



Proposal: Right On Mobile Education Preschool Buses in Routt County

Presented to:

First Impressions

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Presented by:

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A. ORGANIZATIONAL OVERVIEW AND HISTORY

Right On Mobile Education (ROME) is a 501c3 nonprofit that was launched from the for-profit education organization Right On Learning (ROL). Co-founders Rany Elissa and Alexa Garrido started Right On Learning in 2010 with the passion to help youth and adults reach their full potential by providing tutoring for K-12 students statewide. Over time, they recognized a need for more early childhood education services. From this, Right On Mobile Education was created in 2016 and received its 501c3 status on May 23, 2018.

The ROME bus is a fully equipped classroom on wheels. It began as an airport shuttle bus and has been retrofitted into a licensed, year-long mobile preschool classroom that provides two half day programs to preschool aged students. Students have access to a classroom workspace, reading center, technology, and a restroom just as they would in a brick and mortar classroom. ROME drives to underserved neighborhoods and provides preschool programs and family workshops to students and families who are unable to participate in preschool programs in the greater Denver metro area. ROME uses the Creative Curriculum and Conscious Discipline to support the developmental skills necessary to be successful in kindergarten and to become lifelong learners.

In 2017, ROME piloted a 7-week preschool program in Woodland Hills Mobile Home Park in Thornton, Colorado. The majority of our students came from families living beneath the poverty line and were second language learners. The program was a two-and-a-half-hour session, four days a week with a ratio of two teachers to five students.

In the spring of 2018, ROME provided a 12-week preschool program in Denver Cascades Mobile Home Park in Federal Heights, Colorado. These students also came from families living beneath the poverty line and were second language learners. The program was a two-and-a-half-hour session, four days a week with a ratio of two teachers to seven students.

Currently, our preschool bus offers year-long, half-day programs in the Denver Cascade Mobile Home Park in Federal Heights and the Woodland Hills Mobile Home Park in Thornton, Colorado. We are also designing a bus that will be running in the Elyria-Swansea neighborhood located in Denver, Colorado in the 2019-2020 school year.

Below is a list of some of our hallmark accomplishments as an organization:

1. Collaborating with Mayor of Federal Heights to launch ROME's 1st year-round preschool program.
2. Met with mayor and city managers of Thornton to change city ordinance and acquired permits to provide preschool program in residential areas.

3. Presented at RMECC
4. Presented at Jeffco School District Title I Family workshop
5. Have been featured on following media outlets:
 - a. Denver Post
 - b. Fox 31
 - c. ABC 7 News
 - d. Transportation News
 - e. Chalkbeat
 - f. PBS News Hour

B. PROFESSIONAL DEVELOPMENT FOR STAFF

Over the last two years, various professional learning opportunities have been provided for the staff of Right On Mobile Education. One training completed was “Time to Teach!”, where staff were trained on how to effectively deliver a lesson plan. Another opportunity for professional learning was through a study of the book “The Sweet Spot” by Christine Carter. This book offered various ways for educators to manage their stress effectively and create a healthy work/personal life balance in order to be more successful in the classroom. Staff were trained in the Quality Improvement and Rating System (QIRS), which included training in CPR and administering medications, as well as an additional CPR, AED, and basic first aid child-care training with Bryan Maki through Colorado CPR and Safety Professionals. Additionally, staff took part in a weekend-long National Association for the Education of Young Children (NAEYC) conference, where staff facilitated workshops around character matters and social-emotional development for other attendees. Finally, staff attended a webinar by Momentous Institute, which discussed trauma-informed strategies that help strengthen social-emotional health. Right on Mobile Education’s professional development plan over the course of the next year includes training in:

- **Kintone:** a computer system for gathering and tracking data
- **Conscious Discipline:** building resilience in our families, schools, and communities
- **Creative Curriculum:** (additional training)
- **Shines (QIRS):** (additional training)
- **TS Gold Training:** supports effective teaching and assessment
- **Diversity and Inclusiveness Training**

C. DIVERSITY, INCLUSIVENESS & NONDISCRIMINATION

Right On Mobile Education believes in the inclusiveness of all individuals regardless of race, gender, ethnicity, or sexual preference. This belief is an expectation that is included in the ROME handbook for all programs, staff, board, and volunteers. Over 40% of our Board of Directors, including the CEO, identify as racial minorities. Similarly, the staff has displayed a similar ratio of racial diversity. ROME is always seeking to practice inclusiveness and equity in all areas of business, and therefore has created three goals for increased inclusivity:

1. To attend an inclusiveness training with the Denver Foundation by July 2020
2. To create an inclusiveness blueprint to implement by July 2020
3. To find more individuals from the communities we serve to participate on the bus through volunteering by October 2020.

ROME is diligently working to constantly increase our awareness and implementation of racial equity within our organization. First, our main goal as an education provider is to help students who are from low-income and racially diverse communities to receive excellent academic support. Next, we work to get the feedback and support from the families and communities that surround our students. Our hope is for the communities to embrace ROME and use it to support their children and families based on their own needs and goals. Finally, ROME has a highly diverse Board of Directors and staff, and it only hopes to continue to build upon these racially diverse foundations.

D. PROGRAM PLAN

TARGET POPULATION

According to the Colorado Department of Education, 92.3% of the local elementary school that our Denver Cascades preschool program will feed into, Federal Heights Elementary School, is Hispanic and 6.8% is White. 89.7% of these students qualify for free or reduced lunch, and 81.7% are English language learners.

Additionally, North Star Elementary School, which our Woodland Hills program will feed into, is low-income, with 85.8% of students qualifying for free or reduced lunch. 92.3% of North Star Elementary School students are Hispanic or Latino, 7.4% are White, and 6.6% are Black, with 81.7% of the students considered to be English language learners.

In the Elyria-Swansea neighborhood in Denver, zoning laws originally made it very difficult for us to access this area of the city. We recently partnered with Mile High United Way, who targets communities through research that have high needs and also express an interest in building their communities through a preschool program. A group of parent-leaders working with United Way requested unique preschool alternatives to fit their unique community needs, which led to ROME creating another bus to run programs in this area of Denver.

Our recruiting efforts have ranged from partnering with local schools, city mayors, and city managers around the need for more early childhood education in their neighborhoods. Once an area is identified, we create bilingual flyers and our staff spends time canvassing the areas introducing ourselves and talking about our preschool program. We then park the bus for a specified time every day for 3 weeks to invite and talk to families interested in our program. Additionally, we have engaged in community events hosted by the mobile home parks or local communities. At these events, we bring the bus for families to tour, provide games and activities for the kids, and answer any questions parents may have about our preschool program. We take interested family's contact information so that we can further provide them with information about the program and assist in enrollment. These contacts allow us to build rapport with the communities, meet families and kids in a non-intimidating

environment, and follow up with families who showed interest in enrolling their students in our preschool programs.

ROME has been highlighted in several media outlets, including ChalkBeat, Denver Post, ABC 7 and FOX 31, Telemundo and Univision, and PBS News Hour. These media highlights were found to be helpful when recruiting for our preschool.

Individuals and families must meet basic criteria in order to attend our preschool programs. These criteria include:

- Families should be unable to get access to traditional preschool programs due to a lack of transportation, inability to afford costs associated with preschool, or preschools in areas are at capacity.
- Parent/Guardian must be able to drop-off or pick children from bus
- Children must be between ages of 3-6 years of age
- Parents/Guardian must provide medical documentation such as vaccination and proof physical exam

STATEMENT OF NEED

Some of the risk factors associated with the communities we currently serve include single parent households, second language learning, poverty, lower awareness of the education system and the importance of education as a whole, and limited access to preschool programs due to funds and/or enrollment space. Future risk factors include greater chance of academic disparity from peers, which can in turn lead to lower academic success, decreased motivation, and higher dropout rates.

Although there may be other preschool programs running in the general cities that we serve, our services are necessary in reaching our targeted population of families. Our preschool programs are not competition for brick and mortar preschools in these areas. Rather, the populations targeted are not attending traditional preschool programs for various reasons and would likely not receive any schooling before they enter Kindergarten. These families are not bringing their children to preschool for various reasons, such as transportation issues, lack of funding, and limited space in other preschool programs, and our mobility gives them opportunity to attend preschool.

Also, our enrollment is a rolling year enrollment. This allows kids who do not meet cut off dates in traditional preschools to attend our preschool. This ensures that we are working with children who truly would not be able to attend other preschool programs in the area.

In Routt County, a 2016 survey given to families with preschool-aged children shows that 42% of children in the area are not receiving preschool or daycare services and 65% of parents would be interested in part-time preschool. The 2016 aggregate scores showed that less than 39% of

students were ready for kindergarten in literacy. The areas that showed the highest need for additional preschool programming came from Hayden and Downton Steamboat Springs.

THE OPPORTUNITY

Aspen Community Foundation is selling their two mobile preschool buses, Gus the Bus and the Sunshine Bus. They are interested in selling these buses to support a community that would benefit from the preschool services that the buses can offer. They are selling both buses for \$87,500 per bus. The cost of these buses includes supplies, processes, and curriculum along with the buses themselves.

Option1:

ROME is proposing Routt County can assist with the acquisition of these buses.

Routt County will donate money to ROME, which then ROME will purchase these buses and run the programs in Routt County on a yearly basis. (Similar to the agreement ROME has with Mile High United Way, where MHUW provides funding to run the program from year to year.)

ROME would start running one bus as a pilot program in Routt County with one session in the Steamboat Springs area and the other session in a targeted rural community such as Hayden, Colorado.

Approximately four months later, ROME would start the second bus and do two sessions in Steamboat Springs and two sessions in the rural community, after we have distinguished community interest, needs, and location specific details in each community. Along with the purchase of the buses, ROME would need Routt County’s financial support in yearly funding of the programs and funding for storage of the buses and an office space in Steamboat Springs.

Option 2:

ROME will be hired as a consultant to help Routt County set up preschool bus and provided training oversight for the program. Cost \$80,000.00

PROGRAM FOCUS AND OUTCOMES

Monday	Tuesday	Wednesday	Thursday	Friday
Professional Development and Lesson Planning/Prep	AM Classes: 9:00-11:30am PM Classes: 1:00-3:30pm	AM Classes: 9:00-11:30am PM Classes: 1:00-3:30pm	AM Classes: 9:00-11:30am PM Classes: 1:00-3:30pm	AM Classes: 9:00-11:30am PM Classes: 1:00-3:30pm

Goal #1: Increase academic success. By the end of the academic school year, we expect 90% of our students to have made a year or more worth of academic growth. This will better prepare students for success as they enter kindergarten.

Goal #2: Increase social and emotional skills. By the end of the academic school year, we expect all of our students to have gained the social-emotional skills necessary to enter kindergarten from the Conscious Discipline program that we implement in the classroom. We will continue to increase the effectiveness of this program through regular professional development for our teachers.

Goal #3: Increase parent involvement, understanding of school systems, and resources. By the end of the academic school year, we expect 90% of families to participate in 75% of the family workshops we provide.

Goal #4: Increase community relationship. By the end of the academic school year, we expect to increase community involvement by having three or more community members participate in projects related to the bus or community outreach.

Goal #5: Add additional buses over the next two years to provide more preschool sessions and family workshops in the same and/or new communities. Therefore, over the next two years, we will be looking triple the number of families we are involved with, while also providing support for the surrounding communities of these students and their families. We expect to add an additional bus each year to serve more students and families.

PROGRAM COMPONENTS AND EVALUATION

We are a mobile preschool with an ability to go into neighborhoods that do not have access to preschool for various reasons. Our program components consist of academic support, social/emotional development, family workshops, and community engagement.

- **Academic:** We provide academic services in reading, writing, phonics, vocabulary, oral language development, fine and gross motor development, science and technology, cognitive support, and music and arts.
- **Social/Emotional:** We support growth in social relationships, self-regulation, and emotional and behavioral development to prepare students for interactions with teachers and other students in Kindergarten and beyond.
- **Family Workshops:** Our family workshops are designed to provide education and information for parents to encourage at home learning, increase parent's understanding and use of school systems and supports, and offer resources for parents to access that pertain to child development.

- **Community Engagement:** We bring families, parents, and children together to encourage supportive relationships and connections through social and educational events and resources.

Our hours of operation are Monday through Friday, 8:00am-5:00pm. Our preschool programs run Tuesday through Friday, with a morning class from 9:00-11:30 am and 1:00-3:30 pm. Our current preschool programs mirror the Adams 12 calendar. However, in the summers, our staff stays on to focus on summer programs and professional development.

Right On Mobile Education uses the TS Gold to track student growth. We use observation sheets to track students' development in mathematics, literacy, science and technology, social/emotional, physical, and artistic skills throughout the year. The written observations are then recorded in a template combines the data to track growth in each interest area. As the data is collected, lesson plans are adjusted to focus on skills that are seeing less growth and to further advance skills that children are excelling in. The data is interpreted on both an individual student basis and the class as a whole. The collection of data in each interest area allows our teachers to focus on specific tasks and get a clear idea of how to design lesson plans.

E. Budget

	Description
Teacher Salaries (3 FTE)	\$137,280
Teacher Health Insurance	\$18,000
Payroll Taxes	\$23,184
Home Visits	\$378
Office supplies	\$1,000
Classroom supplies	\$1,000
Fuel	\$1,300
Maintenance of Bus	\$2,400
Bus supplies	\$1,400
Bus waste removal	\$2,200
Bus washing	\$900
Liability Insurance	\$1,799
Family Workshops (including baby sitters, translators, etc)	\$15,000
Professional Development	\$10,000
	Total
	\$215,841

F. PROFESSIONAL REFERENCES

Val Perko
Manager
Denver Cascade Mobile Home Park
303-469-1919
dcmhmgr@gmail.com

Daniel Dick
Mayor
Federal Heights, Colorado
720-785-3983
ddick@fedheights.org

G. ASSESSMENTS AND DATA

Below are examples of the evaluation results from the Kindergarten Readiness Program at Woodland Hills in Thornton, CO (June-July 2017):

Physical Development and Health

Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

1. Movement Activity: We brainstormed a list of all the different ways that our bodies can move in conjunction with The Gingerbread Man. We used the sentence stem: Run, run as fast as you can you can't catch me I am the gingerbread man. We substituted our brainstormed motions and moved our bodies to match the words. (run, jump, spin, skip, fly, etc).

Student #1	Strong gross motor skills including running, walking, hopping, climbing, throwing, and jumping.
Student #2	Strong gross motor skills including running, walking, hopping, climbing, throwing, and jumping.
Student #3	Strong gross motor skills including running, walking, hopping, climbing, throwing, and jumping.
Student #4	Strong gross motor skills including running, walking, hopping, climbing, throwing, and jumping.
Student #5	May need support strengthening large motor muscles. Trips easily, often gallops in place of running.

Fine Motor Skills: The control of small muscles for such purposes as self-care, building, exploring, and using utensils.

1. Tweezer center
2. Clothespin center
3. Playdough
4. Scissors
5. Handwriting/pencil grasp work

Student #1	Tripod pencil grip-right hand
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Student #2	Initial pronated grip at beginning of the 7 weeks. Using a combination or index grip and tripod grip at the end of July-right hand
Student #3	Tripod grip-left hand
Student #4	Weak fine motor control initially with a pronated grip. Through repetition and practice, grip strengthened and he switched between an index grip and a tripod grip by the end of the 7 week session-right hand
Student #5	Tripod pencil grip-right hand

Social and Emotional Development

Social Relationships: The healthy relationships and interactions with adults and peers.

1. How To Empathize Lesson
2. Discussion of body language and recognizing how someone else feels.

Student #1	Very friendly with high ego control and cognitive flexibility. Able to self-regulate appropriately, takes initiative, has age-appropriate peer interactions and ability to delay gratification.
Student #2	Very friendly with high ego control and cognitive flexibility. Able to self-regulate appropriately, takes initiative, has age-appropriate peer interactions and ability to delay gratification.
Student #3	Friendly with good ego control and cognitive flexibility. Able to self-regulate appropriately.
Student #4	Friendly with good ego control and cognitive flexibility. Able to self-regulate appropriately.

Student #5	Sweet student. She needs support with age-appropriate peer interactions, ego-control, and self-regulation.
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Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

1. Discussions to become aware of our bodies and what they may look like when we are sad, happy, angry, etc

Student #1	Transitioned easily without adult support. Calm and polite demeanor.
Student #2	First few days of preschool were difficult. It appeared it was his first time away from mom in a structured setting. He took a few days to warm up but transitioned well and was able to regulate emotions. At times he makes sounds during instruction but is able to regulate with redirection.
Student #3	Transitioned with adult support. Can get off task easily but refocuses with redirection.
Student #4	Transitioned easily without adult support. Participated in and added to the discussions regarding emotions. Helped identify strategies for regulating emotions.
Student #5	This student is VERY smart and able to recognize and regulate emotions/behaviors when she has adequate time for directions/expectations to be explained. She takes a little longer to process and shift her focus. She will need explicit/additional support in this area. She often becomes frustrated or resistant when she did not get her first choice. She needs additional practice being in structured group settings.

Emotional and Behavioral Health: A healthy range of emotional expression and learning positive

alternatives to aggressive or isolating behaviors. (See above table)

English Language Development

Receptive English Language Skills: The ability to comprehend or understand the English language.

1. Labeling of classroom environment in English and Spanish
2. We used pictures to support vocabulary/characters in read aloud literature. Along with picture support we used gestures to aid in learning.
3. We practiced following two-step directions during center time and movement time.

Language Development

Expressive Language: The ability to use words, sentences, gestures, and writing to convey meaning and messages to others.

1. Modeled and used sentence stems to answer questions and repeat simple sentences.
2. Practiced identifying roles and actions for Dramatic Play center.

Encouraged students to speak in complete sentences. We appropriately modeled and practiced using complete sentences.

Student #1 (English Language Learner)	With scaffolded support he was able to speak in simple sentences in English.
Student #2 (English Language Learner)	With scaffolded support he was able to speak in simple sentences in English.
Student #3 (English Language Learner)	Strong language skills with an ability to use words, simple sentences, and gestures to convey meaning.
Student #4 (English Language Learner)	Strong language skills with an ability to use words, simple sentences, and gestures to convey meaning. Very curious.

Literacy Knowledge and Skills

Alphabet Knowledge: The names and sounds associated with letters.

1. Daily sign-in
2. Name puzzles out of paper, unifix cube puzzles, and dot stickers
3. Name writing activity

Student #1	Independently identifies and writes name. Able to identify some of the letters in her name.
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Student #2	Identifies and writes name with support. Not able to identify letters.
Student #3	Identifies name and most letters in her name.
Student #4	Identifies name but cannot identify letters by name.
Student #5	Able to identify other student's names by focusing on the first letter. Identifies own name and some of the letters.

Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

1. Phoneme matching during morning meeting/shared writing activities.
 - a. If I write the name Noah what letter would you expect to see at the beginning?
What sound would you expect to hear?
 - b. Does the word /b/ /b/ /b/ branch sound like /b/ /b/ /b/ baby or /t/ /t/ /t/ turtle?
2. Listening center-letter factory

Early Writing: The familiarity with writing, implements conventions, and emerging skills to communicate through written representations, symbols, and letters

1. Pencil/mark grasp awareness and practice to grasp writing tool correctly
2. Science Journals
3. Tree Model

Logic and Reasoning

Symbolic Representation: The use of symbols or objects to represent something else.

1. Dramatic Play: restaurant with roles.
2. Tree Model

Mathematics Knowledge and Skills

Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

1. Daily math centers that explored
 - a. 1:1 correspondence
 - b. Button sorting
 - c. Numeral and quantity identification
2. Daily counting

Student #1	1:1 to 10 but not consistently
Student #2	1:1 to 13
Student #3	1:1 to 5
Student #4	Very inconsistent counting and 1:1. Needs support

Number Relationships and Operations: The use of numbers to describe relationships and solve problems.

1. More or Less
2. Weather graphing

Student #1	Able to identify more/less/equal with support
Student #2	Able to identify more/less/equal with support
Student #3	Able to identify more/less/equal independently
Student #4	Able to identify more/less/equal independently