up by a supporting force, then the object is said to be at **equilibrium**, because all of the forces acting on the object are canceled out by the forces supporting the object.

Essential Questions:

- What is mass, and how much "stuff" is in an object?
- Why do different objects feel heavier or lighter even if they're the same size?
- What is the center of mass, and how does it help things balance?
- Why do some things fall down, and others stay standing?

Engage:

Warm Up Activity [3 minutes]

Ask the students to share two objects that look the same size but have different weights. Write their answers up on the board or on chart paper.

Think | Pair | Share [5 minutes]

- Think [1-2 min]: Give students the following question prompts and ask them to consider them individually
    - Why do you think same size objects weigh different amounts?
    - How do you balance two different weight objects on something like a seesaw?
        - *Grades K to 2 - have students draw how they think they can balance two objects on a seesaw*
- Pair [1-2 min]: Students pair up and take turns sharing their thoughts on the questions. They ask each other questions after sharing and create their combined responses to the question prompts.
- Share [2-3 min]: Bring the larger group together and let the pairs take turns summarizing their combined responses.

Impossible Science Demo - Impossible Balancing Act [5 minutes]

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"What we are going to explore today is the magical side of balance. This is a point in objects where they can be balanced without toppling over."

"Teach like a Magician" Suggested Script tagged with [TLAM]:

Step 1

- Set up the two cups on the table. Then, hold up the piece of paper, with a secret coin/washer hidden and pinched when you hold up the paper, then set each end of the paper on the two cups
- *[TLAM]: "Here I have a folded piece of paper, balanced on two cups"*

Step 2

- *[TLAM]: "Now, it is clear to see that this paper's weight is equally balanced between the two cups, allowing it to stay on the cups, but what will happen if I remove one of the cups?"*
    - *Pause briefly for answers*

Step 3-4 (do not reveal these steps to the class)

- Remove the cup that is under the non-weighted side of the folded paper
- *[TLAM]: "Sometimes, an object's center of mass is not as it seems"*
- Remove the cup that is not supporting the hidden penny. The piece of paper should now appear to be balancing on one end.
- Ask students to try and explain what they think just happened.
    - *Invite students to model their responses in their workbooks with sketches and words.*

Explore:

Activity 1 - Where's my center of mass? [10 minutes]

Students will work individually on this activity.

- Spread the class out so that students can all comfortably lean against the wall with enough space between them to move around.

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- Explain that the students all have mass because their bodies are made up of stuff like water, muscles, bones, and so on. Then ask, “If someone were to try and balance you on a single point, where would they have to hold you up from?”
    - *Allow time for students to suggest answers.*
- Explain they are going to try and find their center of mass by attempting to complete a couple
- of tasks.
    - Task 1: Stand on one leg - Challenge students to stand on one leg
    - Task 2: Stand on one leg, round 2 - Challenge students to stand on one leg such that one entire side of their body, from shoulder down to foot, is completely flat against the wall.
        - *Students need to have the entire side of their foot touching the wall for this ‘magic trick’ to work.*

- *Students will not be able to complete this task. Instead, they will all start to fall away from the wall because their center of mass is not supported by their feet.*

- Task 3: Bend down and touch your toes - Challenge students to, keeping their legs straight, bend forward and touch their toes.
    - *Regardless of whether or not they can reach their feet, students will be able to maintain their balance. Some might tip forward, though!*
- Task 4: Bend down and touch your toes, round 2 - Challenge students to stand with their backs, legs, and especially their heels touching the wall. Again, try to bend down and touch their toes.
    - *Most of the students, if not all, will not be able to do this, because they are no longer able to adjust their lower bodies to keep their center of mass over their feet.*

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- *Some students may game this task by pulling their heels off of the wall or by placing their hands on the ground first, thus supporting their center of mass.*

Once all of these activities are done,

- Ask students to try and point where they think their center of mass is.
- Then, note that for most humans it is somewhere in your abdominal area (lower belly). Girls tend to have a lower center of mass than boys, making it sometimes possible for them to do balancing tasks that boys cannot do.

Regardless, they did the tasks away from the wall, they were able to move their bodies to keep their center of mass over their feet. When they tried to do the same task against the wall, they couldn't shift their mass in the direction they needed to. So, their center of mass started to 'fall' due to a lack of support.

Activity 2 - Finding (and moving) the center of mass for objects [15 minutes]
Students will work in pairs on this activity. Distribute the materials for "Activity 2" on the Materials page of the lesson plan.

BZ Requested Edit

- Remind students that the center of mass is where an object can be balanced on a point, like a finger or the edge of a table.
- Have students take turns finding the center of mass of a ruler. They can do this by holding the ends of the ruler atop their index fingers and then slowly sliding their hands inward until the ruler is balanced atop both finger together at the 6 inch mark.

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- Taping small cups filled with mass to random parts of the ruler, have students take turns in their pairs altering the center of mass of the ruler.
    - Each student should try to predict where the new center of mass will be.
- Then, have students repeat the act of moving their fingers along the ruler until they touch with the ruler balanced above them. Were their predictions correct? Why or why not?
- Repeat 2 more times with different mass configurations.

Activity 3 - DIY Balancing Birds [15 minutes]

Students will work individually on this activity. Distribute the materials for "Activity 3 on the Materials page of the lesson plan.

- Using coloring materials, decorate your balancing bird template
- Once decorated, cut out your balancing bird
- Tape one penny, each, to the underside of your balancing bird

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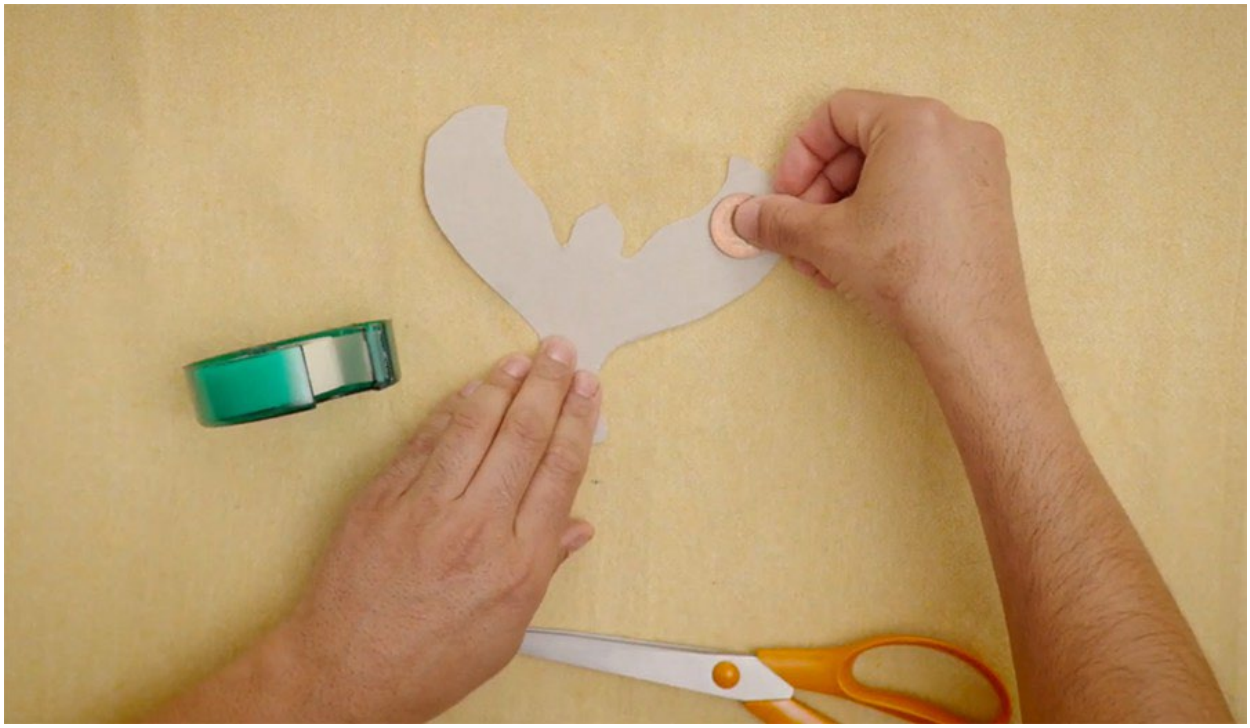

- Attempt to hold up your balancing bird only by its beak. Did it work? If not, adjust where you've taped your pennies.
- *Encourage fast-finishing or advanced students to think of other animal shapes they might be able to make a balancing version of. If time permits, let them try making it!*

Explain:

Watch and discuss [10 minutes]

LINK: *Cobra Kai's Ralph Macchio & William Zabka Learn about Center of Mass | Impossible Science At Home*

After watching the video, guide the students though a brief reflection:

- What did they notice in the video?
- How was Jason able to make the illusions work?
    - Balancing dollar bill
    - Balancing pencil
    - Balance tower

Define and clarify the following terms while watching the above video. Pause video and elaborate on definitions as deemed necessary based on student engagement:

- Mass
- Center of Mass
- Equilibrium
- Gravity

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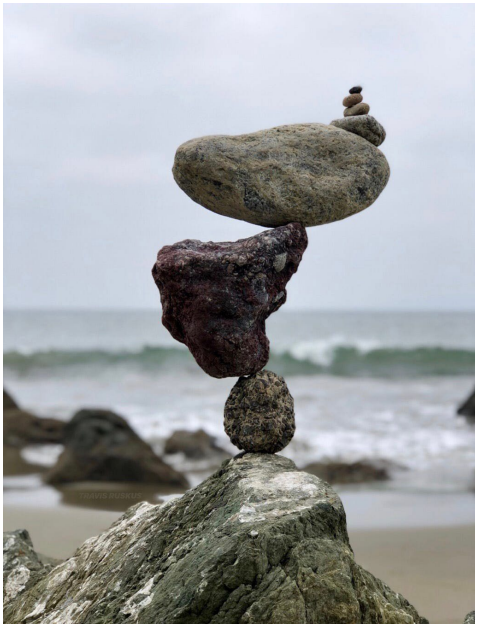
Elaborate:

Experiment - Designing a Balancing Trick [20 minutes]:

Students will work in groups of 3-4 for this experiment. Distribute the materials for "Experiment" on the Materials page of the lesson plan.

- Working in teams, students will design and build a balancing trick.
- *Give each student 3-5 minutes to sketch their individual ideas for the balancing trick in their workbooks. Then, have the students take turns sharing their ideas with their team*
- Once a final design is selected, have students construct their balancing trick.
    - *Challenge fast-working or advanced students to try and create the tallest or most lop-sided illusions with their balancing tricks.*

Some visual examples to aid in design:



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Share Out [time remaining]:

Have groups take turns sharing their balancing tricks with the class. Encourage the teams to explain how their tricks work.

Modify / Extend:

Modified Activity 1:

For K-2 audiences, the balancing trick may need more structure. Consider providing them with the following modifications:

- Center your ruler over a cup
- Place an object on one side of the ruler, which will likely cause it to want to tip over! Move the ruler so that it remains balanced.
- Add another object to the ruler, adjusting it as necessary.
- Keep adding objects and moving the ruler as you go!

Extension Activity 1 - Paper Plane Balancing:

Students will work individually on this activity. Distribute the materials for 'Extension 1' on the Materials page of the lesson plan.

Unlike the objects we have used thus far, paper planes are challenging to balance because of their complicated geometry. But, it's doable!

- Fold your own paper plane design, or follow instructions here
- Attempt to balance the paper plane on one finger
- Using your understanding of how to move and manipulate the center of mass of objects, add paper clips and/or pennies to the paper plane to create an easier-to-find center of mass.
- Test your additions by again attempting to balance the airplane.

Discuss how this experiment may affect real airplanes and how they fly.

- *Smaller airplanes have to be careful about weight distribution, as maintaining a center of mass between the wings is essential to being able to fly.*

Extension Activity 2 - More Centers of Mass:

Students will work in pairs for this activity. Distribute the materials for 'Extension 2' on the Materials page of the lesson. Then have them try to balance the objects using only one finger.

Once again, have the students tape weights to their objects to see how that affects an objects center of mass!

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Evaluate:

In their workbooks, challenge students to draw their own "Impossible Science" trick based on what they have learned during the lesson about mass, center of mass, and equilibrium

- Encourage older students to label their drawings with terms and concepts.

Materials

Impossible Science Demo

- Piece of Paper
- penny
- 2 cups

Activity 1

- n/a

Activity 2 (1 per student pair)

- Ruler
- Cups for weights
- Tape if necessary

Activity 3 (1 per student)

- "Balance Bird" template, printed on cardstock paper
  - *Alternatively, students can glue the template to cardstock or non-corrugated cardboard before cutting them out.*
- 2 pennies
- Tape
- Scissors
- Crayons, markers, or colored pencils

Experiment (1 per group of 3-4 students)

- Crafting materials (paper, tape, scissors, etc.)
- 4 pennies
- Pencil
- Ruler
- Completed balance birds from Activity 3
- 1 Cup
- Rocks or other oddly shaped objects if available

Modify 1

- n/a

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Extension 1 (1 per student)

- Paper
- Paper clips
- Tape
- 2 pennies

Extension 2 (1 per student pair)

- Ruler
- Scissors
- Pencil
- Other classroom items with a complex geometric shape
- Tape
- 3 pennies

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Appendix F.2

Telekinesis or Static?

Illusion - Can we move objects with our minds?

For students in grades 3 through 5th

'Impossible Science' lessons aim to be 75-90 minutes long for grades 3 through 5.

NGSS Standards Alignment:

- 3-PS2-3: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- 4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 5-PS1-1: Develop a model to describe that matter is made of particles too small to be seen.
- 3-ETS1-1, 4-ETS1-1, 5-ETS1-1: Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost.
- MS-PS2-3: Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Objectives

By the end of this lesson, students will:

- **know** atoms consist of protons, which are positively charged, neutrons, which possess no charge, and electrons, which are negatively charged
- **understand** that electrons can be gained or lost, thus creating areas of excess charges on an object known as static electricity which attract toward oppositely charged objects, and repel from objects with the same charge
- **be able to** use everyday objects to generate static electricity which can be used to move objects without direct physical contact

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Big Ideas:

- A **force** is a push or a pull on an object.
- Some forces are invisible, capable of pushing or pulling on objects without direct contact.
- **Static electricity** is a type of invisible force. It occurs when there's an imbalance between electrical charges on the surfaces of objects
- An **electrical charge** is caused by the movement of **electrons**, negatively charged particles that exist within atoms
- Atoms also consist of positively charged particles, called **protons**, and neutral particles called **neutrons.**
- Electrons can move from atom to atom, and object to object. When electrons leave an atom, the protons give that atom a positive charge. When electrons join an atom, they cause a negative charge.
- When enough electrons gather in one place on an object, it produces a **static charge**. This charge is capable of exerting a force.
- Positively charged objects **attract, or pull on** negatively charged objects and **repel, or push away** positively charged objects.

Essential Questions:

- How do 'invisible forces' apply a push or pull on objects without direct contact?
- What are atoms made of, and how do the charges of their components (protons, neutrons, electrons) affect their behavior?
- What happens when electrons leave atoms and accumulate somewhere else?
- How does the imbalance of electrical charges lead to the movement of objects without direct contact?
- Why does static electricity cause objects to attract or repel each other?

Engage:

Warm Up Activity [2-3 minutes]

Ask the students to list how many ways they can think of to get an object to move without touching it. Write their answers on the board or on chart paper. Group their answers by similarities.

Impossible Science Demo - Telekinesis Straw [5 minutes]

Includes "Teach Like A Magician" progression of steps with recommended script.

- *[TLAM]: "Believe it or not, we all possess the power to make objects move."*
- Set up the salt shaker
- Rub the straw with the provided napkin.
- *[TLAM]: "We just need a clear mind, clean hands, and objects appropriate to our skill level."*
- Place the straw over the top of the salt shaker so that it is balanced at its center.

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- *[TLAM]: "If we really concentrate, we can make the impossible possible."*
- Place your hands near the straw as trained to induce the straw to move, spinning around the top of the salt shaker.

Think | Pair | Share [5 minutes]

- *Think [1-2 min]:* Ask students to, individually, consider how they think this illusion works. Then, under Prompt #1 in their workbooks, have them model their answer.
- *Pair [1-2 min]:* Students pair up and take turns sharing their thoughts. They ask each other questions after sharing and formulate their combined responses to the question prompts.
- *Share [2-3 min]:* The larger group comes together and the pairs take turns summarizing their combined responses. On the board or chart paper, write down a couple of statements that summarize the group's various hypotheses.

Explore:

Activity 1 - Static Charge and Static Repulsion [15 minutes]

Students will work in pairs on this activity. Distribute the materials for "Activity 2" from the Materials Page.

Students will use two objects that share the same static charge to induce levitation! To do so:

- Inflate a balloon
- Cut a strip of plastic from the open end of a plastic bag. This will produce a circular strip of plastic.

- Using the provided napkin, rub both the circular strip of plastic and the balloon.
- One student should hold the circular plastic strip by its end, while the other holds the balloon by its knot.
- The student holding the circular strip of plastic should hold it over the balloon, and then release.

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- *If done correctly, the circular strip of plastic should appear to levitate above the balloon!*

Activity 2 - Telekinesis Straws [15 minutes]

Students will work in groups of 3-4 to recreate the Impossible Science demonstration. Distribute the materials for "Activity 3" from the Materials Page.

- Set up the salt shaker
- Place the straw on top of the salt shaker such that it is balanced at its center.
- Using your hands, attempt to move the straw without touching it.
  - *Students will be unable to do so, as the straw has not yet received a static charge*
- Rub the straw with the provided napkin.
- Again balance the straw across the top of the salt shaker, ***using only the ends of the straw to hold it while doing so***
  - *Note: students will discharge the static build up if they fail to hold the straw correctly during this step*
- Holding your hands near the straw, attempt to move it without touching it.
- Try to move the straw in different ways with different hand positions. Experiment with:
  - How long you could get the straw to continuously move
  - How fast you could get the straw to rotate
  - Can you get the straw to roll off of the salt shaker lid?
  - Could you use an object other than your hands to get the straw to move?

Explain:

Watch and Discuss [10 minutes]

Link: *Telekinesis or Opposites Attract? | Impossible Science At Home*

After watching the video, guide the students though a brief reflection:

- What did they notice in the video?

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- How was Jason able to make the illusion work?

Define and clarify the following terms while watching the above video. Pause video and elaborate on definitions as deemed necessary based on student engagement, using the "Big Ideas" and "Essential Questions" as a guide:

- Electrons
- Negatively charged versus positively charge objects
- Static electricity
- Force of attraction between oppositely charged objects

At this time, have students return to their journals and, under Prompt #3, explain with models and words how the three Activity experiments demonstrated static electricity to produce movement.

Elaborate:

Experiment - Revive a Ghost [20 minutes]:

Students will work individually on this task. Distribute the materials under "Experiment" on the Materials Page.

Students will use their understanding of static electricity to bring a ghost to life! To do so:

- Using the tissue paper, cut out a figure of a ghost
    - *While students are welcomed to be creative with this, please note that stick figures generally work best for this activity.*
- Carefully tape the bottom (feet, base) of the tissue paper ghost to a table or flat surface
- Using the provided napkin, rub one end of the straw to charge it
- Holding the uncharged, other end of the straw, bring it close to the tissue paper ghost and see if you can get it to stand up and dance.
    - *If done correctly, students should feel like they've made a magic wand that can bring ghosts to life!*
- If time allows, permit students to create multiple ghosts, experimenting with
    - Different sizes
    - Different shapes
    - *Encourage students to state a hypothesis for how the changes made to the new ghost figures will affect the performance of the static electricity wands*

Modify / Extend:

Modified Activity 1:

N/A

Extension Activity - Salt and Pepper Separation [15 minutes]:

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Students will work in pairs on this activity. Distribute the materials for "Extension 1" on the Materials Page.

- In a small plate, pour a small amount of salt and pepper.
- Mix up the salt and pepper so that they would be very difficult to separate with your hands or a spoon.
- Using the provided straws and your understanding of static electricity, attempt to find a way to separate the salt from the pepper without directly touching it.
    - Rub the napkin on the straw
    - Hover the charged straw over the small plate
        - *The majority of the pepper, and some of the salt, should be attracted to the straw*
- Why does the pepper attract to the straw and only some of the salt?
    - *Students should know, from the experiment, that weight/density affects how hard a charge has to pull/push to move an object.*

Evaluate:

Under Prompt #4 in their workbooks, challenge students to explain with a model how static electricity works to revive their ghosts. Encourage older students to include written explanations using the new vocabulary from the lesson.

Materials

Impossible Science Demo (per class)

- Straw
- Salt shaker
- Static inducing napkin

Activity 1 (per student pair)

- Thin, plastic produce bag (could be used by multiple groups)
- Balloon (can be reused from Activity 1)
- Static inducing napkin

Activity 2 (per groups of 3-4 students)

- Straw
- Salt shaker
- Static inducing napkin

Experiment (per student)

- Tissue Paper
- Markers

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- Scissors
- Tape
- Straw

Modify 1

- N/A

Extension 1

- Salt
- Pepper
- Balloon (can be reused from previous activities)

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Appendix F.3

Invisibility Shield

Illusion - Can we make objects disappear?

For students in grades 6 through 8th

'Impossible Science' lessons aim to be 75-90 minutes long for grades 6 through 8.

NGSS Standards Alignment:

- 4-PS4-2: Develop a model to describe that light reflecting from objects entering the eye allows objects to be seen.
- MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
- MS-LS1-8: Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain from immediate behavior or storage as memories.
- MS-ETS1-3: Analyze data from tests to determine the similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Objectives:

By the end of this lesson, students will:

- **know** the basic principles of light refraction, the role of lenses, and how these can create optical illusions.
- **understand** how light bending through different mediums (like water and glass) affects our perception of objects, causing them to appear bent, magnified, or even invisible.
- **be able to** demonstrate and explain how refraction causes light to bend and objects to appear displaced when viewed through a medium.

Big Ideas:

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- **Light** is a form of **energy.** This energy travels as **waves** and as a particle.
- When it encounters objects, light can be **absorbed, transmitted, reflected, or refracted.**
    - **Absorbed** light is no longer visible. The energy of the light is absorbed by the object it encounters.
    - **Transmitted** light passes through objects, like windows. Sometimes, only parts of the light is transmitted, giving us things like stained glass where the light looks like a different color on the other side.
    - **Reflected** light bounces off of a surface, like with a mirror.
    - **Refracted** light bends or scatters as it passes through an object. As it bends, different parts of the light travel at different speeds.
- When light is refracted and transmitted, optical illusions can happen, such as objects appearing bigger, smaller, reversed, or even disappearing.
- We can use optical devices, such as lenses, to produce these optical illusions on purpose. For example, corrective lenses in glasses or contacts refocus light for a person's eyes so they can see more clearly.

Essential Questions:

- What are the properties of light?
- How does light behave when it passes through different things such as water, glass, or air?
- How do different lenses magnify, minimize, or disperse light, and what does that do to our perception of an object?
- How can we manipulate light refraction and lens properties to solve problems or create illusions?

Engage:

Warm Up Activity [3 minutes]

Ask the students to describe how they think sunglasses, reading glasses, and contact lenses work. Summarize their answers on the board or on chart paper.

Impossible Science Demo - Passing a Pen Through a Bottle [5 minutes]

Includes "Teach Like A Magician" progression of steps with recommended script.

- Fill the clear cylindrical bottle to the top with water
- Place one of the identical pens in the bottle and close it
- Lay the bottle on its side so that the pen falls and rests on the side wall of the bottle. The pen should be invisible to anyone looking at the bottle from the sides.
    - *Use sleight of hand to reveal the identical pen in your hand, thus suggesting that the pen inside of the bottle has passed through the wall of the bottle.*
- Take the other pen in one hand and the sideways bottle in the other.

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- Quickly bring the bottle upright, and simultaneously slam the pen in your hand against the bottle. Once done, use sleight of hand to hide the pen in your hand so no one can see it. The pen inside of the bottle should become visible again.
    - *If done correctly, it should appear as if the pen has gone through the wall of the battle and back into the water.*

Think | Pair | Share [5 minutes]

- *Think [1-2 min]:* Ask students to, individually, consider how they think this illusion works. Then, under Prompt #1 in their workbooks, have them model their answer.
- *Pair [1-2 min]:* Students pair up and take turns sharing their thoughts. They ask each other questions after sharing and formulate their combined responses to the question prompts.
- *Share [2-3 min]:* The larger group comes together and the pairs take turns summarizing their combined responses. On the board or chart paper, write down a couple of statements that summarize the group's various hypothesdiy es.

Explore:

Activity 1 - Glass, Water, and Light [30 minutes]

Students will work in pairs for this activity. Distribute the materials for "Activity 1" from the Materials page.

Student pairs will use glass cups filled with water to explore how light gets refracted to create optical illusions.

Activity 1: Bendable Pen

- Fill the cup about ⅔ of the way to full.
- Insert the pen into the cup at an angle. Observe what happens.
    - *The pen should appear to bend and get larger.*

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- Try changing the positioning of the pen. Explore how doing so changes the way the pen looks when viewed through the glass and water combination.
    - *Note: Some students may discover that they can get the part of the pencil submerged in water to disappear when held against the side of the glass - revealing a key piece of the Impossible Science Demo!*

Activity 2: Mirror Images

- Fill the cup about ⅔ of the way to full.
- On a piece of paper, use the marker to draw an arrow pointing to the left.
- Hold the piece of paper behind the glass filled with water so that you can see the left-facing arrow through the glass.
- With your hand, slowly move the paper away from the glass. Observe what happens to the arrow.
    - *At some point while moving away from the glass, the arrow will reverse directions!*
- Try moving the paper to a point where the arrow appears to point at itself!

Activity 3: Refraction Patterns

- Fill the cup about ⅔ of the way to full.
- One by one, experiment with each of the patterned papers by slowly sliding them past the glass filled with water and observing how the image appears from the other side!
    - *Checkered Pattern: should appear to be rectangular and moving in the direction opposite to the sheet of paper*

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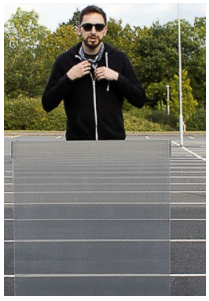
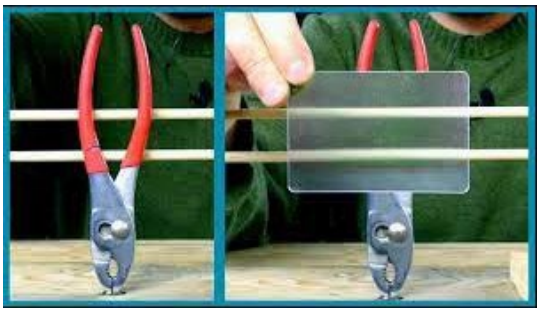
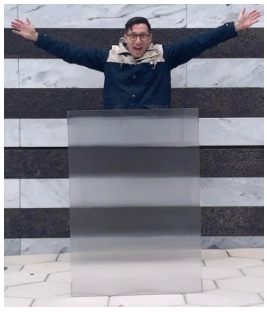
- *Diamond Pattern: should appear to be wavy and moving in the direction opposite to the sheet of paper*

At this point, have students return to their workbooks and, under Prompt #2, attempt to explain with a model and words how this activity might help explain why the pen seemed able to pass through the wall of the water bottle.

Activity 2 - Introduction to Invisibility Shields [15 minutes]

Students will work in pairs on this activity. Distribute the materials for "Activity 2" from the Materials page.

Note: The invisibility shield uses a series of cylindrical lenses that spreads out light in one direction. This means that the shield will hide any objects that are horizontal behind the mini shield, and emphasize/blend anything that is oriented vertically. ***Thus, invisibility shields work best when the background contains lines that are perpendicular to the object you are trying to hide.***

Students will be introduced to the invisibility shields and examine how they can 'hide' objects in plain sight.

- On the piece of paper, draw some horizontal lines
- Hold the piece of paper behind the invisibility shield and observe what happens.
- Rotate the invisibility shield and continue to observe what happens as you change the orientation. In what orientation do the horizontal lines disappear?
- Repeat this activity, this time with one of your hands as viewed through the invisibility shield.

Explain:

Watch and Discuss [10 minutes]

Link: How to Become CLEARLY Invisible | Impossible Science at Home

Watch from 0:00 to 5:00. After watching the video, guide students through a brief reflection:

- What did they notice in the video?
- How was Jason able to make the illusion work?

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Define and clarify the following terms while watching the above video. Pause video and elaborate on definitions as deemed necessary based on student engagement, using the "Big Ideas" and "Essential Questions" as a guide:

- Lenses
- Refraction
- Spherical lens
- Cylindrical lens
- Lenticular lens
- Light converging
- Light diverging

At this time, have students return to their journals and, under Prompt #3, explain with models and words how the Activity experiments demonstrate how light can be manipulated to create the illusion of object's disappearing from plain view.

Elaborate:

Experiment - Invisibility Shields [30 minutes]:

Students will work in pairs on this activity. Distribute the materials listed under "Experiment" on the Materials page.

Students will work in pairs to further explore how the invisibility shield works. Then, they will design and share a magic trick they've created using the available materials.

Step 1: Further experimentation [15 minutes]

- Based on your observations from Activity 2, experiment with various objects and backgrounds to discover under what conditions the invisibility shield is able to make objects seem to disappear.

Step 2: Magic trick creation [15 minutes]

- Working with your partner, design a magic trick that uses the invisibility shields or water and glass to demonstrate what you've learned about manipulating light to create illusions.

Share Out [time remaining]:

Invite volunteering student pairs to share their invisibility magic tricks with the rest of the class. Challenge them to explain how their trick works using the vocabulary from the day's lesson.

Modify / Extend:

Extension Activity - Disappearing Pen in Water Bottle [15 minutes]:

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Students will work in pairs on this activity. Distribute the materials listed under "Extension 1" on the Materials page.

Students will recreate a portion of the Impossible Science Demo by exploring how to use refraction to make a pen disappear in a water bottle.

- Fill the water bottle with water.
- Insert the pen into the water bottle and close the cap.
- Slowly turn the water bottle sideways and observe what happens to the pen. Change your orientation relative to the water bottle and record how the pen appears.
    - *From side-view angles, the pen should seem to disappear.*

Evaluate:

Under Prompt #4 in their workbooks, challenge students to explain how their invisibility magic trick works, using models and words. Challenge older students to provide written descriptions using the vocabulary from the day's lesson.

Materials

Impossible Science Demo (per class)

- Bottle
- Water
- Two identical pens

Activity 1 (per student pair)

- Patterned paper handouts
- Glass
- Water
- Pen
- Paper

Activity 2 (per student pair)

- Invisibility shield
- Paper
- Pen

Experiment (per student pair)

- Invisibility shield
- Paper
- Pen

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Extension 1 (per student pair)

- Water bottle
- Water
- Pen

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Appendix G

Impossible Science Curricula and Instruction Subject List

Below is a list of all the subjects covered in an Impossible Science Camp

1. Aerospace
2. Arts
3. Biology
4. Climate Change/Literacy
5. Earth Science
6. Engineering
7. Environmental Education
8. Local Ecosystems
9. Mathematics
10. ELA
11. Physics

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Appendix H

Sample of Festival Experiments

Experiment Name	Description
Invisibility Shield	*Using refraction students can turn their entire bodies invisible.*
Upside Down Water	*Using Surface Tension, students can turn a lid-less mason jar upside down without spilling the water within*
Resonance Bowl	*Using sound waves, students can visualize sound as vibrations when creating small ripples in the water*
Coanda Effect	*Using Air Pressure, student levitate a ping pong ball and guide it through an obstacle course*
Invisible TV	*Using Red Green and Blue light, and the help of polarized sunglasses, students can turn a blank white screen into a screen that shows their amazed faces when they put the sunglasses on*
Laser Piano	*Students can visualize about sound waves by playing a piano whose sound makes laser light dance on the ceiling above them*
Motion Blindness	*Students observe an optical illusion that makes real life objects disappear before their very eyes!*
Air Tunnel	*In this engineering challenge, students create flying vessels in an effort to have it suspend in our air tunnel without touching the sides*
Mind Reading	*Students get their very own magic show with our mind-reading performer who uses mathematical patterns and other illusions to amaze and educate on the scientific method*
Laser Table	*Students use a variety of lens shapes to complete this challenge, bending three laser beams to light up six segments on the table*

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Appendix I

Teach Like a Magician Breakdown

1, 2, 5 method

In a magic trick, a magician portrays three steps:

1. The setup: I'm going to move something without touching it.
2. The walked path: There are no strings there are no wires.
5. The reveal: Tah dah! I can move this straw with my mind.

Little does the audience know, was that step 3 was charging the straw with a napkin, and step 4 was the knowledge that opposite charges repel, causing the straw to move.

This approach fashions any science demo as a magic show, and leaves students wondering "How did they do that?"

Script, Showmanship and Effect

- Script: Having a good script allows the performer or instructor to have knowledge of what they are going to say, and why they are going to say it.
- Showmanship: We stress the importance of a teacher embracing their personality and utilizing it to engage their students. Whether it is deadpan, slapstick or any other brand of entertaining presence, it is key to capture the attention of students.
- Effect: In science, much like magic, the effect is important. Having a paper mache volcano makes a lesson on eruptions much more entertaining than a slideshow.

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Appendix J

Example Pre-Camp Professional Development Schedule

Morning Session	3 hours	*Teach Like a Magician* Lesson Training Instructors are led as a group in teh Teach Like a Magician portion ● Steps 1, 2, 5 method ○ 13 o'clock mystery mathematical card trick ● Stuff 2 The Moon ○ Importance of challenges in class activities ● Script, Showmanship and Effect ● Binary Number Cards ○ Mathematical based magic trick
Lunch	45 minutes	
Afternoon Session	2.5 hours	Classroom Experiment Training ● instructors break into facilitation groups by color to be trained on their specific experiment from our team of PD Specialists ● instructors will build and practice the more complex activities and demos contained within the lesson plan ● Q & A opportunities for lesson plans
Group Training	45 minutes	● All facilitating staff members come back together ● Impossible Science offers additional instruction on the format of lesson plans, assessments, etc. ● Overview of the camp schedule and structure ● Exploration of additional resources as necessary

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Appendix K

Weekly Schedule Format

Sample Multi-Site Spring Break Schedule

NOTE: All 8 sites run simultaneously

Day(s)	Sites 1 and 2	Sites 3 and 4	Sites 5 and 6	Sites 7 and 8
Day 1	STEAM Event and Classroom Activities	STEAM Event Classroom Activities	Festival and Classroom Activities	Festival and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Festival and Classroom Activities	Festival and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities

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Year 1 Weekly Schedules

Sample Summer Camp Two Week Schedule

Summer Schedule - Week 1

NOTE: 16 Sites will be divided into two groups (Group A & Group B, 8 sites in each group). Group A Camps run simultaneously in the first two weeks, and Group B Camps will run simultaneously in the second two weeks.

	Group A		Group B	
Day(s)	Sites 1-4	Sites 5-8	Sites 9-12	Sites 13-16
Day 1	Performance and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Rocket Launch and Classroom Activities	Festival and Classroom Activities	Rocket Launch and Classroom Activities	Festival and Classroom Activities

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Summer Schedule - Week 2

Day(s)	Sites 1-4	Sites 5-8	Sites 9-12	Sites 13-16
Day 6	Performance and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities
Day 7	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 8	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 9	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 10	Festival and Classroom Activities	Rocket Launch and Classroom Activities	Festival and Classroom Activities	Rocket Launch and Classroom Activities

Sample Winter Break Schedule

NOTE: All sites run simultaneously

Day(s)	Sites 1-4	Sites 5-8	Sites 9-12	Sites 13-16
Day 1	Performance and Classroom Activities	Performance and Classroom Activities	Festival and Classroom Activities	Festival and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Festival and Classroom Activities	Festival and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities

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Year 2

Sample Multi-Site Spring Break Schedule

NOTE: All 16 sites run simultaneously

Day(s)	Sites 1-4	Sites 5-8	Sites 9-12	Sites 13-16
Day 1	STEAM Event and Classroom Activities	STEAM Event Classroom Activities	Festival and Classroom Activities	Festival and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Festival and Classroom Activities	Festival and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities

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Sample Summer Camp Two Week Schedule

Summer Schedule - Week 1

NOTE: 32+ Sites will be divided into two groups (Group A & Group B, 8 sites in each group). Group A Camps run simultaneously in the first two weeks, and Group B Camps will run simultaneously in the second two weeks. This schedule lays out our continued plan of growth within LAUSD, if applicable and as requested by LAUSD.

	Group A		Group B	
Day(s)	Sites 1-8	Sites 9-16	Sites 17-24	Sites 25-32
Day 1	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Rocket Launch and Classroom Activities	Festival and Classroom Activities	Rocket Launch and Classroom Activities	Festival and Classroom Activities

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Summer Schedule - Week 2

	Group A		Group B	
Day(s)	Sites 1-8	Sites 9-16	Sites 17-24	Sites 25-32
Day 6	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities	STEAM Event and Classroom Activities
Day 7	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 8	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 9	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 10	Festival and Classroom Activities	Rocket Launch and Classroom Activities	Festival and Classroom Activities	Rocket Launch and Classroom Activities

Sample Winter Break Schedule

NOTE: All sites run simultaneously

Day(s)	Sites 1-4	Sites 5-8	Sites 9-12	Sites 13-16
Day 1	Performance and Classroom Activities	Performance and Classroom Activities	Festival and Classroom Activities	Festival and Classroom Activities
Day 2	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 3	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 4	Classroom Activities	Classroom Activities	Classroom Activities	Classroom Activities
Day 5	Festival and Classroom Activities	Festival and Classroom Activities	Performance and Classroom Activities	Performance and Classroom Activities

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Appendix L

Blue, Grey and Black Example Schedules

Blue Homeroom Student Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5
Rotation 1 8:30-9:40	**PERFORMANCE**	HR Classroom Blue	HR Classroom Blue	HR Classroom Blue	HR Classroom Blue
Break/Recess 9:40am-10am					
Rotation 2 10am-11:15am	HR Classroom Blue	Classroom Grey	Classroom Grey	Classroom Grey	**FESTIVAL**
Break/Lunch/Recess 11:15-12pm					
Rotation 3 12pm-1:15pm	HR Classroom Blue	Classroom Black	Classroom Black	Classroom Black	HR Classroom Blue
Break/Recess 1:15-1:30pm (If only a 4 hour day, Impossible Science Ends here)					
Rotation 4 1:30-2:45pm	HR Classroom Blue	Classroom Green	Classroom Green	Classroom Green	HR Classroom Blue
Closing and Dismissal 3pm-3:15pm					
Impossible Science program ends after four rotations. If day is longer than 7 hours then class periods can be 1.5 hours each					

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Grey Homeroom

	Day 1	Day 2	Day 3	Day 4	Day 5
Rotation 1 8:30-9:40	HR Classroom Grey	HR Classroom Grey	HR Classroom Grey	HR Classroom Grey	HR Classroom Grey
Break/Recess 9:40am-10am					
Rotation 2 10am-11:15am	**PERFORMANCE**	Classroom Black	Classroom Black	Classroom Black	HR Classroom Grey
Break/Lunch/Recess 11:15-12pm					
Rotation 3 12pm-1:15pm	HR Classroom Grey	Classroom Green	Classroom Green	Classroom Green	**FESTIVAL**
Break/Recess 1:15-1:30pm (If only a 4 hour day, Impossible Science Ends here)					
Rotation 4 1:30-2:45pm	HR Classroom Grey	Classroom Blue	Classroom Blue	Classroom Blue	HR Classroom Grey
Closing and Dismissal 3pm-3:15pm					
Impossible Science program ends after four rotations. If day is longer than 7 hours then class periods can be 1.5 hours each					

Black Homeroom

	Day 1	Day 2	Day 3	Day 4	Day 5
Rotation 1 8:30-9:40	HR Classroom Black	HR Classroom Black	HR Classroom Black	HR Classroom Black	**FESTIVAL**
Break/Recess 9:40am-10am					
Rotation 2 10am-11:15am	**PERFORMANCE**	Classroom Green	Classroom Green	Classroom Green	HR Classroom Black
Break/Lunch/Recess 11:15-12pm					
Rotation 3 12pm-1:15pm	HR Classroom Black	Classroom Blue	Classroom Blue	Classroom Blue	HR Classroom Black
Break/Recess 1:15-1:30pm (If only a 4 hour day, Impossible Science Ends here)					
Rotation 4 1:30-2:45pm	HR Classroom Black	Classroom Grey	Classroom Grey	Classroom Grey	**FESTIVAL**
Closing and Dismissal 3pm-3:15pm					
Impossible Science program ends after four rotations. If day is longer than 7 hours then class periods can be 1.5 hours each					

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District Provided General Supplies List

The listed quantities estimate 25 students/classroom, we recommend these quantities of materials per classroom for 16 classrooms	
Item	Quantity
Multi Color Colored Pencils - 12 pack	10
Multi Color Markers - 12 pack	10
Scissors	20
Tape Dispensers	10
Extra tape rolls	15
Multi Color Crayons - 24 pack	5
Rulers	20
Standard printer paper	1 ream
Pencil Sharpener	1
Pencils	40
Multi-Colored Construction paper	250
Glue Sticks	15

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EXHIBIT B
P AYMENT SCHEDULE

RFP 2000003345
STEM/STEAM ENRICHMENT &
SUPPLEMENTAL PROGRAMS

PRICING SHEET

The pricing below reflects 20-35 hours of instructional STEAM content provided for one (1) site, over one (1) week. Our camps are fully modular in design, offering up to 100 hours (3-weeks) of content, allowing for a customizable experience of price and duration up to 3 weeks.

PRICING NOTE: We have the ability to discount further, reducing per-site expenses once we are provided the total number of camps, dates, and the ability to adjust the event days (shows, festivals and field events) by optimizing logistics among our staff and performers.

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Description	Price
Customization and Integration	One site per week (400 students per site): Shows, lesson plans, videos, shows, events, festival and all required event logisitics. ***Represents the discounted price for a minimum commitment of 24 weeks of Impossible Science camps per calendar year.***	~~$17,500 .00~~ **$15,000.00**
Professional Development	Minimum Number of Educators Required Per Site: 12 Training requires: 1 day In-person 4 x Impossible Science Staff and Experiment Materials ***Represents the discounted price for a minimum commitment of 24 weeks Impossible Science camps per calendar year.***	~~$2,000 .00~~ **$1,500.00**
Implementation and Monitoring	Impossible Science Liason, Event Producer and General Manager per week	$4,000.00
Materials, license fees, etc.	Materials provided for 400 students per site. Including materials, organization, delivery and distrubution of materials ***Reflects discounted price for a maximum of 300 students per site***	~~$4,000 .00~~ **$3,000.00**
Required Equipment	Shipping and Material Distrubution per site Location must provide auditorium or gymnasium with capacity of up to 200 students for events and shows at site	$1,500.00
Other Costs	Districts choose to not provide basic in-classroom materials (i.e. scissors, paper, pencils, rulers, tape, etc) ***Reflects discounted price assuming the district agrees to provide ALL general classroom supplies listed above for each school site and forgoes student's take home materials***	~~$5,000 .00~~ **$0.00**
Total Annual Cost Per Site (Before Discounts)		~~$34,000.00~~
Total Annual Cost Per Week Per Site (After All Discounts)		***$25,000.00***

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Alternate Proposal - Program Elements

We are proposing our Festival for programming during regular instruction hours. The offerings below are our proposal based on our knowledge of the existing LAUSD program parameters, but we are flexible and can adjust our proposal to meet LAUSD's specific needs. Our modular program design allows us to curate customized plans, as we have done for several districts for whom we have conducted Festivals. Below we will explain in full detail our proposed services for Our Touring Festival as an Alternate Proposal for STEM/STEAM Enrichment and Supplemental Programs, as well as demonstrate how our Festival aligns with the requirements outlined in this RFP.

As stated in earlier sections, we have the capacity to reach thousands of students within a short amount of time. Below, we are proposing our Touring Festival for numerous sites, with no stated maximum number of sites. In the project overview, we will establish a plan for the next two calendar years, with a plan to grow and iterate on our services throughout the district based on LAUSD's evolving needs for STEAM enrichment.

For our Two-Year Touring Festival Plan please see Appendix D

Program Overview

Impossible Science is an innovative educational program that combines the intrigue of magic with the principles of science to inspire curiosity and learning in STEAM fields. Founded by magician and science educator Jason Latimer, the program demonstrates how seemingly impossible feats can be explained through scientific concepts. Through interactive physical activities, live demonstrations, and hands-on experiments, Impossible Science encourages students to explore the "how" and "why" behind phenomena, transforming skepticism into discovery. The program covers a range of topics—including science, technology, art, mathematics, and engineering—to make STEAM accessible and engaging for learners of all ages.

Our Festival will be set up the evening prior to the Festival event, and can remain at that site as long as is desired. Once the Festival and optional community event are done, our team will handle the tear down, clean up before packing the Festival up and setting up at the next site that same evening. We also have the option to hold the Festival at a centralized location, and have students walk or bus to the Festival, for an additional per-site discount.

For Curricula and Instruction Subject List please see Appendix E

Impossible Science Festival

Students will be invited to explore and interact with 20-25 hands-on STEAM experiments during our Impossible Science Festival. This program acts as a mobile science center where students get the experience of an engaging and award winning science center based on the impossible right

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on their campus. With Impossible Science, the field trip comes to you!
The experiments in our Festival include a variety of illusions and challenges that connect to the lessons taught in class but take the content to new heights.

For our Example Festival Experiments please see Appendix F

The Impossible Science Festival is designed to run in multiple rotations throughout the day, with each session hosting up to 175 students. Rotations will last between 45 and 75 minutes, ensuring an engaging and manageable experience for everyone. Our team will handle the complete setup and teardown of the festival, providing all necessary decorations, tables, and consumables. On the festival day, Impossible Science will bring a team of ten (10) trained staff members to work alongside your eight LAUSD teachers, assisting with experiment facilitation.

Professional Development

Prior to the start of the Festival we can provide an optional Professional Development (PD) for school staff, which we recommend happen in-person, although we do supply virtual professional developments. With an in person training, we send our PD specialists to train your staff on our Teach Like a Magician course, which outlines our unique methods of instruction to inspire student inquiry and engagement.

Teach Like a Magician

In our Teach Like a Magician Course, we cover a variety of tools teachers can use to inspire question asking and student engagement in any lesson. Using our 1,2, 5 method, as well as the basic elements of Script, Showmanship and Effect, we instruct on ways that performance and instruction intersect, and how elements of a good performance make up the same elements of a good lecture.

For our Teach Like a Magician Breakdown please see Appendix G

We recommend a one day, 4 hour professional development, and can accommodate up to 50 educators per in-person session. A Festival PD focuses on the techniques behind presenting science as magic to train teachers not only for Festival Facilitation, but also making their classroom instruction more engaging.

For our Example of Festival Professional Development Schedule please see Appendix H

Partnering Organizations

Impossible Science Festivals are wholly produced by Impossible Science. Because of this, we do not plan on partnering with other organizations to aid in the delivery of our Impossible Science Festival.

AI Technologies

Impossible Science will not use AI technologies as part of a student facing program. We may use common AI engines such as Chat GPT, Perplexity, etc. for purposes of organizational and logistical support.

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Implementation Plan

Daily Schedule

Our Touring Festival is designed to accommodate multiple school sites per day, aligning with LAUSD's STEAM Bench programming. Each festival day includes up to six student rotations, with each session lasting approximately 45 minutes. Every day, we can serve up to 1,000 students across five sites simultaneously, ensuring maximum reach and engagement. Each rotation allows students to explore hands-on STEAM experiments, with breaks for lunch and a community event at the end of the school day.

After the festival concludes, our team will handle teardown and move to the next site, ensuring a smooth setup for the following day's festival.

For our Example Daily Schedule please see Appendix I

Responsibilities of District

Staffing and Facilities

Our Impossible Science Festival requires an accessible indoor space (at least 4,000 square feet), such as a multi-purpose room, gym, or cafeteria, where we can set up the festival. We request access to school facilities from 7 a.m. to 8 p.m. to accommodate setup before the event and teardown afterward.

- At least 8 LAUSD teachers are needed to facilitate the experiments during the entire Festival event. Teachers will be assigned to specific experiments and will be responsible for guiding students through the activities and assisting students as they interact with the hands-on exhibits. (Festival training can be done 30 minutes in advance of Festival)
- LAUSD staff will help manage student groups during rotations, ensuring a smooth flow between stations and maintaining student engagement.
- Teachers will receive an optional professional development (PD) session before the festival, which will prepare them for their role in facilitating the experiments, using the "Teach Like a Magician" method to inspire curiosity and inquiry among students.
- LAUSD staff will not be required for setup or teardown, as this will be handled entirely by the Impossible Science team. However, staff may be asked to assist in managing student arrival and dismissal for the event.
- An LAUSD custodian and trash service is requested for each site.
- A point of contact (site coordinator) with contact info is requested for each site.

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Appendix D

Impossible Science Two-Year Plan

Year 1 (2025) Introduction of select sites to the Impossible Science Camp experience		
Event	Description	Timeline
Spring Break Camps	One week (up to 5 days) program across 8+ sites, 4-8 hours per day	April 2025
Summer Camps	Two week (up to 10 days) across 16+ sites, 4-8 hours per day	June and July 2025
Winter Break Camp	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	December 2025
Year 2 (2026) Introduction of select sites to the Impossible Science Camp experience		
Event	Description	Timeline
Spring Break Camps	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	April 2026
Summer Camps	Two week (up to 10 days) across 32+ sites, 4-8 hours per day	June and July 2026
Winter Break Camp	One week (up to 5 days) program across 16+ sites, 4-8 hours per day	December 2026

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Appendix E

Impossible Science Curricula and Instruction Subject List

Below is a list of all the subjects covered in an Impossible Science Camp

1. Aerospace
2. Arts
3. Biology
4. Climate Change/Literacy
5. Earth Science
6. Engineering
7. Environmental Education
8. Local Ecosystems
9. Mathematics
10. ELA
11. Physics

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Appendix F

Example of Festival Experiments

Experiment Name	Description
Invisibility Shield	*Using refraction students can turn their entire bodies invisible.*
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Resonance Bowl	*Using sound waves, students can visualize sound as vibrations when creating small ripples in the water*
Coanda Effect	*Using Air Pressure, student levitate a ping pong ball and guide it through an obstacle course*
Invisible TV	*Using Red Green and Blue light, and the help of polarized sunglasses, students can turn a blank white screen into a screen that shows their amazed faces when they put the sunglasses on*
Laser Piano	*Students can visualize about sound waves by playing a piano whose sound makes laser light dance on the ceiling above them*
Motion Blindness	*Students observe an optical illusion that makes real life objects disappear before their very eyes!*
Air Tunnel	*In this engineering challenge, students create flying vessels in an effort to have it suspend in our air tunnel without touching the sides*
Mind Reading	*Students get their very own magic show with our mind-reading performer who uses mathematical patterns and other illusions to amaze and educate on the scientific method*
Laser Table	*Students use a variety of lens shapes to complete this challenge, bending three laser beams to light up six segments on the table*

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Appendix G

Teach Like a Magician Breakdown

1, 2, 5 method

In a magic trick, a magician portrays three steps:

1. The setup: I'm going to move something without touching it.
2. The walked path: There are no strings there are no wires.
5. The reveal: Tah dah! I can move this straw with my mind.

Little does the audience know, was that step 3 was charging the straw with a napkin, and step 4 was the knowledge that opposite charges repel, causing the straw to move.

This approach fashions any science demo as a magic show, and leaves students wondering "How did they do that?"

Script, Showmanship and Effect

- Script: Having a good script allows the performer or instructor to have knowledge of what they are going to say, and why they are going to say it.
- Showmanship: We stress the importance of a teacher embracing their personality and utilizing it to engage their students. Whether it is deadpan, slapstick or any other brand of entertaining presence, it is key to capture the attention of students.
- Effect: In science, much like magic, the effect is important. Having a paper mache volcano makes a lesson on eruptions much more entertaining than a slideshow.

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Appendix H

Example of Festival Professional Development Schedule

Morning Session	3 hours	*Teach Like a Magician* Lesson Training Instructors are led as a group in teh Teach Like a Magician portion ● Steps 1, 2, 5 method ○ 13 o'clock mystery mathematical card trick ● Stuff 2 The Moon ○ Importance of challenges in class activities ● Script, Showmanship and Effect ● Binary Number Cards ○ Mathematical based magic trick
Lunch	45 minutes	

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Appendix I

Example Daily Schedule

Rotation	Site 1	Site 2	Site 3	Site 4	Site 5
Rotation 1 8:30-9:15	Festival Group A	Festival Group A	Festival Group A	Festival Group A	Festival Group A
Rotation 2 9:30am-10:15am	Festival Group B	Festival Group B	Festival Group B	Festival Group B	Festival Group B
Rotation 3 10:40am-11:25am	Festival Group C	Festival Group C	Festival Group C	Festival Group C	Festival Group C
Lunch 11:30-12pm					
Rotation 4 12:15pm-1pm	Festival Group D	Festival Group D	Festival Group D	Festival Group D	Festival Group D
Rotation 5 1:15pm-2pm	Festival Group E	Festival Group E	Festival Group E	Festival Group E	Festival Group E
Rotation 6 2:25-3:10pm	Festival Group F	Festival Group F	Festival Group F	Festival Group F	Festival Group F
Community Event 3:30pm-5pm	Community Event	Community Event	Community Event	Community Event	Community Event
Impossible Science Tears Down Festival at existing Site 5-6pm					
Impossible Science Sets up Festival at next day's Site 6-7:30pm					

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EXHIBIT B
PAYMENT SCHEDULE

Alternate Proposal

RFP 2000003345 STEM/STEAM ENRICHMENT & SUPPLEMENTAL PROGRAMS		
PRICING SHEET		
The pricing below reflects One Festival day for up to 1000 students at one site.		
	PRICING NOTE: We have the ability to discount further, reducing per-site expenses once we are provided the total number of Festivals, dates, and the ability to adjust the festival days by optimizing logistics through our Festival "tour"	
NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.		

Category I	**Description**	**Price**
Customization and Integration	One Festival day (up to 1000 students per day): all required event logisitics.	$3,500.00
Professional Development	Minimum Number of Educators Required Per Site: 8 Training requires: 1 day In-person Impossible Science Staff and Materials ***Price reflects discounted price if school elects not to have PD***	~~$750.00~~ ***$0.00***
Implementation and Monitoring	10 Impossible Science Facilitators	$3,500.00
Materials, license fees, etc.	Materials Needed for each Festival day	$500.00
Required Equipment	Shipping and Material Distrubution per site Location must provide cafeteria, MPR or gymnasium with capacity of up to 200 students for Festival events at site	$500.00
Other Costs	School is required to provide a minimum of 8 volunteers and/or teachers to facilitate Festival for the full day ***Reflects discounted price if school provides at least of 8 volunteers for duration of festival***	~~$2,000.00~~ ***$0.00***
Total Cost (Before Discounts)		~~$10,750.00~~
Total Cost (With Discounts)		***$8,000.00***

EXHIBIT A
STATEMENT OF WORK

PROGRAM ELEMENTS

Lunch Bunch offers a comprehensive culinary arts enrichment program that includes:

- Synchronous live-streaming of culinary classes led by professional chefs.
- Active and integrated hands-on cooking experiences where students can practice and refine their culinary skills.
- Provision of all necessary equipment, materials and ingredients for activities.
- Interactive simulations and virtual "field trips" to culinary institutions and farms.
- Opportunities for students to solve real-world culinary challenges and develop innovative recipes.

Our programs are designed to be developmentally appropriate for various grade levels, from elementary to high school, and are aligned with educational standards such as the Next Generation Science Standards (NGSS) and Common Core ELA and Math Standards.

Our proposed program includes:

- **Interactive Lessons and Activities:** Developmentally appropriate, hands-on experiences that align with NGSS, Common Core, and ISTE standards.
- **Professional Development:** Comprehensive training for teachers and administrators to ensure effective program implementation.
- **Assessment and Evaluation:** Pre and post-assessments to measure student growth and program impact.

Detailed Plan to Perform Required Services

Lunch Bunch is on a mission to change kids' nutrition and access to knowledge about healthy eating - and ultimately influence the role food can play in educating kids in a fun, creative, inspiring way. We are doing this by partnering with schools to offer unique enrichment programming where food can be the foundation of not only learning culinary arts & cooking, but also entrepreneurship, STEM /STEAM skills, health and fitness, world history and more. The curricula are thoughtfully designed to incorporate multicultural learning, both familiar and growth mentality, partnership with school core curriculums and long-term lessons to build healthy habits over a student's lifetime.

Our culinary arts enrichment program is designed to provide students with hands-on, standards-based learning experiences that align with the Next Generation Science Standards (NGSS), Common Core ELA and Math Standards, and International Society for Technology in Education (ISTE) standards. The program will be offered only

in-person, ensuring accessibility and flexibility for all students. The curriculum will include

interactive lessons, cooking demonstrations, and practical activities that encourage students to explore the science and art of cooking.

Our culinary arts curriculum was developed using principles of universal design, accessibility, sensitivity, cultural and linguistic responsiveness. Our enrichment classes are device agnostic and do not require any technology or utilization of online platforms. Our curriculum was developed utilizing tools and frameworks from NGSS, Common Core ELA & Math Standards, ISTE, SHAPE America National Health Education Standards, CA Nutrition & Physical Activity Standards, and Social Justice Standards.
We provide all of the curriculum, materials, equipment & teachers necessary to execute the curriculum. All we need is a classroom with power outlets. Our teachers come to the specific school site at the time of the enrichment class as determined by the school and teach a culinary arts class for 1 hour. We provide all of the following:

- (1) Healthy Snack per student
- Aprons for students and Teachers
- (1) full meal students get to make and take home to their families
- (1) recipe per student on that days lesson
- (2) Teachers
- Equipment (Induction burners, griddles, blenders, spatulas, knives, cutting boards etc.)
- Supplies - single use supplies like to go boxes so students can take home and share with their families
- Cleaning supplies - to ensure the room is in better condition than when we found it
- Diplomas at the end of the semester
- Surveys on student feedback

Our curriculum is tailored to specific age groups from TK-12 with cooking and learning activities that are age appropriate.

Supplemental Physical Activities Program

The program will include physical activities such as kitchen safety drills, food preparation exercises, and interactive cooking sessions. These activities are designed to be inclusive, catering to all students regardless of their skill levels and abilities. The program will also incorporate elements of physical wellness, emphasizing the importance of nutrition and healthy eating habits.

Partnerships with Other Agencies/Organizations

We will partner with local culinary schools, professional chefs, and nutritionists to deliver high-quality culinary education. These partnerships will provide students with exposure to industry professionals and real-world culinary practices. Additionally, we will collaborate with local farms and food suppliers to offer farm-to-table experiences, enhancing students' understanding of

sustainable food practices.

Access to Multiple Virtual Curricula and Instruction

The program will not provide access to virtual culinary curricula.

Use of AI Technologies

The program will not utilize AI technologies.

Integration of Subject Matters

The culinary arts program will integrate various subject matters, including:

- **Biology**: Understanding the nutritional value of ingredients and the biological processes involved in cooking.
- **Chemistry**: Exploring the chemical reactions that occur during cooking and baking.
- **Environmental Education**: Emphasizing sustainable food practices and the impact of food choices on the environment.
- **Entrepreneurship**: Teaching students about the business aspects of running a culinary enterprise.

Professional Development for Teachers

We will provide comprehensive professional development for teachers, including online training sessions, webinars, and instructional resources. Teachers will learn how to integrate culinary arts into their curriculum. Ongoing technical support will be available to ensure effective implementation.

Evaluation and Reporting

We will collect pre and post-survey responses, review relevant learning assessments, and summarize outcomes in quarterly reports. These reports will include data-driven insights and recommendations for continuous improvement. Monthly and annual impact reports will be prepared, detailing usage and achievement data by school, region, and district.

By addressing these program elements, our culinary arts enrichment program aims to provide a comprehensive, engaging, and educational experience for all students, fostering a love for culinary arts and promoting lifelong healthy eating habits.

EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	**Unit**	**Price**
Customization and Integration	Unit Cost (include detail on discounts provided)	*$295 per class for up to 15 students per class
Professional Development	Number of participants - **up to 50** Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) **1 per semester (In person), weekly (Virtual)** (include detail on discounts and/or rebates applied as applicable)	**$500 per week *Discounted based on number of attendees. If no LAUSD teachers are needed for class, no fee
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	Included in class pricing
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	Included in class pricing
Required Equipment	One time and annual costs (include detail on discounts provided)	Included in class pricing
Other Costs	Itemize (include detail on discounts provided)	
Total Annual Cost	30 weeks, 1 class per week, no professional devel.	$8,850 per location *Varies based on schedule

EXHIBIT A
STATEMENT OF WORK

Program Overview

Mastery Coding's *Game-and-Make™* program employs a flexible delivery model that leverages high-quality digital resources and platforms to provide a comprehensive and engaging learning experience for all participants. Our approach is anchored in the *Game-and-Make™* philosophy, which integrates the excitement of gaming with academic enrichment and social-emotional learning (SEL).

Our standard 10-week program incorporates three core elements – curriculum, competitive play, and self-paced modules. All courses, competitions, and modules can be facilitated virtually by a teacher through our self-service LMS, or we can offer in-house facilitation services upon request. If the school site chooses to facilitate via teacher involvement, we will provide professional development on the program at no cost to the district.

Course-Based Learning: The program is delivered via Mastery Coding's proprietary UDIPP-approved Learning Management System (LMS) and competition platform. These digital tools enable interactive lessons, self-paced learning, and real-time participation in esports competitions, ensuring that students can access high-quality esports education regardless of location.

Competitive Play Integration: We offer local, regional, and national competition opportunities through structured, flexible ladders and tournaments that accommodate various school schedules and provide multiple levels of play. This system includes a proprietary competition platform designed to securely manage all aspects of tournament operations, including registration, secure in-platform match chat, reporting, and score tracking.

Instructor-Led Learning and Self-Paced Modules: The curriculum includes structured lessons on critical skills such as teamwork, communication, and digital citizenship. Lessons are complemented by hands-on gaming sessions where students apply what they've learned in real-time gameplay scenarios.

Language Diversity

All Mastery Coding course content can be offered in both English and Spanish upon request by the Los Angeles Unified School District. We additionally offer parent resources that describe our platform, course content, services, and how to access them in both languages.

Program Timelines

While normally standardized for 10 weeks, our infrastructure is designed for flexibility, whether LAUSD prefers a weekly cycle or a program that spans the entire school year.

Weekly Structure: Programs run once to three times per week, with each session lasting anywhere between 60-90 minutes (depending on the needs of individual schools). The schedule balances instructional content, gameplay, and social-emotional learning activities.

Seasonal and Year-Round Options: The program is designed to be scalable and can be extended year-round, aligning with school calendars and allowing for continuous engagement.

Recommended Program

Mastery Coding's official recommendation for the Los Angeles Unified School District is a combination program that includes a mix between (a) instructor-led learning via tailored lessons and (b) structured team-based play at multiple levels. This section outlines the format for the onsite experience over the course of an academic year.

Format

Component	Description
Esports Enrichment Lesson	• **What is it?** Structured lessons designed by educators to teach critical skills and career readiness. • **Platform**. The esports curriculum will be facilitated on the UDIPP-approved Mastery Coding's Learning Management System (LMS). The LMS will provide instructor/coach resources and video-based education modules.
Competitive Play	• **What is it?** Curated competition play that allows student participants to participate in intramural, regional, and national play. Play sessions are specifically tailored to meet schedule and age requirements. • **Platform**. The competition will be facilitated on Mastery Coding's competition platform. The competition platform will include dedicated competition pages for every level of competition. See the "logistics" section for more details on core platform features.

Schedule

We recommend a standard schedule for all sites. However, the actual start and end times can and should be modified based on site-specific needs and school schedules.

Time*	Recommended Schedule
3:30 - 3:35pm	Welcome and Get Settled
3:35 - 3:55pm	Esports Enrichment Lesson
3:55 - 4:00pm	Transition
4:00 - 4:25pm	Esports Game Play
4:25 - 4:30pm*	Put Materials Away and Clean Up

Recommended Program for Grades 3-12

While Mastery Coding's *Game-and-Make™* program already offers a dynamic and comprehensive 10-week program tailored for students in grades 3-12, we are fully equipped to accommodate extended sessions to create a year-round esports experience as seen in our existing Mastery Coding clients.

Our program aligns with the Los Angeles Unified School District's LCAP to provide academic excellence, joy and well-being, and engagement and collaboration. By accelerating achievement by offering well-rounded education through programs that integrate digital literacy, workforce skill development, and social-emotional learning, the top three goals of the district's strategic LCAP plan can be met.

Furthermore, by incorporating esports into the curriculum, we aim to provide safe and inclusive environments that foster engagement, reduce behavioral disruptions, and promote the well-being of all students. This approach also supports the district's efforts to provide diverse co-curricular opportunities that prepare students for future academic and career success, thereby dismantling barriers and promoting equity in educational outcomes.

***NOTE**: Our program can be adapted to run throughout the entire year (and not just in 10-week cycles) to provide ongoing opportunities for the district. Additionally, the recommended program(s) below are split into our standard grade 3-5 and 6-12 groups, but we can provide recommended programs for different grade stratifications upon request.*

Grades 3-5 Overview: Elementary Esports Program

The *Game-and-Make™* Elementary Esports Program, designed for students in grades 3-5, is an introductory initiative that integrates gaming with educational development, leveraging the engagement and excitement of esports to promote learning in young students. The program is structured around six key action plans that combine instructional concepts, interactive activities, and measurable outcomes to foster critical thinking, problem-solving, teamwork, communication, digital literacy, and overall engagement.

1. **Promoting Critical Thinking**
    - Instructional Concept: Encourage students to analyze and assess game strategies.
    - Activity: Host strategy workshops where students break down game mechanics and discuss winning approaches.
    - Outcome: Students develop the ability to critically evaluate situations and make informed decisions.

2. **Enhancing Problem-Solving Skills**
    - Instructional Concept: Provide opportunities for students to tackle in-game challenges and puzzles.
    - Activity: Organize problem-solving sessions where students work individually or in teams to resolve complex game scenarios.
    - Outcome: Students enhance their problem-solving skills, learning to approach challenges methodically and creatively.

3. **Fostering Teamwork**
    - Instructional Concept: Foster collaboration and teamwork through cooperative gaming activities.
    - Activity: Facilitate team-based esports activities that require students to collaborate and achieve common goals.
    - Outcome: Students learn to communicate effectively, delegate tasks, and support their teammates, building strong teamwork skills.

4. **Improving Communication**
    - Instructional Concept: Highlight the importance of clear and effective communication in gaming and real-life situations.
    - Activity: Conduct lessons where students practice articulating strategies, providing constructive feedback, and resolving conflicts.
    - Outcome: Students improve both their verbal and non-verbal communication skills, essential for gaming and everyday interactions.

5. **Promoting Digital Literacy**
    - Instructional Concept: Teach students to navigate and utilize digital platforms safely and effectively.
    - Activity: Integrate lessons on digital citizenship, online etiquette, and the ethical use of technology into the gaming curriculum.
    - Outcome: Students become proficient in digital literacy, understanding how to responsibly and efficiently use technology.

6. **Maintaining Engagement**
    - Instructional Concept: Utilize the inherent engagement of esports to keep students motivated and excited about learning.
    - Activity: Create a learning environment where educational content is seamlessly integrated with gaming elements.
    - Outcome: Students remain captivated and motivated, enhancing their overall learning experience and information retention.

This structured approach not only makes learning enjoyable but also equips young students with essential skills and knowledge that will benefit them both in and out of the classroom.

Example 10-Week Elementary Esports Program Schedule (Grades 3-5)			
Week	Day	Lesson	ESM / Minecraft World
1	Tuesday	The Hunter-Gatherers	The Paleolithic Era (Ch. 1-2)
	Thursday	Nomads and Migration	The Paleolithic Era (Ch. 3-4)
2	Tuesday	Domestication	The Neolithic Era (Ch. 1-2)
	Thursday	Specialization	The Neolithic Era (Ch. 3)
3	Tuesday	Build Challenge: Agriculture	Build Challenge: Agriculture
	Thursday	Wealth & Power	The Iron Age (Ch. 1-2)
4	Tuesday	Trade	The Iron Age (Ch. 3)
	Tuesday	Hill Forts	The Iron Age (Ch. 4)
5	Thursday	The Classical Era	The Classical Era (Ch. 1)
	Tuesday	Early Government	The Classical Era (Ch. 2)
6	Thursday	Literature and Art	The Classical Era (Ch. 3)
	Tuesday	Build Challenge: Colosseum	Build Challenge: Colosseum
7	Thursday	The Middle Ages	The Middle Ages (Ch. 1)
	Tuesday	A Structured Government	The Middle Ages (Ch. 2)
8	Tuesday	Everyday Life & Guilds	The Middle Ages (Ch. 3)
	Thursday	Build Challenge: Castles	Build Challenge: Castles
9	Tuesday	The Industrial Revolution	The Industrial Revolution (Ch. 1)
	Thursday	Evolution of Labor	The Industrial Revolution (Ch. 2)
10	Tuesday	Railways and Steam Engines	The Industrial Revolution (Ch. 3)
	Thursday	Build Challenge: Automation	Build Challenge: Automation

Grades 6-12 Overview: Expanded Learning Esports Program

The *Game-and-Make*™ Expanded Learning Esports Program, designed for students in grades 6-12, is our tried-and-tested educational esports program built upon our *Game-and-Make*™

philosophy, which combines gaming excitement with authentic learning.

This program is unique in that we place a strong emphasis on advancing academic enrichment in conjunction with developing social-emotional well-being, ensuring that students are able to channel their excitement in gaming to skills that help them become well-rounded individuals. By providing high-quality instructors and a structured blend of gaming and coursework, we create opportunities for students to develop essential digital competencies while having fun and staying engaged. Our holistic approach ensures that students grow academically, socially, and emotionally, preparing them for success in the digital age.

This approach keeps students engaged while fostering six core instructional concepts: critical thinking, problem-solving, teamwork, communication, and digital literacy.

1. **Promoting Critical Thinking**
    - Instructional Concept: Encourage students to analyze game strategies, evaluate their effectiveness, and make informed decisions.
    - Activities: Students participate in strategy workshops where they break down game mechanics and discuss different approaches to winning.
    - Outcomes: Students develop the ability to think critically, assess situations, and make strategic decisions.

2. **Enhancing Problem-Solving Skills**
    - Instructional Concept: Provide opportunities for students to encounter and resolve in-game challenges and puzzles.
    - Activity: Host problem-solving dialogues where students work individually or in teams to resolve challenging game scenarios.
    - Outcome: Students enhance their problem-solving skills, learning to approach issues methodically and creatively.

3. **Fostering Teamwork**
    - Instructional Concept: Foster collaboration and teamwork through cooperative gaming activities.
    - Activity: We facilitate team-based esports programming that require students to work together to achieve common goals.
    - Outcome: Students learn to communicate effectively, delegate tasks, and support their teammates, building strong teamwork skills.

4. **Improving Communication**
    - Instructional Concept: Emphasize the importance of clear and effective communication in both gaming and real-life scenarios.
    - Activity: Conduct communication lessons where students practice articulating

strategies, providing constructive feedback, and resolving conflicts.
- Outcome: Students improve their verbal and non-verbal communication skills, essential for both gaming and everyday interactions.

5. **Promoting Digital Literacy**
   - Instructional Concept: Teach students to navigate and utilize digital devices, software and platforms effectively and safely.
   - Activity: Integrate lessons on digital citizenship, online etiquette, and the ethical use of technology in our gaming curriculum.
   - Outcome: Students become more proficient in digital literacy, understanding how to responsibly and efficiently use technology.

6. **Maintaining Engagement**
   - Instructional Concept: Use the inherent engagement of esports and gaming to keep students motivated and excited about learning.
   - Activity: Create a learning environment where educational content is interwoven with gaming elements to make learning fun and interactive.
   - Outcome: Students remain captivated and motivated, which enhances their overall learning experience and retention of information.

7. **Promoting Career Development**
   - Instructional Concept: Introduce students to various career paths within the esports and gaming industry, encouraging them to explore their interests and potential career opportunities.
   - Activity: Organize career exploration sessions where industry professionals share insights and experiences, and students engage in hands-on projects related to different esports roles, such as game design, marketing, event management, and content creation.
   - Outcome: Students gain awareness of the diverse career opportunities in esports and gaming, helping them make informed decisions about their future career paths and motivating them to pursue relevant skills and education.

8. **Practical Skill Application**
   - Instructional Concept: Provide students with opportunities to apply their academic knowledge and gaming skills to real-world scenarios within the esports industry.
   - Activity: Implement capstone projects where students take on roles such as tournament organizers, content creators, or team managers, applying what they've learned to plan and execute esports events or create gaming content.
   - Outcome: Students develop practical skills in project management, leadership, and specialized esports roles, preparing them for future professional opportunities in the esports industry.

Example 10-Week Expanded Learning Esports Program Schedule (Grades 6-12)		
Week	Day	Lesson
1	Tuesday	Competitive Etiquette
	Thursday	Career Exploration: Pro Players
2	Tuesday	Online Safety
	Thursday	History of AI in Gaming
3	Tuesday	Healthy Gaming
	Thursday	Career Exploration: Game Development
4	Tuesday	The Holistic Gamer: Mind, Body, Heart
	Tuesday	Game Design Principles
5	Thursday	Mindsets
	Tuesday	Career Explorations: Event Manager
6	Thursday	Gamer-to-Maker
	Tuesday	Internships
7	Thursday	Game Juice
	Tuesday	Career Exploration: Shoutcaster
8	Tuesday	Game Design Principles
	Thursday	Career Exploration: Internships
9	Tuesday	Tournament Begins
	Thursday	Tournament Play
10	Tuesday	Tournament Play
	Thursday	Final Tournament

For additional courses, please see our online directory of Mastery Coding courses for both coding and esports.

Equitable Access & Research-backed Learning

The Mastery Coding *Game-and-Make*™ program is a research-based initiative that aligns with the Los Angeles Unified School District's requirements (as listed in Section I – 2.0 Statement of Work of the RFP).

Our *Game-and-Make*™ philosophy not only advances academic enrichment but also emphasizes the development of social-emotional well-being, making it a perfect match for the district's emphasis on holistic student development. The program's action plans for promoting critical thinking, problem-solving, teamwork, communication, and digital literacy directly support the district's goals by fostering a well-rounded education that integrates co-curricular opportunities into the school experience.

We focus on providing a supportive environment that enhances students' mental and emotional health through engaging esports activities. This focus on well-being complements the district's commitment to creating safe, inclusive, and supportive learning environments. Additionally, the program's emphasis on digital literacy and responsible technology use supports the district's efforts to prepare students for success in a digital age.

Additionally, we seek to promote diversity, access, and equity by ensuring that all students, regardless of background, have the opportunity to engage in meaningful and impactful learning experiences that foster academic, social, and emotional growth.

Some examples of our alignment with the Los Angeles Unified School District's core needs for a STEM/STEAM enrichment program include:

- **Universal Design:** Our instructors consistently tailor their methods to meet the individual needs of students, ensuring that each learner can progress at their own pace and receive the support they need.

- **Individual Student Support:** We conduct regular assessments to identify students who may need additional help and provide targeted interventions to ensure everyone can succeed.

- **Accessibility & Device Agnosticity:** We can work with the Los Angeles Unified School District to provide a wide range of options for necessary equipment and resources, such as gaming consoles and computers, to ensure that every student, regardless of their socioeconomic status, can enjoy equitable access to game-based learning tools. All of our curriculum and competitions are designed to be accessible from a wide variety of hardware and software options.

- **Cultural Responsiveness:** We've created an inclusive curriculum design that seeks to reflect the diverse interests of our students by integrating academic content into gaming activities, helping students develop critical thinking, problem-solving, and reasoning skills in an engaging and interactive way.

- **Professional Development:** We provide continuous professional development for our instructors, focusing on strategies for fostering an inclusive and equitable learning environment.

Additionally, we apply the latest research in the field of esports education to our extended learning programs in unique and advantageous ways:

- **Research:** *Language and Literacy in Games (Gee; Leander; Steinkuehler)*
    - Application: All students have the opportunity to enhance their digital literacy through engaging, game-based activities designed to prompt the advancement of these skills.

- **Research:** Video Games in the Development of Cognitive Skills (Bondareva, Hayes)
    - Application: By fostering technology fluency in our esports programming, we prepare students from diverse and varied backgrounds for success in a digital world.

- **Research:** *The Intellectual Life of Commercial Games & Esports (Steinkuehler, Ryan; Fox et al.)*
    - Application: By integrating esports into our curriculum, we engage students who might not be interested in traditional extracurricular activities (such as drama, sports, or music) and give them access to an alternative pathway to communal engagement, SEL well-being, and academic success.

- **Research:** *The effect of digital video games on efl students' language learning motivation* (Mohsen Ebrahimzadeh, Sepideh Alavi)
    - Application: Language learning through gaming is particularly beneficial for students from multilingual backgrounds and our program often has plurilingual students successfully participating in them.

By implementing these daily practices and embedding research-backed benefits into our program, all students, regardless of their background, are given the opportunity to thrive academically, socially, and emotionally, preparing them for a successful future in a technology-driven world.

Continuous Improvement & Client Satisfaction

Mastery Coding *Game-and-Make*™ program incorporates customer satisfaction and continuous improvement processes for K-12 partner schools and districts in several key ways:

- **Program Evaluations:** Our program employs several quality improvement processes to ensure consistently high standards of service. These include:
    - Establishing and monitoring key performance indicators (KPIs) related to student outcomes and program objectives.
    - Regular observations and interviews with instructors and participants to gather feedback.
    - Providing ongoing professional development for instructors to enhance teaching effectiveness and ensure high-quality program implementation.
    - Collecting feedback from students, parents, instructors, and school administrators, and analyzing this feedback to identify trends, measure impact, and pinpoint areas requiring enhancement.

- **Continuous Improvement Plan:** The program follows a structured schedule to ensure continuous improvement:
    - Week 1: Program launch and initial assessments, including defining KPIs.
    - Weeks 2-3: Conducting observations and gathering feedback from various stakeholders.
    - Week 4: Mid-program review and data analysis, with adjustments made based on feedback and additional professional development for instructors.
    - Weeks 5-7: Continued observations and feedback integration through additional interviews.
    - Week 8: Final session with data collection and celebration of student success.
    - Weeks 9-10: Comprehensive data analysis and final review meeting with program staff, followed by preparing and sharing a detailed evaluation report with stakeholders

Below, we've outlined an example of the individual assessment and improvement steps we follow during implementation of a Continuous Improvement Plan:

1. **Assess:**
    a. Have staff and students evaluate their experiences through assessment tools.
    b. Regularly examine program policies, procedures, and instructional tools to ensure they align with best practices and program goals.
    c. Conduct detailed interviews with students, staff, and other stakeholders to gather qualitative and quantitative insights into the program's effectiveness and areas for improvement.
    d. Perform systematic observations of esports program activities to assess the implementation of curriculum, engagement levels, and adherence to safety and behavioral guidelines.
2. **Plan:**
    a. Analyze collected data to identify strengths, weaknesses, opportunities, and threats within the program (SWOT).
    b. Develop action plans based on data analysis to address identified areas

for improvement. These plans strive to be specific, measurable, achievable, relevant, and time-bound (SMART).

c. Use the action plan to revise and refine organizational strategies and goals, ensuring they align with data-driven insights.
d. Allocate organizational resources strategically to areas highlighted by the data as needing improvement, ensuring efficient use of time, personnel, and funding.
e. Tailor professional development for staff based on identified needs, focusing on areas such as esports instruction, student engagement, and social-emotional learning.

3. **Improve:**
    a. Execute the action plan with clear milestones and timelines. Engage all relevant stakeholders in the process to ensure collective ownership and accountability.
    b. Periodically review progress towards the goals set in the action plan. Use reflective practices such as team meetings, progress reports, and feedback sessions to gauge success and areas needing adjustment.
    c. Once key goals are met, conduct a comprehensive reassessment of the program. Update the action plan based on new data and insights, ensuring continuous improvement and sustained program quality.

This structured approach ensures that the program remains aligned with the goals of the partner schools and districts, continually improving to meet the needs of all stakeholders involved.

Game & Platform Overview

Game Selection

In accordance with the Los Angeles Unified School District's emphasis on Accessibility, Universal Design, and Sensitivity, the following section shares some of Mastery Coding's criteria and processes for selecting relevant and age-appropriate games, as well as how students will interact with games on our Learn & Play platforms.

We believe that game selection is extremely important and must be tailored at each age level. In addition to age-appropriateness, selected games must accommodate logistical and hardware requirements to be suitable contenders for the LAUSD after-school program.

Age Appropriateness

We always recommend a unique set of games at each age level. Generally, we recommend games based on two factors – ESRB guidelines for age-appropriate gameplay, and the suitability of each game for a competitive play structure.

- Grades 3-5 (ESRB E)
- Grades 6-8 (ESRB E, E10+)
- Grades 9-12 (ESRB E, E10+, T)

We have prepared and attached a games database (Appendix A), which outlines potential games, hardware requirements, and a synopsis for each game title.

Scoring Rubric

During our selection process for a LAUSD-specific game list, we developed a scoring rubric to evaluate games on required criteria. In our eyes, games must:

- Facilitate student development,
- Support competitive play between players,
- Allow game lengths under 30 minutes to accommodate after-school scheduling,
- Support wide variety of hardware requirements, and
- Be popular at each level to maximize student attention.

Recommended Games

With the scoring rubric in mind, we officially recommend the following games (see Appendix A) for each grade level. These games can be swapped between seasons for variety or based on student interest.

Grade	Recommended Game(s)
3-5	1. Mario Kart 8 2. Rocket League 3. Minecraft 4. Chess
6-8	1. Super Smash Bros Ultimate 2. Rocket League 3. Chess 4. Mario Kart 8
9-12	1. VALORANT 2. Fortnite 3. Rocket League 4. Chess

Competitive Structure

For the Los Angeles Unified School District, we plan to utilize a flexible competitive structure that includes local "ladders" to facilitate play.

Category	Description
What is it?	The ladder system is a flexible tournament format that allows teams to play at their convenience. The system will matchmake teams of similar skill levels and consolidate results on a leaderboard. Teams are allowed to play as many games as they want within the season. This format has been specifically designed to allow students to play independently or on their own schedules if needed.
How does it work?	The local ladder system will work as follows: ● Teams can sign up to play at any time throughout a season ● Each week, teams "join the queue" when ready to play ● Teams are paired against other teams and play their match ● After the match, teams record their scores ● Teams continue to play, earn points, and climb the leaderboard
Seasonal Structure	We recommend a structure that provides both local, regional, and national play. The following structure provides that over 10-weeks: ● Weeks 1-6: teams play against others at their own site ● Week 7-9: teams play against teams from other sites ● Week 10: Championships - final matches to declare winners Note: this structure can be expanded for a longer duration if preferred (i.e., can expand to 12 weeks if needed to provide more play).
Supplemental Play	As an optional addition, all LAUSD schools will be given access to participate in Mastery Coding Community Nights. Community Nights feature casual play, giving students the opportunity to interact with other students across the country in a supervised, non-competitive environment. With a social and fun atmosphere, students will be able to play their way across a wide variety of game titles.

Learning Management System

Mastery Coding's Learning Management System (LMS) is UDIPP-approved and integrates with popular systems like Canvas, Schoology, Google Classroom, Blackboard, Moodle, and Classlink, providing seamless single sign-on (SSO) and rostering. It also features interactive learning with self-grading quizzes, extensive learning resources, video modules, and project-based content, all aimed at enhancing both teaching and learning experiences in esports education.

The platform is used by teachers to deliver esports-related curricula and by students to engage in various courses and gain feedback on their progress.

Competition Platform

All Mastery Coding owned-and-operated competitions will be held on Mastery Coding's proprietary competition platform. This platform facilitates processes like community segmenting, team registration, match chat, bracketing, multiple competition formats, score reporting, and scheduling. Competitive play will also utilize the on-platform match chat, which is access controlled to users within each match, encrypted, and able to be monitored by local coaches.
This prevents the need to give students access to publicly accessible chat apps like Discord.

Appendix A: Games Database

Go to the link below to view a sample database of games and technical requirements.
https://drive.google.com/file/d/1lwQy4blQxksfhX3bir89VxdQRo6q7G2H/view.
This database should only be used as a reference point for the work we put into structuring and selecting games for a client – any database we build for the Los Angeles Unified School District will be custom fitted based on the district's requirements and needs.

EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category II	**Unit**	**Price**
Customization and Integration	Unit Cost (include detail on discounts provided)	$3,595 per site (-10% from $3,995)
Professional Development	Number of participants Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	No additional cost; Unlimited PD per school site
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	$0
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	$0
Required Equipment	One time and annual costs (include detail on discounts provided)	Schools responsible for their own equipment; only curriculum and PD is provided by us (not hardware to IT networking)
Other Costs	Itemize (include detail on discounts provided)	$0
Total Annual Cost		$3,595.00

EXHIBIT A
STATEMENT OF WORK

Program Elements

Program Delivery and Structure

Our in-person programs can be easily integrated into each school's schedule, accommodating the unique needs of LAUSD students. Our program delivery model is flexible, allowing for easy integration during after-school hours as well as during school breaks, including winter, spring, and summer. We will work with school administrators to schedule and structure our enrichment programs with minimal disruption to regular academic activities while maximizing the engagement and participation of students. These in-person programs will be conducted in a structured classroom where students engage in interactive, hands-on learning experiences, fostering academic and personal growth. PAE ensures alignment with state and national educational standards, including NGSS, Common Core ELA and Math, and ISTE. Our curriculum will challenge students while promoting creativity, critical thinking, collaboration, and communication. The content will focus on inquiry-driven learning, encouraging students to explore, ask questions, and solve real-world problems. The hands-on activities embedded in the curriculum will engage students and reinforce core academic concepts through experiential learning. Whether students build robotic systems or design a scientific experiment, each activity will be directly connected to academic standards for a coherent and enriching educational experience.

To track student progress and the effectiveness of the programs, we will implement a system of formative and summative assessments. These assessments will be carefully developed in collaboration with LAUSD to meet the district's specific requirements and educational goals. We will administer pre-assessments to establish a baseline for each student, followed by targeted formative assessments throughout the program to monitor ongoing learning and provide real-time feedback to instructors and students. Post-assessments will be used to measure overall student growth, with a specific goal of achieving a 5% increase in NGSS-related skills. The data gathered from these assessments will allow us to analyze individual and group performance, providing LAUSD with detailed, data-driven reports that reflect the program's impact on student learning outcomes.

PAE will also strengthen student engagement and learning by integrating interactive learning tools and technology. Our programs will incorporate innovative elements such as interactive simulations, virtual field trips, and gamification strategies to make lessons fun and educationally rich. We offer a hands-on, interactive approach that allows students to engage with real-world scenarios and develop practical skills through motivational, experiential learning. Our interactive lesson plans encourage students to immerse themselves in role-playing activities, simulating the responsibilities of professionals in various fields. For instance, in our science courses, students are treated as scientists; in our culinary programs, they are treated as chefs; and in our robotics courses, they are engineers. This immersive approach fosters a sense of ownership, professionalism, and excitement in the classroom. We are committed to providing authentic experiences through high-quality materials and supplies tailored to each course. Our curriculum and supply teams work diligently to equip instructors with the necessary tools for various disciplines, including art, science, and cooking. By using accurate and professional-grade resources, we expose students to real-world tools they may not encounter outside the classroom, enhancing their learning experience beyond the basic or toy versions of these items.

We integrate technology to enrich the learning process in our academically focused programs—such as

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Marine Biology, Rocket Science, and Young Doctors Pre-Med Academy. Through interactive videos and virtual field trips, students explore deep oceans and the vastness of space, fostering a sense of wonder and curiosity. We promote collaboration and team-building through educational quiz games, including Jeopardy-style trivia, to reinforce the key concepts while maintaining an engaging and enjoyable learning environment. In courses like *Fine Art Academy* and *STEAMLab: Inventor's Workshop*, students are introduced to historical and contemporary artists and inventors. These discussions and visual aids inspire creativity and curiosity, linking past achievements to the modern world. Our *Jurassic Dino World* program provides students with an interactive exploration of dinosaurs, complete with measuring activities and visual timelines to bring ancient history to life. These experiences cater to diverse learning styles, ensuring that all students can fully engage with the content. Additionally, we incorporate gamification elements into our programs, offering incentives such as PAE bucks and tokens that students can exchange for prizes. Students earn these rewards through active participation, knowledge retention, and positive behavior, which align with our Social-Emotional Learning (SEL) goals. After each course, students receive a certificate of achievement, recognizing their dedication and accomplishments. This tangible acknowledgment is a meaningful token of their hard work throughout the program.

Our technology is device-agnostic; our programs can run on any system or platform utilized by LAUSD without adaptation. All students, regardless of the devices they have access to, can fully participate in our programs.

In addition to our program structure, PAE provides fully trained instructors for all enrichment activities, removing the need for school staff to manage or facilitate the programs. This allows teachers to focus on their core responsibilities without the added burden of overseeing after-school or supplemental activities. However, we welcome collaboration and feedback from school staff and teachers, especially when aligning our lessons with existing curriculum blocks. If teachers wish to provide input or partner with our instructors, we will adapt our programs to complement and enhance the in-school academic experience. Our collaborative approach ensures our programs align with the school's educational goals and integrate into the learning environment.

Accessibility and Universal Design

PAE will implement a plan that ensures accessibility for all students, adhering to Universal Design principles in every aspect of program delivery. We will include enrichment activities that accommodate students with varying needs, including those with disabilities or language barriers. Our programs will be structured to offer flexibility, allowing for differentiated instruction so that students with diverse learning styles and capabilities can fully participate and benefit from the lessons. These strategies will provide equitable access to the educational experience and align with LAUSD's commitment to inclusivity. Regarding cultural and linguistic responsiveness, PAE will integrate bilingual instruction to support English language learners (ELLs) so students from diverse cultural backgrounds feel represented and included. Our curriculum will feature culturally relevant content that reflects the diverse demographics of LAUSD, allowing students to engage more meaningfully with the material. Targeted efforts will be made to support students from low-income communities by offering financial assistance such as scholarships and discounts, making our programs accessible to a broader range of students so no child is left behind due to financial constraints.

Operations and Logistics

PAE will support the simultaneous management of multiple programs across LAUSD. Our team of over 250 instructors will be strategically coordinated by dedicated program coordinators who will oversee the alignment of schedules, resources, and instructional delivery to each school. We can maintain seamless

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program execution while adapting to the specific requirements of individual schools. Program coordinators will work with school administrators, continuously assessing program effectiveness and making adjustments as needed to ensure efficient communication and troubleshooting. Our system will also facilitate quick responses to any logistical challenges, such as material delivery or changes in school schedules, so every program runs smoothly and delivers consistent, high-quality learning experiences across all sites while minimizing disruptions or delays. Our logistical plan will integrate data collection tools that track program participation, outcomes, and feedback, allowing us to improve services while addressing LAUSD's evolving needs.

Evaluation and Continuous Improvement

We will follow a structured evaluation process in compliance with the requirements set forth by LAUSD. Our performance tasks and class presentations, such as in our *Architecture Academy*, provide additional layers of assessment, allowing students to demonstrate their learning through hands-on projects and peer-to-peer interaction. In programs like *Dance Academy* and *Fashion Design*, end-of-session performances provide qualitative data on student engagement, creativity, and skill development, which will be reported in quarterly updates. PAE ensures a holistic view of student progress and program impact by combining quantitative data from quizzes with qualitative data from observational assessments and performance tasks. These assessment tools will be customized to the specific content of each program, aligning with NGSS, Common Core, and other relevant standards to guarantee that learning objectives are met.

PAE will submit quarterly data-driven reports summarizing student progress, program outcomes, and measurable impacts following the District's requirements. These reports will highlight key findings, including growth in academic performance, social-emotional development, and student engagement. Each quarterly report will also include recommendations for continuous improvement, identifying areas where program delivery can be refined to meet evolving student needs. Additionally, PAE will prepare and submit monthly and annual impact reports, providing a more comprehensive view of program performance across schools, regions, and the District as a whole. These reports will offer detailed insights into usage patterns, achievement data, and specific outcomes at the individual school level, verifying that the programs meet the District’s strategic goals. The reports will be reviewed during regular implementation meetings, allowing for collaborative discussions on program success and opportunities for refinement.

PAE has the capacity and ability to provide the required services throughout LAUSD. With over 250 trained instructors and a strong operational infrastructure, we have the resources to deliver high-quality STEM/STEAM enrichment programs across various school sites, including high-need, underserved areas. We partner with over 30 LAUSD schools to provide services catering to elementary and middle school students. Our programs meet district-wide needs and are delivered during and after the instructional day, including summer programs. Our team operates efficiently with a fully functional logistics system, providing all necessary materials and resources on time, regardless of the school’s location.

PAE offers access to various STEM/STEAM curricula that align with different subject matters essential for students’ academic growth and development. Our offerings integrate multiple disciplines, providing students with exposure to real-world applications across diverse areas such as marine science, robotics, aerospace, computer science, and more. For instance, Rocket Science and Aerospace courses introduce students to engineering and physical science concepts, while *Marine Biology* and *Environmental Science* examine ecosystems, biology, and environmental literacy. In *Robotics*, students build and program robots,

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exploring engineering principles in a hands-on environment, and *STEAMLab* classes such as *3D Printing & Design* and *Virtual Reality* integrate modern technological innovations, allowing students to experiment with 3D modeling, coding, and immersive VR experiences. PAE's curriculum also touches on critical topics like *Climate Change Literacy* and *Entrepreneurship*, where students learn about sustainability and business concepts related to STEM/STEAM. Additionally, classes such as *Art Adventures* and *Science-Art Integration* foster creativity, combining artistic expression with scientific inquiry to support interdisciplinary learning.

Subject Matter	Enrichment Program	Relevance
Aerospace	*Rocket Science!*	This course involves activities like launching rockets and exploring the solar system, focusing on the physics of rocket propulsion and space exploration. Additionally, students learn about comets, constellations, and the galaxy as they examine celestial objects and the universe. The class features a hands-on, experimental nature of building and launching rockets and exploring space.
Arts	*Jewelry Making Workshop! (1st grade & up)*	Students make jewelry in a hands-on introduction to this exciting and creative art form. They use various materials to create professional-looking beaded jewelry, including earrings, bracelets, necklaces, pins, and rings.
	Runway Fashion Design!	Students create a "line" of clothing, from formal wear to casual chic! Students engage in the artistic process of fashion design, from concept to creation, while developing an understanding of style, form, and aesthetics.
	Kids Acting Workshop!	The Kids Acting Workshop involves theatrical performance, creativity, and storytelling. The students explore elements of drama, including characterization, plot structure, and ensemble acting, all of which fall under artistic and creative development.
	American Sign Language!	Learning *American Sign Language* integrates cultural and communicative arts, enhancing students' understanding of language, expression, and culture through storytelling, conversation, and creative activities.
	Spanish Immersion!	*Spanish Immersion!* engages students in cultural and linguistic exploration through creative methods. The class incorporates art, storytelling, games, and songs. These activities foster cultural appreciation and enhance students' understanding of the Spanish language in a way that aligns with the artistic and expressive components of language learning. The immersive and interactive approach promotes creativity, communication, and cultural awareness, central to arts-based education.
	Anime, Cartooning, & Comic Book Creation!	This course emphasizes visual arts by teaching students how to create characters, design storylines, and understand the elements of cartooning, anime, and comic book creation. It integrates artistic skills such as drawing, coloring, and lettering, fostering creativity and helping students develop creative expression. The focus on storytelling through visuals further ties the course to arts education.

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	Art Adventures!	This course focuses on creative expression through various artistic mediums, including clay, collage, and paper crafts. By introducing students to famous artists and their works, the course comprehensively explores art history while encouraging hands-on artistic creation. It aligns with the visual arts focus by promoting creativity and understanding different art styles and techniques.
	Fine Art Academy!	This course is focused on foundational art principles such as line, shape, color, texture, and space. It emphasizes the study of famous artists and their unique styles while encouraging students to experiment with different art forms, including drawing, painting, and collage. The program fosters creative expression and art appreciation, making it a comprehensive introduction to fine arts for students.
	Pokémon Art Academy!	This course emphasizes artistic creation and expression through the step-by-step drawing of popular Pokémon characters. Students use various art media such as watercolor, pastels, and modeling clay to create different Pokémon-themed projects, including trading cards and Shrinky Dinks. The focus on creative techniques and media development aligns with the visual arts focus, enhancing students' drawing skills while incorporating familiar characters for engaging learning experiences.
	Recycled Art Workshop!	Students learn to repurpose everyday materials into artistic creations, promoting an understanding of recycling and how environmental responsibility can be expressed through art. The course also develops artistic skills as students work with various materials to create innovative projects, blending environmental awareness with creative expression.
Astronomy	*Rocket Science!*	This course involves activities like launching rockets and exploring the solar system by focusing on the physics of rocket propulsion and space exploration. Additionally, students learn about comets, constellations, and the galaxy as they examine celestial objects and the universe. The class features a hands-on, experimental nature of building and launching rockets combined with the exploration of space.
Biology	*Young Doctors: Pre-Med Academy!*	This course focuses on human biology and medical science, teaching students about CPR, first aid techniques, and vital signs such as blood pressure, pulse, and respiration, which are core concepts in biology. Additionally, the course includes dissections and the use of medical instruments, making it a comprehensive exploration of biological processes related to the human body.
Chemistry	*Chem Kidz!*	This course introduces students to core chemistry concepts through hands-on experiments demonstrating the properties of acids and bases, polymers, static electricity, and other chemical phenomena. Students also learn about atoms and the Periodic Table, which are fundamental topics in chemistry, while engaging in fun experiments like the Mentos-Coke explosion and Elephant Toothpaste, focusing on chemical reactions and the physical properties of matter.

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	Weird & Wacky Science!	The course covers a variety of physics concepts, such as magnetism, static electricity, and gravity, which are core elements in the study of physical sciences. Additionally, it touches on chemistry through experiments like growing crystals and investigating other chemical reactions through hands-on experiments and exploration of fundamental scientific principles.
Computer Science	*STEAMLab: Virtual Reality! (1st grade & up)*	This class immerses students in the world of virtual reality. Students build in 3D, apply block-based coding, and experience their creations in a fully interactive virtual environment. The class integrates technology, coding, and creative design using computer
		science principles. Additionally, students explore various subjects such as history, science, and the arts through VR, further promoting interdisciplinary learning.
	TechKidz: 3D Animation! (3rd grade & up)	Using the Blender animation program, students learn the principles of 3D animation, storytelling, and movie creation. The class also teaches students how to create their own short films, developing their technical skills and encouraging creative expression through digital media.
	TechKidz: App Inventor! (2nd grade & up)	Students use MIT's App Inventor to design and create various apps, ranging from animation-based to STEM-related games. This program teaches the fundamentals of app development, programming, and logical problem-solving, aligning with both computer science and engineering principles as students design and develop functional applications.
	TechKidz: Coding! (1st grade & up)	In this class, students create animations, programs, and games using platforms such as MIT's Scratch, Code.org, and Box Island. The focus on computer programming enhances students' logical reasoning, problem-solving, and math skills.
	TechKidz: Game Design! (1st grade & up)	The *TechKidz: Game Design!* program involves learning how to design and modify video games using coding platforms like Scratch, Hopscotch, and Code.org. These platforms are foundational in teaching students programming and game design principles. Students will develop logical thinking, problem-solving, and programming skills while designing interactive and engaging games.
	TechKidz: Minecraft!	This program utilizes Minecraft to teach students various skills related to Computer Science and teamwork. Students develop critical thinking, creativity, problem-solving, and collaboration by learning building techniques, command blocks, and customizing the game. The course fosters the development of digital literacy, coding basics, and strategic planning.
	TechKidz: Roblox! (1st grade & up)	This course introduces students to scripting and game design basics through Roblox Studio, a platform that uses Lua scripting language. Students create obstacle courses and video games, which build foundational skills in coding, problem-solving, and game development. The program encourages creativity while teaching students to use a programming language to create interactive experiences.

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Earth and Space Science	*Jurassic DinoWorld!*	This class covers topics related to the prehistoric eras, including the Triassic, Jurassic, and Cretaceous periods, which are key areas of study in Earth's history. Focusing on dinosaurs, fossil excavation, and dissecting owl pellets ties into paleontology, a branch of Earth science. The activities, such as measuring the length of dinosaurs and exploring different geological eras, provide students with an understanding of Earth's past ecosystems and the creatures that inhabited them.
Engineering	LEGO Masters!	*LEGO Masters!* encourages students to engage in problem-solving, teamwork, and the creative design process. The class allows students to apply engineering principles while constructing various LEGO models, requiring them to think critically about structure,
		balance, and function. This hands-on experience will enable students to explore and develop solutions in a fun, imaginative, and educational setting that mirrors real-world engineering challenges.
	STEAMLab: 3D Printing & Design! (1st grade & up)	This course engages students in designing and creating 3D-printed objects, allowing them to apply engineering principles while using innovative 21st-century tools. Students learn to conceptualize, design, and produce custom 3D creations, enhancing their understanding of engineering, design processes, and problem-solving. Additionally, the collaborative nature of the course promotes teamwork and critical thinking, aligning with the STEAM framework and preparing students for future technological advancements.
	STEAMLab: Architecture Academy! (1st grade & up)	This course integrates key engineering, design, and mathematics principles as students engage with architectural model sets and bridge-building activities. Through learning basic drafting, scale, symmetry, proportion, and geometry, students apply mathematical concepts while developing structural designs. The course also includes creative exploration by introducing students to famous architects and encouraging them to design their dream homes. This combination of creativity, engineering principles, and math skills makes it a comprehensive STEAM learning experience.
	STEAMLab: Brain Games! (1st grade & up)	This class enhances students' logical thinking, math skills, and deductive reasoning through puzzles, brain teasers, and STEAM-based projects. It applies mathematical concepts and encourages problem-solving strategies, aligning with math and engineering principles. The interactive nature of the class also promotes critical thinking and friendly competition, fostering an engaging and educational environment for students.
	STEAMLab: Inventor's Workshop!	This class encourages students to create and modify their inventions, focusing on developing problem-solving and engineering design skills.
	STEAMLab: Makerspace!	This class emphasizes hands-on, creative exploration, where students build and innovate physical projects aligned with engineering principles. It has a collaborative and problem-solving focus combined with an open-ended learning environment typical of maker spaces. Students improve practical skills while exploring various science, technology, engineering, and artistic concepts.

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	TechKidz: App Inventor! (2nd grade & up)	In this class, students use MIT's App Inventor to design and create various types of apps, ranging from animation-based to STEM-related games. This program teaches the fundamentals of app development, programming, and logical problem-solving, aligning with both computer science and engineering principles as students design and develop functional applications.
	SpyKids: Secret Agents!	In this course, students develop analytical and critical thinking skills essential for problem-solving and strategizing. The activities, such as fingerprinting, decoding, and clue searching, simulate real-world problem-solving environments, encouraging students to use engineering principles like logic and reasoning to solve complex tasks.
	Super Powered Science!	The course emphasizes concepts of forces, motion, and energy, which are foundational principles in physics. Additionally, through hands-on exploration of how electricity, air pressure, and other forces power the world, students engage in engineering practices, using these scientific principles to explore real-world applications.
Entrepreneurship with Emphasis on STEM/ STEAM-related topics	*Kids Cooking Academy!*	Kids Cooking Academy focuses on culinary skills and introduces students to essential aspects of food science, nutrition, and cooperation, all of which relate to entrepreneurship. Teaching children about recipes, nutrition, and cooperation instills life skills important for understanding the business aspects of cooking and food preparation.
	Mock Trial, Public Speaking & Debate!	This course promotes essential entrepreneurial skills such as critical thinking, logical reasoning, and effective communication, which are fundamental in leadership and business. The ability to debate, present arguments, and engage in public speaking prepares students for real-world scenarios that align with entrepreneurship and leadership development.
	STEAMLab: Inventor's Workshop!	This class encourages students to engage in hands-on creation and modification of their own inventions, focusing on developing problem-solving and engineering design skills. The emphasis on learning about famous inventors and designing unique contraptions aligns with entrepreneurship, as students are introduced to innovative thinking and the process of creation from concept to demonstration.
	SpyKids: Secret Agents!	In this course, students develop analytical and critical thinking skills essential for problem-solving and strategizing. The activities, such as fingerprinting, decoding, and clue searching, simulate real-world problem-solving environments, encouraging students to use logic and reasoning to solve complex tasks. The immersive nature of the course mirrors what an entrepreneur might do in real-world scenarios, applying practical STEM skills to achieve specific goals.
	Robot Workshop: Green Science!	Robots help make our lives easier, but how can we use them to save our planet? While exploring various building materials, students will discover renewable energy sources that make our planet greener, such as wind power, solar power, and hydropower! They even get to take home three solar-powered robots!

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Environmental Education	*Wildlife Biology!*	This course explores natural habitats and the relationships between animals and their environments. Students will learn about wildlife tracking, animal behaviors, and how different species interact with their ecosystems. The focus on understanding the natural world and how to observe and preserve it aligns with the goals of environmental studies.
	Recycled Art Workshop!	This class integrates environmental education by focusing on sustainability and recycling. Students learn to repurpose everyday materials into artistic creations, promoting an understanding of recycling and how environmental responsibility can be expressed through art. The course also develops artistic skills as students work with various materials to create innovative projects, blending environmental awareness with creative expression.

Subject Matter	Enrichment Program	Relevance
Marine Science	*Marine Biology!*	This course explores the diversity of ocean life, covering topics like deep-sea organisms, tropical fish, and arctic marine life. Activities such as shark dissection and writing with squid ink give students hands-on experiences with marine organisms, providing practical insights into marine ecosystems and oceanic biodiversity. This class focuses on understanding life in the ocean and the scientific exploration of marine environments.
Mathematics	*Chess Club*	Chess involves pattern recognition, strategic planning, and problem-solving, all core mathematical skills. The game helps students develop spatial reasoning, logical thinking, and an understanding of probability and outcomes. Teaching students how to think several steps ahead and analyze different scenarios aligns well with mathematical reasoning and critical thinking, which are key components of the mathematics curriculum.
	MatheMagic! (1st grade & up)	MatheMagic combines the exciting skills of Magic with the brainteasing aspects of Math to create an intellectual and entertaining activity that enhances students' problem-solving, logic, and lateral thinking skills while teaching them that Math can be fun!
	STEAMLab: Architecture Academy! (1st grade & up)	This course integrates key engineering, design, and mathematics principles as students engage with architectural model sets and bridge-building activities. Through learning basic drafting, scale, symmetry, proportion, and geometry, students apply mathematical concepts while developing structural designs. The course also includes creative exploration by introducing students to famous architects and encouraging them to design their dream homes. This combination of creativity, engineering principles, and math skills makes it a comprehensive STEAM learning experience.

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	STEAMLab: Brain Games! (1st grade & up)	This class enhances students' logical thinking, math skills, and deductive reasoning through puzzles, brain teasers, and STEAM-based projects. The course applies mathematical concepts and encourages problem-solving strategies, aligning with both math and engineering principles. The interactive nature of the class also promotes critical thinking and friendly competition, fostering an engaging and educational environment for students.
Multimedia	*Magic Academy!*	Magic performances involve elements of theatrical presentation, storytelling, and performance arts. The skills developed in acting, comedy, and memorization involve multiple forms of expression, including visual, auditory, and performative elements. Additionally, students learn how to create engaging presentations that align with multimedia concepts of communication and interaction.
	TechKidz: 3D Animation! (3rd grade & up)	In this course, students learn the principles of 3D animation, storytelling, and movie creation using the Blender animation program. By teaching them how to create their own short films, the class not only develops their technical skills but also encourages creative expression through digital media.
	TechKidz: Stop Motion Animation! (1st grade & up)	This course teaches students the fundamentals of storyboarding, plot development, and character creation through the medium of stop-motion animation. Students use various materials like clay, Legos, and cutouts to create animated sequences, fostering creativity and technical skills. The course emphasizes bringing static objects to life, where students combine visual storytelling with hands-on activities.
Physics	*Super Powered Science!*	The course emphasizes concepts of forces, motion, and energy, which are foundational principles in physics. Additionally, through hands-on exploration of how electricity, air pressure, and other forces power the world, students engage in engineering practices, using these scientific principles to explore real-world applications.
	Weird & Wacky Science!	The course covers a variety of physics concepts, such as magnetism, static electricity, and gravity, which are core elements in the study of physical sciences. Additionally, it touches on chemistry through experiments like growing crystals and investigating other chemical reactions through hands-on experiments and exploration of fundamental scientific principles.
Robotics	*LEGO Robotics!*	*LEGO Robotics!* focuses on teaching students the foundational engineering principles, such as gears, wheels, axles, and pulleys, while incorporating robotics and basic programming. Through hands-on activities, students progress from building simple machines to more complex motorized mechanisms, applying problem-solving and critical thinking skills to real-world challenges. Integrating robotics and programming makes this class a perfect fit for fostering engineering and robotics concepts while promoting creativity and STEM education.
	Robot Building Workshop! (1st grade & up)	Students learn the basics of robotics, including gears, motors, circuits, and more! They then design amazing robots that can move on their own, using STEM manipulatives such as LEGOs, K'nex, and Zoob kits. They even get to build 3 awesome robot models to take home!

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	Robot Workshop: BattleBots! (1st grade & up)	Students will learn the basics of robotics engineering, including levers, pulleys, inclined planes, and more! Design amazing robots that can walk, crawl, and jump independently using STEM manipulatives such as LEGOs, K'nex, and Zoob kits–then put them to the test in battle mode! They even get to build 3 awesome robot models to take home!
	Robot Workshop: CarCreator! (1st grade & up)	Students will use various non-consumable kits to create their car designs while learning about wheels, axels, gears, motors, and more! They will compete in the Parker-Anderson Grand Prix and take three cars home!
Science-Art Integration	*Hogwarts Academy!*	*Hogwarts Academy* incorporates creative and imaginative activities that blend elements of science (like potion-making and creature identification) with art and fantasy. The integration of innovative and scientific thinking in a fun, hands-on way.
	Jedi Training Academy!	Jedi Training Academy combines science fiction elements with creative activities such as building Star Wars vehicles, designing Jedi uniforms, and crafting lightsabers. The program blends imaginative play with hands-on crafting, drawing, and building, fostering artistic expression and understanding of basic engineering principles.
STEAM Camps	*STEAMLab: 3D Printing & Design! (1st grade & up)*	This course engages students in designing and creating 3D-printed objects, allowing them to apply engineering principles while using innovative 21st-century tools. Students learn to conceptualize, design, and produce custom 3D creations, enhancing their understanding of engineering, design processes, and problem-solving. Additionally, the collaborative nature of the course promotes teamwork and critical thinking, aligning with the STEAM framework and preparing students for future technological advancements.
	STEAMLab: Makerspace!	This class emphasizes hands-on, creative exploration. Students engage in building and innovating physical projects, aligning with engineering principles. It has a collaborative and problem-solving focus and an open-ended learning environment typical of maker spaces. Students improve practical skills while exploring various science, technology, engineering, and artistic concepts.
Virtual Reality (VR)	*STEAMLab: Virtual Reality! (1st grade & up)*	This class immerses students in the world of virtual reality. Students build in 3D, apply block-based coding, and experience their creations in a fully interactive virtual environment. The class integrates technology, coding, and creative design using computer science principles. Additionally, students explore various subjects such as history, science, and the arts through VR, further promoting interdisciplinary learning.

PAE does not utilize Artificial Intelligence (AI) technologies to deliver its services. Our educational programs prioritize human interaction, hands-on learning, and instructor-led experiences, focusing on student engagement through direct teaching methods. While we recognize the growing role of AI in education, our current approach does not incorporate open or closed AI technologies, and we do not anticipate any changes in our service offerings related to AI in the near future. Our focus remains on fostering creativity, critical thinking, and problem-solving through in-person instruction and interactive activities so students benefit from personalized, responsive teaching in a dynamic learning environment.

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We offer a variety of supplemental physical activity programs tailored to the diverse needs of students from TK through Grade 6. Our programs provide students with many opportunities to engage in active, educational, and inclusive physical activities. These programs emphasize physical development, sportsmanship, teamwork, and character building.

Activity	Description	Benefits and Outcomes
Basketball SuperStars	Students will develop basketball skills in this fun, educational, and active class! They will learn the fundamentals of each position and basic basketball strategies as they hone their shooting, dribbling, passing, defending, and ball control skills. Our emphasis is on sportsmanship, teamwork, and character development.	Enhances physical fitness and fosters critical thinking through strategy, teamwork, and sportsmanship. These skills are essential in the athletic domain and various STEAM-related disciplines where collaboration and problem-solving are key to success. Integrating physical activity with cognitive development provides a holistic educational experience.
Soccer SuperStars!	Students will develop soccer skills in this fun, educational, and active class! Students will learn the basics of each position and basic soccer strategies as they practice their shooting, dribbling, passing, defending, and ball control skills, emphasizing character development, sportsmanship, and teamwork.	Develops physical fitness and coordination and builds essential cognitive and social skills like teamwork, problem-solving, and sportsmanship. These skills are vital in sports and broader educational and professional settings. The focus on strategy and collaboration mirrors the demands of STEAM-related fields, providing students with transferable skills beyond the sport's physical aspects.
Kids Dance Studio!	*Kids Dance Studio!* provides an encouraging environment to explore movement through choreography and games! In this fun and safe atmosphere, students will practice exciting dance steps and challenging combinations, helping them learn to control and coordinate their bodies. Sharing new ideas and ways to move, students will work together to produce entertaining, choreographed routines!	It allows students to explore movement and expression while developing physical coordination and teamwork. Through choreography, students engage in physical activity that fosters health and fitness, while the artistic element of dance allows them to express themselves, create routines, and collaborate with others. This combination of physical and artistic development promotes a holistic approach to learning that aligns with the objectives of STEAM education, fostering creativity, coordination, and collaboration.

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Hip Hop Dance!	*Hip Hop Dance!* provides freedom of movement in a fun and safe atmosphere. Children learn to control and coordinate their bodies. Students will be introduced to hip-hop steps and some tricks as they rehearse choreography for the final performance!	Students will engage in physical activity, improving their fitness and coordination while encouraging creative expression through dance. The class combines movement with choreography, stimulating both the physical and artistic skills of students. By introducing students to hip-hop steps and performance elements, this course supports personal development, teamwork, and artistic expression, aligning well with both physical education goals and the arts curriculum in STEAM education.

Our programs are intentionally structured to accommodate students with varying physical capabilities, skill levels, and learning styles. Each class is flexible, allowing instructors to tailor instruction to meet the needs of every participant. Inclusivity is central to our program structure, with specific strategies employed to ensure all students can engage meaningfully, regardless of their background or abilities:

Differentiated Instruction

Instructors are trained to provide differentiated instruction that adjusts the difficulty of activities based on each student's ability. For example, in *Basketball SuperStars*, students are grouped by skill level to ensure beginners can learn fundamentals while more advanced students can further develop their skills with more complex drills and strategies. This approach allows students to participate at their own pace while being appropriately challenged.

Adaptive Activities

Our programs are adaptable for students with disabilities or special needs. Instructors receive specialized training to modify activities as needed so students with physical or cognitive disabilities can fully participate. For example, activities in *Soccer SuperStars* may be modified for students with limited mobility, allowing them to participate in exercises that develop teamwork and sportsmanship while still honing soccer-specific skills.

Focus on Teamwork and Cooperation

Each program emphasizes individual skill development as well as teamwork and cooperation. In *Kids Dance Studio* and *Hip Hop Dance*, students work together to create choreography, learning how to support each other and work as a cohesive unit. This team-based approach helps to build a sense of inclusion, as students of all abilities collaborate and celebrate each other's achievements.

Social-Emotional Learning (SEL)

Our programs integrate SEL strategies to create a supportive environment for students with different social and emotional needs. For example, in *Basketball SuperStars* and *Soccer SuperStars*, instructors focus on building confidence, self-esteem, and positive peer relationships so students feel emotionally safe and included, regardless of their skill level.

Our instructors are supported by ongoing professional development in inclusive teaching practices, including adapting physical activities for students with special needs, engaging students with different learning styles, and fostering an environment where all students feel valued. Our physical activity programs provide an inclusive, engaging, and supportive experience so that every student, regardless of skill level or ability, can actively participate and benefit from the program.

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PAE's staff, including substitutes, uphold and enforce all Federal, State, and District mandated requirements. Our training, professional development, and background checks, including fingerprinting and TB tests, guarantee our team is well-equipped to provide a safe, supportive, and effective learning environment. Our staff's dedication to relationship-building and creating a sense of belonging and community is integral to maintaining regular program attendance and fostering student success. The District can be confident in the quality, professionalism, and commitment of our key staff members, all dedicated to delivering exceptional educational experiences and supporting holistic student development.

Staff Monitoring and Continuous Improvement. Supervisors conduct classroom observations to evaluate instructional techniques and student engagement. We gather feedback from students, parents, and school staff to assess effectiveness. When performance issues arise, we take a proactive approach to improvement. Instructors receive one-on-one coaching sessions to address specific areas of concern. Additional training and support are provided to help instructors improve their skills. Formal performance reviews are conducted regularly to discuss strengths, areas for improvement, and professional goals. A corrective action plan is implemented for ongoing performance issues, outlining specific steps and timelines for improvement. If an instructor fails to meet performance standards despite support and intervention, we may terminate their employment to maintain the quality of our programs.

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EXHIBIT B
PAYMENT SCHEDULE

PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: 3D Animation! (3rd grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Chess Club!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	MatheMagic! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Magic Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Hogwarts Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Jedi Training Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Kids Cooking Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Jewelry Making Workshop! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Runway Fashion Design!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Kids Acting Workshop! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Mock Trial, Public Speaking & Debate! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	American Sign Language!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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Category I	Spanish Immersion! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	LEGO Robotics!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	LEGO Masters!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Robot Building Workshop! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Robot Workshop: BattleBots! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Robot Workshop: CarCreator! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Robot Workshop: Green Science! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: 3D Printing & Design! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: Architecture Academy! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: Brain Games! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: Inventor's Workshop!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: Makerspace!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	STEAMLab: Virtual Reality! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: App Inventor! (2nd grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: Coding! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: Game Design! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: Minecraft!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: Roblox! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	TechKidz: Stop Motion Animation! (1st grade & up)	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Chem Kidz!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Jurassic DinoWorld!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Marine Biology!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Rocket Science!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	SpyKids: Secret Agents!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Super Powered Science!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Weird & Wacky Science!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Young Doctors: Pre-Med Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Wildlife Biology!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Anime, Cartooning, & Comic Book Creation!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Art Adventures!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Fine Art Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Pokémon Art Academy!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Recycled Art Workshop!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Basketball SuperStars!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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PRICING SHEET

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Soccer SuperStars!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Kids Dance Studio!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

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NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Hip Hop Dance!	Price
Customization and Integration	Per Program Per Hour Number of participants: Minimum: 8 Maximum: 20 Frequency: Once per week Duration: 1 hour Presentation Mode: In-person	In-School rates: 1 class/day: $250/hr 2-3 classes/day: $200/hr 4+ classes/day: $175/hr After-School rates: 1-2 classes/day: $250/hr 3+ classes/day: $200/hr
Professional Development	PAE provides all Instructors	No additional cost
Implementation and Monitoring	PAE provides all Instructors	No additional cost
Materials, license fees, etc.	Included in customization	No additional cost
Required Equipment	No additional equipment required	N/A
Other Costs	No additional Costs	N/A
	Total Cost Per Class:	**$175 - $250 / hr**

EXHIBIT A
STATEMENT OF WORK

Program Elements

1. Prisms Learning Solution

Prisms is an experiential learning platform with content and skill building learning modules across Grades 7-11 Math and Science (Grades 7-8 Math, Algebra I, Geometry, Advanced Algebra, Precalculus, Middle School Earth / Life / Physical sciences, High School Biology, High School Chemistry) that enable students to learn or review standards-aligned concepts and skills in secondary Math and Science through embodied real-world problems powered by Virtual and Augmented Reality technologies. Grade 12 STEM subjects will release Fall 2025 including Statistics, Calculus, Environmental Science and Physics. We will also be doubling the Middle School Science and Geometry libraries.

Each of our content learning modules supplement 2-3 lessons in a unit of study to make sure 1. that students know why they are learning what they are learning (real world relevance), and 2. that they're able to derive the concept / skill from first principles through visual / kinesthetic / auditory sense-making that create multimodal associations and enduring retention. Here is a sample curriculum integration document that shows how our modules supplement the Illustrative Math core curriculum → making the core more effective.

For example, our *Linear Functions* content module supplements 3 days of the Linear functions unit assuming a 50-min instructional block. Day 1 and Day 2 utilize the VR modules, and Day 3 assesses student learning and enables them to transfer the learning to new contexts / problems. Students work as a Scientist to determine when the sea levels will rise enough to impact businesses on Miami's shoreline so we can help the city prepare and minimize the impact of flooding on people's livelihoods. Through this module students create tables and equations to model the melting rate of a glacier from embodied and simulated model data, derive the slope-intercept form of a linear function in context from tabular and graphical data, and solve the equation in 3 steps to solve the mission. In a 50-min instructional episode, the discussion framework would follow the following flow:

Day 1:

1. The teachers open an activation conversation about whether students have experienced a flood before and what they believe causes floods. (5 minutes)

   Students then put on their VR headsets to complete Part I where they find themselves on Miami's shoreline and are introduced to Roy who has a clam shop his grandfather started. The water level has been rising, and they've been having more frequent floods. To get to the

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bottom of this, students then travel to Antarctica to measure the melting rate of each glacier. To do so, they catch the water droplets for a small, medium and large glacier. Their hand is physically moving very slowly to catch water droplets of the smallest glacier. A bit faster for the medium, and fastest for the largest glacier. They get a multimodal association of what rate of change represents and means in context (with movement, sound and visualizations). They then go into the lab to accept their mission - determine the year at which Miami will be at risk of flooding so we can help the residents and business owners take precautions. They then use a model of a glacier to begin plotting a graph of the glacier's thickness as a function of time. They pull up the handle to the initial value of 2500m, and then push down the handle repeatedly by 2m, then 3m, and 4m respectively for each glacier, respectively. They've now defined a linear function with their bodies: set an initial value and push down with their hands the same amount in a given unit of time. They correlate memorialize the idea that when we went down more in the same amount of time, we had a steeper line. Whereas when we went down less, we had a flatter line. They determine Thwaites is the steepest, hence must create a mathematical model for Thwaites.

Here is a 2D video that captures what students are doing in the 3D virtual space: Linear Functions Part I

2. Students then synthesize their learning on paper / pencil in small groups articulating their learning through this activity.

Day 2:

Students then tabulate their glacial thickness and time data from the glacier model. Through repeated subtraction of 4/5ths (the slope) from the initial value, students derive slope-intercept form of a linear function. They then use their function to determine the year that Miami is at risk by 2100. Here is a 2D video that captures what students are doing in the 3D virtual space: Linear Functions Part II.

Day 3:

NO VR. Teachers administer the CFU, and if students get lower than 65%, they complete the Support problem set in the Transfer Day activity. If they receive between 65-80%, they complete the Solify problem set. And if students receive above 80%, they complete the Extend problem set.

All teacher materials - lesson guides, paper / pencil transfer activities, checks for understanding can be found in the teacher toolkit.

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Prisms' learning solution includes:

1. **App-based VR learning modules** across Pre-Algebra (Grades 7-8), Algebra, Geometry, and Advanced Algebra (Algebra 2 / Pre-Calculus), High School Chemistry, High School Biology, Middle School Earth, Life and Physical Sciences that target learning standards in Grades 7-11 that are pain points for STEM subjects. All Grade 12 subjects will be released Fall 2025. The purpose of these learning modules is to teach a foundational math or science concept / skill for the first time, derive mathematical equations and abstractions that students ordinarily memorize and forget soon after, and solidify and deepen structural understandings through real-world contexts. Prisms modules strengthen the efficacy of the core curriculum. View Full Module List Here.

    a. Additional Benefits of Prisms Modules:

        - Career exposure while exploring compelling problems through the eyes of High Speed Rail Operators, Aerospace Engineers, Urban Architects, Environmental Physicists, Marine Biologists, and many many more!
        - Explore diverse locations such as Kazakhstan, India, Peru, New York City, rainforests, and oceans, and more to understand how math and science related to challenges all over the world.
        - Develop empathy by engaging in realistic scenarios and solving urgent real-world problems, fostering understanding and compassion for diverse perspectives on global issues.

2. **3D Assistive Agent in Virtual Reality** who supports students with prerequisite skills, breaking down complex solution pathways during critical moments of struggle fostering deep and productive struggle. We don't believe students watching 2D videos allow real learning, which is why our assistive agent explains and works with students in full 3D space using multimodal tools and explanations.

3. **Kinesthetic Skill Building Modules** that focus on key Grades 6-11 Math skills. These "mini-modules" are for reviewing a core concept / building procedural strength and efficiency. The ~15 min kinesthetic practice rooms allow students to work towards fluency on foundational math skills that students return to often, but in a conceptually rich way that builds enduring muscle memories and harnesses structural and spatial thinking. They also serve as effective prerequisites to our full VR modules (both to practice the interactive VR tools and review foundational Math concepts and procedures). There is no real world problem driving skill building modules.

4. **Web-based data dashboard for teachers** to orchestrate student progress and provide high-quality feedback in real time for every student. Teachers can live screencast any student's

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VR world to engage in high quality Socratic dialogue and just-in-time feedback. They have full sense-making timelines to understand student misconceptions. They can auto launch students to particular tasks, pause, conference, adjust language accessibility settings and much more from the teacher dashboard.

5. **Full suite of teacher math preparation materials and science preparation materials** including lesson guides, paper / pencil synthesis activities post VR, discussion guidance, checks for understanding assessments + rubrics, slide decks amongst many other materials that enable high-impact classroom facilitation, discourse, and connection to paper / pencil fluency.

6. **Ongoing professional development and classroom coaching** to elevate teacher mindset, routines, discourse methods and efficacy.

7. **VR hardware and charging equipment** necessary to run the VR learning experiences, along with MDM (mobile device management).

Prisms' modules are available in Spanish, Haitian Creole, Brazilian Portuguese, Mandarin, Vietnamese, and Russian. All text displays, subtitles, and voice-overs have been translated. Both teachers (from the teacher dashboard) and students (in the module) can customize the language settings in real time to align each feature—text displays, subtitles, and voice-overs—with students' language needs.

Our new spatialized help-giving system includes a newly designed 3D, multimodal hint agent in place of video hints. Our assistive agent is available during complex math/science tasks and can be accessed through the palm menu. At critical moments of struggle, hints support students in reviewing essential prerequisite content, breaking down the solution pathway into modular pieces, while creating the feeling that the teacher is present with them. The goal is to help students reason from first principles using the integrative discovery-based tools in the VR environment to support them instead of taking them out of the VR medium.

2. Professional Learning Plan

The partnership between Prisms and LAUSD will involve a methodical and disciplined teacher upskilling plan.

Once we have decided where our modules will supplement into the district / school pacing calendar, teachers are invited to their onboarding PD — the Teacher Institute. This day invites teachers to the spatial learning revolution, acquaints educators with the hardware and Prisms' instructional framework for VR lessons, and equipping teachers with the skills to effectively utilize the teacher dashboard and leverage Prisms' suite of curriculum materials to facilitate high quality

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discourse and transfer of learning to paper / pencil fluency. Throughout the year, the Prisms teacher coaches will provide unlimited lesson study webinars, job-embedded classroom coaching to co-construct individualized instructional routines for each teacher, and turnkey training for instructional leaders to build capacity within school and district leadership.

Prisms offers: 1) a full day teacher onboarding institute for all participating teachers; 2) lesson study for every Prisms lesson, and 3) in-the-moment classroom coaching cycles to ensure that teachers are prepared with the technical and pedagogical know-how to deliver enduring academic growth through the utilization of Prisms modules. Throughout the year, Prisms will provide additional professional development workshops for educators, along with periodic seminars with district leaders to ensure that leaders are set up to use Prisms' data to rapidly improve student learning outcomes across their systems.

In SY 24-25, each school will receive at least 2 live in-classroom coaching days led by Prisms coaches.

As part of each coaching cycle, Prisms teacher coaches will conduct lesson study with teachers to intellectually prepare to facilitate a Prisms lesson. During Coaching Cycle #1, Prisms coaches will model exemplary lesson execution in the classroom while teachers primarily observe. During Coaching Cycle #2, Prisms coaches co-teach/observe/give feedback on teacher execution in the classroom. Between coaching cycles, teachers and leaders have round-the-clock access to their entire Prisms Partnership Team. View the Prisms Lesson Checklist and Prisms Discourse Rubric that Prisms coaches use to set benchmarks for coaching and facilitate quality feedback to teachers.

Once coaching cycles get underway, your customer success lead will begin inviting LAUSD leaders to join our team for classroom walkthroughs. Included in our Year 1 training plan, each strand of leaders, i.e. Central Administration, Teaching and Learning, and Technology will participate in 3 side-by-side walkthroughs with our team to observe Prisms lessons in action.

The focus of coaching in Year 1 will be on high student engagement, rapid movement on bottleneck skills, and teacher execution of the full discourse-based learning arc with goals around persistence and success for high need students, teacher preparedness to teach VR-based lessons, and student identity and engagement in math/science. We will rapidly build capacity among LAUSD building admins and instructional leaders with side-by-side classroom walkthroughs and turnkey coaching to expand the layers of support available for teachers.

There will be several Prisms team members dedicated to LAUSD to support our partnership and multi-year change management operation. On days when they aren't in classrooms — modeling discourse, co-teaching, or observing / giving feedback to your educators — they will be debriefing Prisms lessons, following up with teachers and instructional leaders, and conducting lesson studies to prepare teachers to facilitate future Prisms lessons.

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(See link: Attachment: Prisms VR PD Overview & Rubric)

We have a dedicated support team that is available Monday-Friday, 7am - 7pm PT to offer technical help to teachers, administrators, district personnel and parents. Typically those who reach out will get a response within 24 hours. We also have a knowledge base accessible 24/7 via our web-based dashboard.

LAUSD District IT, Instructional Tech, and/or school-based IT support will be closely involved in the partnership. Once set up and operational in schools, VR headsets require occasional tech support efforts that may involve hands-on work. Additionally, they require a single software update once per year, typically ~summer/late fall. These updates require hands-on support amounting to ~8 minutes per headset. Your IT personnel - at any and all levels - will be provided with ample documentation, a 1-hr technology overview session, a 1-hr headset setup / headset overview session, and any amount of ongoing direct support throughout the partnership.

3. Formative and Summative Assessments

There will be several Prisms team members dedicated fully to supporting our partnership and the SMART goals embedded within our multi-year change management plan to rapidly elevate student learning outcomes in middle and high school STEM subject areas. In addition to your dedicated Customer Success Manager (CSM), Prisms will assign 2-3 local FTEs (teacher coaches) to provide regular on-site support at your schools throughout the duration of the partnership. Depending on where teachers are in their pacing calendars, your dedicated FTEs will spend up to 5 full days a week in LAUSD classrooms.

Data for assessment and reporting will be gathered and shared out in a few different ways:

Classroom-Level Data: Your Prisms teacher coaches and dedicated CSM will work closely with LAUSD building administrators and instructional leaders to gather classroom-level data (observations of teacher practice and student learning) through coaching cycles and walkthroughs. Our PD team has built teaching and coaching rubrics that we will offer LAUSD leaders if you would like to use them to evaluate teacher execution of Prisms lessons. Each week, Prisms coaches will summarize # of school/teacher coaching hits, teaching and learning wins, SMART goal progression, biggest hurdles and PD opportunities in a briefing and share this with your Prisms CSM. Your CSM will share highlights with the LAUSD implementation leads on a bi-weekly basis, along with usage data. The classroom data our teams collect will focus on module integration/completion, CFU (formative assessment data), teacher preparedness, leadership capacity building, student identity & engagement in math, as well as EOY state assessment outcomes.

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Teacher Dashboard Data: While students are in VR, our teacher dashboard collects the following real-time data:

- Student responses (correct and incorrect)
- Math/Science tools used and how long - interactive graphs, other math tools, simulation tools, calculator, writing / annotation tools etc
- Spatialized hints taken and when
- Language accessibility tools used - Spanish, Haitian Creole, Brazilian Portuguese, Mandarin, Vietnamese, and Russian voice over and/or subtitles.
- Teacher feedback and student messages sent

The Class Progress Report tells us which modules your students have completed, with how much hint support in VR, and how much time they've spent with each task. The Class Summary Report tells us how every student did on every task in a module. The tasks are clustered by skill and color-coded to indicate whether or not a student demonstrated proficiency and how many attempts it took. There is also an Administrator Analytics Report. This report allows district stakeholders to see by school, teacher, and class the number of students who have started a module, their median time in a module, number of students who have completed an entire module, and the median time for completion. LAUSD leaders have access to all Teacher Dashboard Data reporting.

STANDARDS-BASED PROFICIENCIES: CFUs - Prisms' Checks for Understandings (CFUs) are short 10-minutes assessments that consist of 2-3 questions which align directly to the standards-aligned content of the Prisms module, allowing teachers to assess whether students understood and can apply the learning. These CFUs are administered on Day 3: Transfer Day once the VR Synthesis activities have been completed and debriefed. All CFUs are available in QTI format if you'd like students to take them digitally on your LMS. If your teachers administer on paper and hand-grade using our rubrics, they can input the grade into the class summary page on their dashboard to ensure all of our teams have visibility into progress towards student learning goals.

Given the rich, enduring, and outcomes-driven partnership we are hoping to build with Los Angeles Unified School District, we recommend that LAUSD implementation leads meet with their Prisms CSM to review data on a monthly basis. Bi-weekly progress reports/updates would go out in between our check-ins, in addition to the round-the-clock access your team will have to Prisms for anything that comes up on a day-to-day basis.

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Unit	Price
Customization and Integration	Unit Cost (include detail on discounts provided)	
Professional Development	Number of participants Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	**One-Time & Annual Cost In-Person Full Day Training** = Price: $0.00/Day (Up to 50 Participants) **One Time & Annual Cost Virtual Training (Up to 2hrs) =** Price: $0.00 (Up to 50 Participants)
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	**One Time & Annual Cost** = n/a
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	**One Time & Annual Cost:** Math/Science = $33.30/student (**Reduced from $37 per student)** Math Only = $27.90/student (**Reduced from $31 per student)** Science Only = $27.90/student (**Reduced from $31 per student)** **Includes access to all IVR modules depending on subscription. **Includes enhancements to currently existing modules. **Pricing includes 85 currently available modules and up to 105 modules total in future state. **Includes onboarding teacher institutes, classroom coaching rounds (in-person), lesson studies, and other ongoing asynchronous and synchronous virtual professional learning opportunities. **Includes the license cost for teacher, admin, and coach access to an integrated web-based dashboard that enables instructors to monitor progress, provide just-in-time feedback, and leverage performance analytics to inform future focus areas and differentiation per student.
Required Equipment	One time and annual costs (include detail on discounts provided)	**One Time Cost:** Pico Ultra 4 VR Headset (Includes Shipping) = $545.00 *** **(Reduced from $575)** Charging Cart (30-Capacity) = $2,350.00 *** **(Reduced from $2,500)** **Annual Cost: (**if you don't purchase additional headsets and charging carts) Pico Ultra 4 VR Headset (Includes Shipping) = $0.00 Charing Cart (30-Capacity) = $0.00

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Other Costs	Itemize (include detail on discounts provided)	**Technical Support:** One Time and Annual Cost = $36.50/headset **Covers all hardware and software-related support including mobile device management (MDM), help desk, knowledge base, software update coordination, and technical troubleshooting.
Total Annual Cost		(Depends on #students and #headsets in a given implementation)

Updated Pricing Addendum

Item	**Original Price Submitted** *(Oct 8, 2024)*	**Updated BAFO Price** *(Dec 13, 2024)*	**Additional Savings per student** *(based on average implementation of 250 students per campus)*
Pico Ultra 4 VR Headset (Includes Shipping) = $575 - $545.00	$575 per headset Typical site implementation involves at least 30 headsets	$545 per headset Typical site implementation involves at least 30 headsets	**Additional Savings** = $30 per headset **Ex**: 250 students **Original Price**: $575 * 30 = $17,250 **BAFO**: $545 * 30 = $16,350 **Additional Saving**: $17,250-$16,350 = $900 Equates to additional savings of **$3.60 per student**
Charing Cart (30-Capacity) = $2,500.00 - $2,350.00	$2500 per cart Typical site implementation involves at least 1 charging cart	$2350 per cart Typical site implementation involves at least 1 charging cart	**Additional Savings** = $150 per cart **Typical site Implementation**: 250 students **Original Price**: $2500 **BAFO**: $2350 **Additional Saving**: $17,250-$16,350 = $900 Equates to additional savings of **$0.60 per student**
Pico Ultra 4 VR Headset + Charing Cart (30-Capacity)			Equates total additional savings of **$4.20 per student**

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	Original Price Submitted *(Oct 8, 2024)*	**Updated BAFO Price** *(Dec 13, 2024)*	**Additional Savings per student** *(based on average implementation of 250 students per campus)*
Prisms Math + Science **We are excited to share we were able to reduce the cost by an additional 10%. (see details to the right)**	$37 per student Typical site implementation includes at least 250 students	$33.30 per student Typical site implementation includes at least 250 students	**Additional Savings** = $3.70 per student **Original Price**: $37 per student **BAFO**: $33.30 per student **Average Site Implementation**: 250 students **Additional Saving Based on 250 students**: $9,250-$8,325 = $925 per site implementation
Prisms Math or Science Only **We are excited to share we were able to reduce the cost by an additional 10%. (see details to the right)**	**Original Price Submitted** *(Oct 8, 2024)* $31 per student Typical site implementation includes at least 250 students	**Updated BAFO Price** *(Dec 13, 2024)* $27.90 per student Typical site implementation includes at least 250 students	**Additional Savings** = $3.10 per student **Original Price**: $31 per student **BAFO**: $27.90 per student **Average Site Implementation**: 250 students **Additional Saving Based on 250 students**: $7,750-$6,975 = $775 per site implementation

EXHIBIT A
STATEMENT OF WORK

PROGRAM ELEMENTS

Professor Egghead offers three (3) distinct programs, one focused on Science (grades UTK-5), one focused on Engineering (grades UTK-8), and one focused on Financial Literacy (grades 6-12). These programs may be delivered in grade span groups of UTK-2, 3-5, 6-8, and 9-12, or the like. Our UTK/TK/K classes are served as a 10:1 student:instructor ratio, and our 1st-12th grade classes are served at a 20:1 student:instructor ratio. However we may adjust according to the needs of the schools and district. If there is a site or District desire to exceed the ratio, Professor Egghead is able to provide professional development to the site staff member(s) provided.

General Program Principles

- Each program is stand-alone, meaning that students do not need to have attended any previous lessons or modules to gain the full benefit of the class.
- Each module is designed to slowly build in difficulty over the length of the course, but allowing students who have missed classes to catch up to others in a comfortable way.
- Our standard length of each class is 1 hour, however we can flex our class length from anywhere between 45 minutes and 1.5 hours.
- Different classes are taught to different grades, with content and standards specifically targeted to the grade that we are teaching.
- All materials for all programs are included and provided by Professor Egghead Science Academy.
- All students receive an ID card on the first day of programs, a take-home with each science class, and a degree at the end of each science or engineering session. They will receive a workbook at the end of each financial literacy program.

Space Requirements

- Science Program - An area with tables and chairs is best. A water source in the room is preferred, but not required.
- Engineering Program - A hard surface is best for this program. No tables and chairs are required. A hard carpet works as well, just not a high-pile carpet. Tables work if no hard floor is available.
- Financial Literacy Program - An area with tables and chairs is best.

Science Program (UTK-5)

This program will teach students basic science concepts, covering a wide array of Next Generation Science Standards. It is designed to enhance critical thinking, problem-solving, and creativity, ensuring that students acquire valuable skills applicable to various aspects of their academic and personal lives. Our science program promotes understanding of the world and the things in it, allowing students to draw connections between things that they see, as well as understand how to solve complex problems and test their hypotheses.

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Using our Cupboard Science method and materials, students take part in hands-on, engaging experiments with familiar materials likely found in their kitchen cupboard. The structure of a science class is introductions (5 min), demonstrations (5 min), two long form hands-on experiments (45 min), and wrap up and review (5 min).

At the end of the class, students will receive their take home experiment that they made in class, along with a parent connections sheet in the form of a QR sticker that explains to those at home what was learned and how to continue the engagement outside of the classroom. They will also pass the class with an official Egghead degree!

Available Modules: (Each module contains a minimum of 10 individual lessons)

- Egghead Detectives - Solving mysteries each week using science
- Egghead Explorers - An exploration of fossils, volcanoes, weather, and earth sciences
- Egghead Inventors - The science behind some of the most important inventions in human history
- Egghead Astronauts - A journey to outer space to learn about planets, stars, rockets, and the sun.
- Egghead Secret Agents - Becoming undercover sleuths to unravel the science behind spy technology
- Egghead Superheroes - The science behind popular superpowers and superheroes

Course Goals

- Students will learn 3-5 Science Keywords each class
- Students will perform hands-on experiments in an exploratory method to understand the scientific process
- Students will learn grade-appropriate Next Generation Science Standards for Science.
- Students will develop motor function and spatial awareness, as well as critical thinking and problem solving skills.
- Students will understand the world around them while having science moments of magic, and develop a deeper knowledge of STEM and STEM careers.
- Students will have fun in class

Engineering Program (UTK-8)

This program will teach students the basics of engineering, while exposing students to career pathways in various STEM fields. It is designed to refine motor skills, develop greater spatial understanding, teach problem solving, and enhance creative thinking to overcome complex challenges.

Students gain understanding of engineering concepts and keywords by executing the engineering process on a small scale. They will design, build, and test different machines, structures, and contraptions using Lego bricks and specialized pieces as the medium to learn about engineering concepts.

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The structure of the engineering class is introductions (5 min), keywords (5 min), design (5 min), build and test (40 min), and wrap up and review (5 min). Students will also pass the class with an official Egghead degree!

Courses are differentiated for upper and lower grade bands, as well as for Middle School, so that content is age-appropriate.

Available Modules: (Each module contains a minimum of 10 individual lessons)

- Mega Machines - We'll build cranes, wind turbines, elevators, cars, and other famous machines.
- Super Structures -We'll build stadiums, skyscrapers, bridges, lighthouses, and other structures.
- Amusement Park Engineering - A focus on ferris wheels, viking ships, waterslides, and other fun rides.
- Ancient Engineering - Treehouses, castles, pyramids, aqueducts, and other ancient wonders.
- Marvels of Innovation - Tunnels, amphitheaters, cable cars, and other incredible innovations.

Course Goals:

- Students will understand the engineering process.
- Students will learn engineering keywords integral to many common designs.
- Students will learn grade-appropriate Next Generation Science Standards for Engineering.
- Students will develop motor function and spatial awareness by combining engineering components together.
- Students will understand and explore careers available in the engineering field and pathways to those careers.
- Students will have fun in creating their engineering machines.

Financial Literacy Program (6-12)

This program will grow the next generation of financially responsible adults, leaders, and citizens. By bringing financial literacy to underserved communities, our program will help build healthier, prosperous futures. The program is interactive, engaging students in hands-on learning that provides practical, real- world experience, and entertaining, utilizing video and game-play learning that reflects youth media consumption.

Our modules provide a broad but comprehensive overview of the financial landscape our students currently live in, with a keen eye toward the world they will enter as they grow.

Our curriculum contains over 30 individual Lessons contained in 3 different Modules, with the

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ability to take the class for a full year and not repeat content. Each lesson in the Fall would be distinct and different, with no program repetition throughout the year at the school.

Class Structure:

- Introduction, review, and presentation of topic (10 min)
- 3 Modules (45 min)
    - Module 1: Introduce concept and demonstrate with real world scenario and interactivity (e.g. students roleplay a common phishing scam)
    - Module 2: Introduce concept and demonstrate with real world scenario and interactivity (e.g. students take part in a roleplay in which they are targeted for a common scam on Venmo™ or Cash App™)
    - Module 3: Introduce concept and demonstrate with real world scenario and interactivity (e.g. students are introduced to a Talent Search scam in which they are targeted to become a viral video maker or that they will be made famous for their music by purchasing a product from a scammer)
- Wrap up, review, and dismissal (5 min) Available Lessons:
- IDENTIFYING SCAMS Identify and avoid the financial dangers present in an ever-more-digital world.
- CREDIT FLUENCY Understand how credit works, and the purpose, value, and dangers associated with credit cards.
- DIGITAL MONEY & APPS As money moves from cash to digital, how to value numbers on a screen as much as one would dollars in hand.
- TAXES & ACCOUNTING Paying taxes can feel scary, but it doesn't have to be. If you understand how they work and how you can navigate.
- GAMBLING & CRYPTO It's easier than ever to take large risks with money, without understanding the real downside of those risks.
- INVESTING IN MARKETS Investing can be done with just an app and bank account, but not all investments & markets are created equal.
- PYRAMID & MLM SCHEMES If something sounds too good to be true, it usually is. But what if someone you know and trust is telling you about it?
- BUDGETING & BANKING Knowing how to spend what you have, especially once you get your first job, can be tricky. But it doesn't have to be.
- FINANCIAL PLANNING & RETIREMENT Having a plan isn't just about 30 or 40 years from now. It can help you achieve your goals today.
- STUDENT LOANS & LENDING Student loans are very common, but they are different from regular loans. How can you avoid making mistakes?
- IDENTITY THEFT Your identity has value, and others might want to steal it.

Course Goals

- Students will learn 3-5 Financial Concepts each class.
- Students will learn to grade-appropriate Family and Consumer Science Standards.
- Students will learn how to navigate important financial topics in the world as adults.
- Students will develop math and critical thinking skills.
- Students will understand how the world works around them, to better make decisions for

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themselves and their families.
- Students will have fun in class

Our detailed plan is:

- Begin Vendor Certification of Criminal Background and Tuberculosis Clearance for our instructional staff and Field Managers, continuously
- Program Lead will connect with District Lead(s)
- Program Lead will connect with interested School Sites and Site Leads to plan accordingly
- Logistics and Materials: We provide all required materials for the programs and have a well-organized internal logistics team to manage the distribution of materials to various sites. Our "MobileLab" ensures that every school is well-equipped for hands-on experiments.
- Scheduling Team: Staff and Schedule existing qualified instructional staff in Los Angeles and surrounding areas to Sites, with site needs taken into consideration
- Hiring and Training Team: Onboard and Train additional instructional staff, as needed
- Program Launch with Field Manager observations on the first day, and throughout

Professor Egghead Science Academy does not provide supplemental physical activities programs. However, as all our programs are hands-on, there are physical element in our programs. In our science programs, students are mixing, pouring, snapping, bouncing, and making things fizz. These connections spark excitement, applause, and laughter in students. In our engineering classes, students are drawing, building, crashing, testing, and turning. In both programs, we are kinetic, where students are interacting directly with materials in the real world instead of with screens.

Our programs are designed to be inclusive, with specific training in Classroom Management and Egghead Educator Skills for Success. We give equal importance to fundamental factors in Classroom Management, combining student engagement such as gathering group attention, individual student attention, and connecting and building rapport with students, with Curriculum Implementation such as familiarity with lesson content, direct instruction giving, review of keywords, image cards, and concepts, and with Learning Environment such as fair and consistent boundary enforcement and respectful and efficient utilization of the physical space.

Egghead Educator Skills for Success emphasizes:

- Authority & Vigilance - Maintain classroom control and remain alert of all student actions
- Communication & Education - Demonstrate effective teaching skills. Provide explicit instruction for student understanding
- Flexibility & Resourcefulness - Adapt to various teaching environments with differing student backgrounds and age groups
- Interactivity & Rapport - Lively and enthusiastic attitude to ignite student interest and

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excitement about STEM
- Knowledge & Organization - Material and mental preparation for smooth and effective flow of lesson content during class

We believe our approach and focused preparedness lead to inclusivity for all students, as well as hiring of qualified, experienced staff, ongoing training, and continuous quality improvement of our programs.

At this time, we do not utilize any AI technologies for our programming. All of our programs are designed, tested, and run without the use of AI generative text, images, or any other AI. We have no plans to incorporate AI into these aspects of our programming, although we use them at times to proofread copy for our marketing and to cross-check grammar and scientific accuracy in our materials.

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

All Available Programs are shown below, along with their standard group sizing, pricing, category, and type

Category I	Unit	Price	Category	Type
Science, Engineering, and Financial Literacy in person programs	1 hour - Class of 20 Students. All Materials Included.	$450 / Hour	After School Enrichment or During School Workshop.	In Person
Science, Engineering, and Financial Literacy in person programs	1 hour - Class of 10 Students. All Materials Included.	$400 / Hour	After School Enrichment or During School Workshop.	In Person
Virtual Engineering and Virtual Financial Literacy Program	1 hour - Class of 15 Students. All Materials Shipped to school and included.	$500 / Hour	After School Virtual Enrichment or During School Virtual Workshop.	Virtual
Summer Camp / Interessesion Days	1 hour - Per 20 Students	$400 / Hour	Summer Camp - Full Day, Half Day, and Supplemental Workshops	In Person
STEM Booths for PTA/Science Fairs	1 Hour - 50 student booth. All Materials Included	$450 / Hour	Science Events - (Party, Event, **Booth,** Dry Ice Show)	In Person
Dry Ice Science Show / Event for Back to School or Science Fair.	1 Hour - up to 100 students. All materials included.	$400 / Hour	Science Events - (**Party, Event**, Booth, **Dry Ice Show**)	In Person

EXHIBIT A
STATEMENT OF WORK

Program Elements

Tinker the Robot Engineering Design Program - Description of Services

Tinker the Robot's program will complement LAUSD's regular school day activities by providing LAUSD students with real world, hands-on science and engineering experiences that foster creativity, teamwork, and problem-solving skills while supporting their social and emotional growth. Driven by the Engineering Design Process, students are encouraged to ask questions as they think creatively and collaborate while solving problems. Our programs align with California's Next Generation Science Standards (NGSS) and Common Core and provide students with a hands-on experience where they learn science and engineering concepts by investigating, experimenting, and iterating. All materials for the program are included in our program fees, and our Tinker Teachers will bring the supplies needed for each session. Our framework and process mirror the Engineering Design Process and make our programs stand out—students are introduced to a STEM topic each session, complete a tangible build, and take their creations home. The Tinker the Robot Framework, rooted in years of classroom experience and structured

around the engineering design process, has created a high-quality enrichment program that maximizes learning and engagement.

Tinker the Robot Session Framework:

1) Introduce a topic and relevant technical vocabulary
2) Hands-on build exercising a key concept
3) Propose a problem where students investigate, experiment, and iterate a concept
4) Record, analyze, iterate, and discuss their design and build

Founded by engineers who have worked in various engineering roles across industries, the format and program content are designed for students to build 21st-century skills and learn about career pathways while exercising the engineering design process. Within the program, we embed opportunities for social and emotional growth, fostering a sense of belonging and connection among students within the school community and with their peers. Additionally, students are given the opportunity to think, explore, process, and solve problems. Above all, our youth-safe programs provide students with enriching academic opportunities alongside tailored activities that amplify their learning in the classroom.

Program Structure

Per LAUSD Solicitation, Structure of In-Person Enrichment Program	
Length of Session	60 minutes
Number of Sessions	Eight to Ten individual sessions
Program Age Range	UTK-2, 3-5, 6-8

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Capacity	No more than 35 Students
Space Required	All Programs take place in a classroom.

Per LAUSD Solicitation, Structure of Virtual Enrichment Program	
Length of Session	60 minutes
Number of Sessions	Eight to Ten individual sessions

Program Age Range	UTK-2, 3-5, 6-8
Capacity	No more than 30 Students
Space Required	All Programs take place virtually via Interactive live-streaming of Tinker Teacher All materials are provided and mailed to students

Program Description

Engineering Design Challenge - Grades K-2, 3-5, 6-8

The Design Challenge is an NGSS-aligned, inquiry-based program. In each session, students explore engineering concepts by exercising the engineering design process. They are introduced to the concept, walk through a hands-on build, are challenged to iterate on that build to complete a task, and then demonstrate that they have a viable solution. By repeatedly going through this process, students develop a framework for problem-solving that is applicable beyond the program.

The Engineering Design Challenge is designed to expose students to science and engineering concepts and spark their interest. In each one-hour session, students are introduced to one branch of engineering and the corresponding scientific concepts through a discussion, hands-on build, experiment, and challenge (test and iterate). In each session, students follow the engineering design process, empowering students to develop critical thinking, creativity, and problem-solving skills by engaging in real-world, hands-on applications of science, engineering, and math. At the end of the session, they are invited to take home their creation to continue the learning and discussion with family and friends.

We have tailored this program specifically for LAUSD's in-person and virtual after-school sessions. The Engineering Design Challenge is divided into topics. Each topic has four dedicated sessions that explore one branch of science or engineering; the menu is listed in this section and also in the Appendix. We currently have six topics (24 Sessions) available for the LAUSD Team to choose from. For the 8-week session, we propose an exploration of diverse engineering fields. Alternatively, the site can mix and match or repeat topics throughout the academic year, depending on the interests of the schools, students' needs, and other participants in the overall LAUSD program.

Depending on the grade band, the goals, depth of concepts presented/discussed, and hands-on activities are adjusted to accommodate the students' age and hand/eye coordination.

- K-2 is about exposing students to high-level engineering concepts and sparking interest
- 3 to 5 is about exploring concepts from real-world examples

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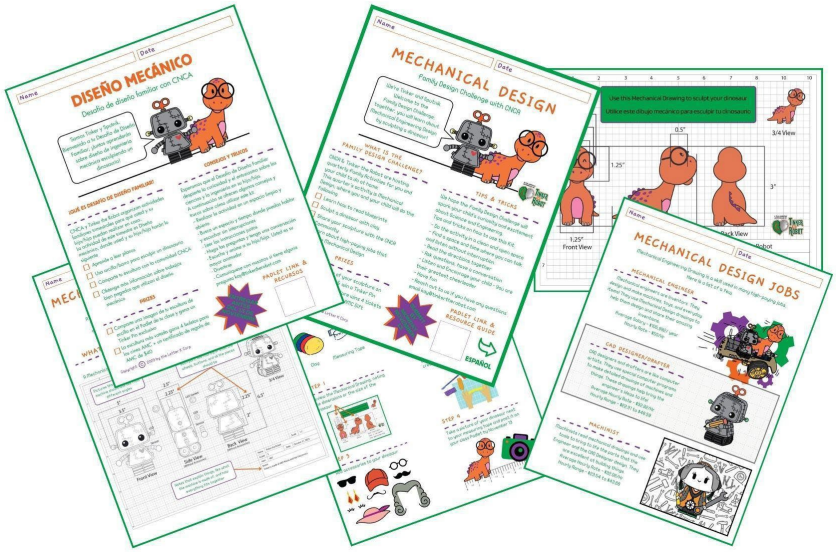
- 6 to 8 is about connecting those interests with possible careers See the appendix for more detail regarding the following:
- Sample TK-2 & 3-5 syllabus for an 8-week program, including Learning Objectives, Engaging Activities, Learning Outcomes, and Materials
- Sample TK-2 & 3-5 Activity

Sample Activity

Below is a condensed version of the activity. For the full activity, see the appendix or click the links in the image description.

Mechanical Design Drawing - Grades K-2, 3-5, 6-8

The Mechanical Design Drawing activity, conducted in collaboration with CNCA, introduced students to essential engineering concepts through hands-on learning. All materials were provided in English and Spanish to ensure accessibility and inclusion. Tinker Teachers introduced the concepts and activity in class, and the students were encouraged to continue their work independently at home. With a strong engagement rate of 60%, many students submitted their completed drawings, showcasing their understanding of mechanical design. This approach fosters critical thinking, problem-solving, and creativity while ensuring equitable access for bilingual learners.



Preview of Take Home Resources for CNCA Mechanical Design Drawing for 3-5

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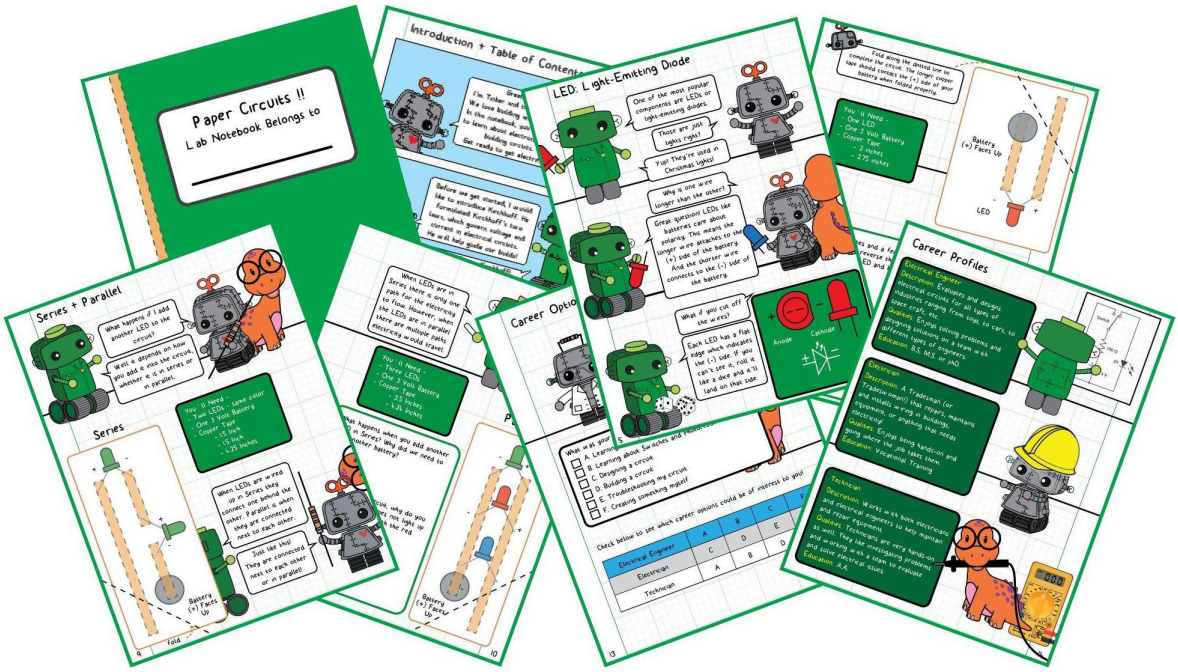
Paper Circuits - Grades 3-5, 6-8

Paper Circuits Activity where each student builds and troubleshoots 5 take-home circuits while learning electronics principles like voltage, current, resistance, and open/closed circuits. The program introduced careers in electrical engineering, technicians, and electricians.



Meaningful Physical Activities for All Grades, Skill Levels, and Abilities

At Tinker the Robot, our experience tells us that a tangible/physical, hands-on approach is the best way to engage students in science and engineering. Each session features a meaningful physical activity or build tailored to specific grade bands (UTK-2, 3-5, and 6-8), ensuring that concepts are both accessible and relevant. Our approach blends storytelling, discussion, and hands-on experimentation to bring abstract ideas to life. Backed by a strong history in hands-on STEM programming, we design activities in collaboration with teachers, engineers, and developmental specialists to ensure the developmental appropriateness of tools and materials for each grade level. In addition, our programs are crafted for flexibility, allowing our trained Tinker Teachers to guide modifications as needed, ensuring inclusivity for all students. Having delivered our programs to hundreds—and in some cases, thousands—of students, we've refined what works effectively to meet learning objectives and provide impactful lessons.

Here is a sampling of the materials included -

Each topic in the Engineering Design Challenge incorporates a hands-on build with its own set of Build Components, shared supplies, and class equipment—listed in the Appendix by Program Weekly Schedule.

Build Components: Consumable items that Students take home as a build

Shared Supplies: Tape, glue, and fasteners used for assembling

Class Equipment: Pencils, Measurement tools, or Items belonging to Tinker the Robot

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Lab Notebook: Each student will receive a Tinker the Robot Lab Notebook or worksheet tailored to the session, containing concepts covered, activity details, and resource links for further learning at home, encouraging ongoing discussion, parental engagement, and family exploration of the subject.

Capacity and Capability to Deliver Comprehensive STEM Services Across the District

Virtual Programming: Our organization has the capability to provide virtual STEM programs accessible to all regions within the district. Currently, we have ten teachers ready to facilitate these sessions, and we can easily recruit and scale our team as needed to meet demand, ensuring that students can engage in high-quality STEM education, regardless of their geographical location.

In-Person Programming: Currently, we offer in-person services to Region East and Region South of the district. However, we can easily expand to cover all four regions depending on need. With ten dedicated teachers available for on-site programs, we effectively deliver hands-on, engaging STEM education tailored to the specific needs of these areas. Additionally, we have partnerships with colleges and universities in these regions, allowing us to tap into local engineering schools for recruitment and hire additional staff as needed. Our established relationships with local schools and community organizations further enhance our capacity to reach and serve students in these communities.

Comprehensive Access to Virtual STEM/STEAM Curricula

At Tinker the Robot, we offer access to a diverse array of virtual STEM curricula designed to engage students across multiple disciplines. Our programs cover subjects outlined in the RFP, including Aerospace, AI, Arts, Biology, Chemistry, Climate Change, Computer Science, Earth and Space Science, Engineering, Environmental Education, Marine Sciences, Mathematics, Multimedia, Physics, Robotics, and Science-Art Integration.

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Unit	Price Per Session	Price 8-week session	Price 10-week session
Customization and Integration	Program Creation and Customization per site	$60.00	$480.00	$600.00
Professional Development	Two Teachers per session Includes - - Professional Development - Salaries for 2 Teachers - 20:1 Student: Teacher Ratio (per the RFP, 35 Students/Class)	$150.00	$1,200.00	$1,500.00
Implementation and Monitoring	Salaries for our Region Managers - Coordinating with Sites - Managing Tinker Teachers - Managing Materials and Supplies	$120.00	$960.00	$1,200.00
Materials (Consumables)	Materials per student - $6/student/session with a total of 35 students per RFP - Students take a home a build every session	$215.00	$1,720.00	$2,150.00
Required Equipment	General Supplies and Equipment - Projector, Computer, Cart - Consumable Sharable Supplies - Markers, Tape, etc.	$80.00	$640.00	$800.00
Other Costs	Coordination and Overhead	$100.00	$800.00	$1,000.00
Total Annual Cost		**$725.00**	**$5,800.00**	**$7,250.00**

EXHIBIT A
STATEMENT OF WORK

Program Elements

Detailed Plan to Perform the Required Services

Tutor Me Education (TME) has developed a comprehensive plan to perform the services outlined in the Statement of Work, which includes both in-person and virtual STEM/STEAM enrichment and supplemental instructional services. Our program plan is structured in 10-week cycles with a flexible schedule to accommodate both after-school and intercession periods. Each cycle begins with a **Customization Phase** to identify student proficiency levels and establish Individualized Learning Plans (ILPs). These plans outline targeted goals and milestones for each student based on their grade level and specific learning needs.

The **Implementation Phase** includes interactive, project-based activities designed to engage students in real-world applications of STEM/STEAM concepts. Our instructional strategies emphasize hands-on learning experiences and incorporate virtual field trips, live demonstrations, and collaborative group projects. The curriculum is mapped to California state standards, including NGSS, Common Core, and ISTE standards, to ensure alignment with district objectives. TME provides **Ongoing Monitoring and Reporting** through bi-weekly progress reports that track student attendance, participation, and progress toward their ILP goals. At the end of each cycle, a **Review Phase** evaluates student growth and proficiency, enabling us to measure the program's impact and make necessary adjustments for future cycles.

Program Cycle	Description
Phase 1: Program Customization	**Development of Individualized Learning Plans (ILPs)** TME's instructional team collaborates with LAUSD educators to create ILPs for each student. The ILP outlines specific learning goals, milestones, and instructional strategies designed to address areas where the student may need additional support or enrichment. These plans are also designed to align with LAUSD's broader academic objectives, ensuring cohesion with the district's curriculum and standards. ILPs are shared with both students and their families to encourage transparency and collaborative goal-setting.
Phase 2: Implementation of STEM/STEAM Enrichment & Supplemental Programs	**In-Person and Virtual Instruction** Depending on the school's preference, TME provides a mix of in-person and virtual instructional formats. In-person sessions take place after school or during designated intercession periods at LAUSD facilities, while virtual sessions are conducted through TME's proprietary online learning platform. This platform offers interactive features such as real-time whiteboards, video conferencing, and breakout rooms for collaborative projects.

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	Project-Based Learning Students participate in STEM/STEAM projects designed to promote critical thinking, creativity, and hands-on engagement. Examples of these projects include: ▪ **Elementary Grades (TK-5):** Activities may involve simple engineering challenges, such as constructing bridges from everyday materials, or creating basic circuits to understand electrical currents. ▪ **Middle School Grades (6-8):** More complex projects are introduced, such as designing model rockets to explore physics concepts or building hydroponic gardens to study biology and sustainability. ▪ **High School Grades (9-12):** Advanced projects are implemented, such as coding and programming small robots, or environmental science projects where students collect and analyze local water samples. **Hands-On STEM/STEAM Activities** Each week, students engage in hands-on activities related to science, technology, engineering, arts, and mathematics. These activities are designed to complement their regular curriculum and to help reinforce concepts they are learning in the classroom. Examples include: ▪ **Virtual Labs:** For subjects like biology and chemistry, students can conduct experiments in virtual labs where they observe chemical reactions, study cell structures, or simulate environmental changes. ▪ **Field-Based Experiments:** For students participating in in-person sessions, TME organizes field trips and experiments, such as water quality testing or plant growth studies in local parks or green spaces. **Supplemental Physical Activities** TME's program also includes supplemental physical activities, as detailed in the previous response. These activities encourage physical wellness and motor skill development, with activities tailored to each grade level and designed to be inclusive of all abilities.
Phase 3: Ongoing Monitoring and Reporting	**Bi-Weekly Progress Reports** Every two weeks, TME's instructional team generates detailed progress reports. These reports include metrics on student attendance, participation, engagement, and performance against their ILP goals. Reports are shared with LAUSD administrators, teachers, and parents to keep them informed of each student's progress. In addition to academic metrics, TME also tracks behavioral and social-emotional outcomes, providing a holistic view of each student's growth.

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Phase 4: Program Evaluation	**Comprehensive Program Evaluation** TME compiles key performance indicators, into a comprehensive program evaluation report for LAUSD. This report includes: ▪ **Achievement Metrics:** Analysis of student improvement in STEM/STEAM skills, including specific data points for each grade span. ▪ **Engagement and Attendance:** Insights on student attendance and engagement trends, with recommendations for improving participation in future cycles. ▪ **Behavioral and Social-Emotional Outcomes:** Observations on students' development in areas such as collaboration, problem-solving, and self-efficacy, which are critical to success in STEM/STEAM fields. **Feedback Integration and Program Iteration** TME conducts end-of-cycle feedback sessions with LAUSD stakeholders, students, and families to gather input on their experiences with the program. This feedback is used to make enhancements to curriculum content, instructional methods, and program delivery. TME's iterative approach allows the program to evolve based on the specific needs and preferences of LAUSD, ensuring that each subsequent cycle is more effective and aligned with the district's educational goals.

In addition to the main phases, TME assigns a dedicated program manager to serve as the main point of contact for LAUSD. The program manager oversees all aspects of program delivery, coordinates with district staff, and addresses any challenges that arise during implementation.

TME offers technical support for students and families participating in virtual learning sessions. We provide guidance on accessing our online platform, troubleshooting connectivity issues, and utilizing assistive technologies to ensure every student can fully participate. Recognizing the role of families in student success, TME hosts periodic workshops and information sessions for parents. These sessions cover topics such as supporting STEM/STEAM learning at home, understanding ILPs, and encouraging physical wellness through at-home activities.

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Supplemental Physical Activities Program for Grades TK–12

Tutor Me Education (TME) recognizes the importance of physical wellness in supporting students' overall development, particularly within the context of STEM/STEAM learning. As part of our STEM/STEAM program, we incorporate a range of supplemental physical activities that promote physical movement, engagement, and coordination alongside academic growth. Our program is designed with inclusivity in mind, allowing students of all skill levels and abilities to participate comfortably. Activities are developmentally appropriate and tailored to the needs of each grade span—TK-2, 3-5, 6-8, and 9-12—ensuring that students receive experiences that challenge them physically while enhancing their understanding of STEM/STEAM concepts.

Inclusive and Adaptive Physical Activities for All Grade Levels

To create a program that truly serves all students, TME employs Universal Design for Learning (UDL) principles to ensure that physical activities are accessible to those with varying physical abilities and learning needs. Each activity is adaptive and offers multiple ways for students to engage, whether they are participating in-person or virtually. We provide a wide variety of activities designed to suit different interests and physical abilities, encouraging a positive attitude toward movement and health.

For students with specific physical or learning needs, TME makes available optional adaptive equipment listed below. These resources are designed to support all students, ensuring they can participate in activities meaningfully and safely.

- Large-print materials and visual aids to assist students with visual impairments.
- Sensory tools and fidget devices for students who benefit from tactile feedback.
- Adjustable seating and stabilizing equipment for students who need additional physical support.
- Audio guides and sign language interpreters for students with auditory impairments.

Age-Appropriate Physical Activities Aligned with STEM/STEAM Concepts

Each grade span participates in physical activities tailored to their developmental stage and aligned with key STEM/STEAM concepts. For example:

Grades TK-2: Younger students engage in activities that emphasize fine motor skills, coordination, and exploration. Projects such as:

> **Building simple machines** (like pulleys and levers) using everyday materials allow students to explore basic engineering principles while enhancing hand-eye coordination.
>
> **Nature-based scavenger hunts** encourage students to move around while learning about ecosystems, plants, and animals. These hunts can take place in school yards, community parks, or virtual formats, with each item representing a different aspect of their science curriculum.

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Sensory-based activities like creating textures with clay and sand while exploring shapes and sizes help students develop their motor skills and spatial awareness.

Grades 3-5: For upper elementary students, physical activities are designed to integrate foundational science concepts with more involved physical movement, promoting active engagement and teamwork. Examples include:

Creating and testing catapults or trebuchets: Through these engineering challenges, students learn about force, motion, and gravity. The project encourages physical activity, as students assemble and test their designs.

Outdoor ecosystem projects, where students observe and catalog different species of plants and insects, emphasizing biology and environmental science. These activities promote physical movement as students engage in scientific observation and data collection.

Team-building activities like group obstacle courses that simulate natural processes, such as photosynthesis or the water cycle, engage students physically while reinforcing science concepts.

Grades 6-8: Middle school activities focus on scientific inquiry and more complex engineering principles. Activities encourage physical engagement through experimentation and design:

Building and testing model rockets introduces concepts of physics and aerospace engineering, where students participate in the assembly process and engage in launching activities.

Geocaching and orienteering combine technology with physical activity as students use GPS devices or maps to locate specific points in an outdoor setting, learning about navigation, geometry, and technology in a real-world context.

Energy exploration projects: Students might construct windmills or water wheels, learning about renewable energy sources through hands-on physical activity.

Grades 9-12: High school students experience activities that encourage physical engagement alongside critical thinking and technical skills, preparing them for real-world STEM applications:

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Robotics and automated machines: Students design and build robots or automated devices, learning about mechanics, coding, and engineering. The assembly and testing of these devices involve both fine motor skills and physical movement.

Environmental science fieldwork: High schoolers engage in fieldwork projects, such as water quality testing at local streams or beaches, where they collect samples, measure variables, and analyze data. These activities provide physical exercise while enhancing their scientific inquiry skills.

Anatomy and physiology lab simulations: For students interested in biology or health sciences, TME offers simulations of medical procedures, where students can work with models to explore the body's systems, integrating hands-on activities that involve movement and coordination.

Inclusivity and Support for All Skill Levels and Abilities

TME's approach to supplemental physical activities is to make every student feel included and capable, regardless of their physical abilities. We provide modified versions of each activity so that students with disabilities or physical limitations can participate in ways that align with their abilities. For example:

- **Modified scavenger hunts** for students with mobility challenges, where they can participate with the help of peers or use virtual tools to complete tasks.
- **Alternative tools** for activities that require fine motor skills, such as larger pieces for younger students or adaptive utensils that make assembly more manageable.
- **Collaborative team roles** in project-based activities allow students with different abilities to contribute in ways that suit their strengths, ensuring everyone has an active role.

By fostering an environment where physical activity is both enjoyable and integral to STEM/STEAM learning, TME's supplemental physical activities promote wellness, inclusivity, and engagement for all students. Our program ensures that all participants, regardless of their skill level or ability, can experience the benefits of movement while gaining valuable knowledge and skills in STEM/STEAM disciplines. This holistic approach helps students make the connection between physical health, mental well-being, and academic success, setting them on a path to becoming well-rounded learners.

Partnerships to Enhance Virtual STEM/STEAM Education

TME actively partners with leading STEM organizations and educational agencies to enhance the quality of our virtual STEM/STEAM offerings. Our collaboration with organizations such as NASA's Jet Propulsion Laboratory, Code.org, and the California Academy of Sciences provides students with access to a rich array of resources, expert-led workshops, and virtual field trips. These partnerships bring a higher level of engagement to our programs and ensure that students receive cutting-edge educational content from professionals in the field.

For example, through our partnership with Code.org, TME is able to offer students structured computer

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science courses, from basic coding for younger students to advanced programming and app development for high school students. This partnership also allows us to provide professional development opportunities for our instructional staff, equipping them with the latest teaching methodologies and tools in computer science education. Additionally, TME collaborates with local STEM-focused non-profits and environmental agencies to offer experiential learning modules in areas like environmental science, climate change, and sustainability.

Access to Multiple Virtual STEM/STEAM Curricula

TME's program provides students with access to a wide variety of virtual STEM/STEAM curricula that cover topics such as marine science, biology, climate change, robotics, aviation/aerospace, ecosystems, and computer science. Our platform features courses that integrate interactive simulations, virtual labs, and multimedia resources to enrich the learning experience. For instance, students participating in our marine science curriculum can engage in virtual dissection labs, analyze real-world data on ocean temperatures, and participate in interactive activities like building underwater ecosystems.

The following table outlines sample curriculum modules available to students in the virtual STEM/STEAM program:

Curriculum Module	Description	Grade Span
Marine Science	Virtual labs on oceanography, interactive modules on ecosystems, and data analysis activities on ocean health.	3-12
Climate Change	Projects on greenhouse gases, virtual field trips to national parks, and real-world data analysis activities.	6-12
Robotics	Hands-on activities in building and coding virtual robots, and understanding robotics in industry applications.	3-12
Aviation/Aerospace	Exploration of flight principles, virtual tours of space centers, and rocketry simulations.	6-12
Ecosystems and Biodiversity	Building and testing model ecosystems, virtual labs on food webs, and projects on environmental impact studies.	K-8
Computer Science	Structured coding courses, app development projects, and data science activities utilizing real-world datasets.	K-12

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category I	Unit	Price
Customization and Integration	Unit Cost (include detail on discounts provided)	In-Person: $139/Hr Virtual: $89/Hr
Professional Development	Number of participants Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	1-10 Participants 3-5 times per week In-Person or Virtual
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	$2,000
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	$2,000
Required Equipment	One time and annual costs (include detail on discounts provided)	$2,000
Other Costs	Itemize (include detail on discounts provided)	Hourly Reduction Fee: $20
Total Annual Cost		**$6,000**

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EXHIBIT B
PAYMENT SCHEDULE

NOTE: Fees shall be fully burdened and inclusive of direct labor cost, overhead, general, and administrative (G&A), profit, and other relevant costs.

Category II	Unit	Price
Customization and Integration	Unit Cost (include detail on discounts provided)	In-Person: $139/Hr Virtual: $89/Hr
Professional Development	Number of participants Frequency /Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	1-10 Participants 3-5 times per week In-Person or Virtual
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	$2,000
Materials, license fees, etc.	One time and annual costs (include detail on discounts provided)	$2,000
Required Equipment	One time and annual costs (include detail on discounts provided)	$2,000
Other Costs	Itemize (include detail on discounts provided)	Hourly Reduction Fee: $20
Total Annual Cost		**$6,000**