

Request for Qualifications
Elementary, Middle and High School Expanded Learning Opportunities

COVER SHEET Organization Information

Organization name: America SCORES Seattle

Organization address: 2450 6th Avenue South, Suite 203 Seattle, WA 98134

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

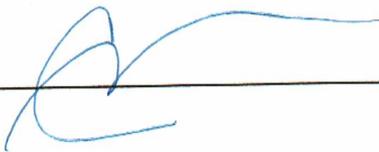
Contact person: Carole Kelley
(Please print clearly)

Title: Executive Director

Mailing address: 2450 6th Avenue South, Suite 203 Seattle, WA 98134

Day/Work phone: 206-988-1000 Email address: ckelley@americascores.org

Signature: _____



Date: October 15, 2012

Key People

America SCORES Seattle's Executive Director, Carole Kelley, MSW, will be the supervisor of the program. For over four years, Carole has served as the executive director of SCORES youth development program for underserved elementary school students in Seattle Public Schools. She is a former public school teacher who taught middle school in a federally recognized Title I school. She has first-hand understanding of the achievement gap, developing and implementing programs to meet needs, coordinating family engagement activities, and program evaluation methodology. Carole is chair of the Task Force on Evaluation for America SCORES national organization and a member of the Youth Development Executives of King County. Carole worked extensively with non-profit organizations on program evaluation during her employment at United Way of King County.

SCORES utilizes staff, as well as our community partners, Seattle Public Schools, to implement our program after-school on school grounds. At each school four certificated teachers are contracted by SCORES as boys and girls writing and soccer coaches. Utilizing teachers from the participants' own schools is a key quality component of the program and ensures that students receive high quality instruction from teachers experienced with teaching this student population. As students and teachers interact, mentor-style relationships develop between them that continue to grow and develop outside the parameters of the program.

SCORES coaches must attend high-quality training workshops every season to ensure that the program is run as effectively as possible. As coaches are teachers hired from the school, they have significant experience helping at-risk youth improve their academics on a daily basis. Our coaches have years of experience with teaching low-income students and students of color and are very focused on the need to close the achievement gap.

America SCORES Seattle's Program Director, Heather Christianson, is responsible for managing the program. Heather has over three years experience with the America SCORES Seattle program and maintains a strong relationship with all of the site coordinators and coaches. Heather also coordinates data collection, as well as synthesizing outcome information into our yearly evaluation report.

Previous Experience

Program Participants

SCORES participants represent many ethnic and racial backgrounds, languages and cultures. SCORES creates a team environment that affirms and respects individuals' commonalities and differences and bonds the children into a cohesive team for the remainder of the SCORES program year.

Demographics of SCORES participants:

- 50% are female and 50% are male;
- Based on family income, approximately 85% qualify for the Free or Reduced Price Meal program;
- 92% are members of racial or ethnic minority groups (primary groups served include: Hispanic/Latino, Black and Asian);
- Approximately 40% are English language learners

America SCORES Seattle
Race/Ethnicity demographics 2011-12

Black or African American	23%
Asian or Asian American	25%
Hispanic or Latino	34%
White	8%
Hawaiian Native or Pacific Islander	6%
Other Race or Ethnicity	2%
American Indian or Native Alaska	2%
TOTAL	100%

Challenges and Barriers

In Seattle’s poor, urban neighborhoods where parents are focused on meeting basic needs, a lack of opportunity and resources, as well as cultural and language barriers prevent many children from accessing the benefits and opportunities gained from participating in an after-school youth development program. Moreover, many families cannot afford the expensive fees or transportation required by most athletic clubs.

America SCORES Seattle is free to students and their families, providing transportation, uniforms and other necessary supplies to overcome barriers to participation.

Challenge/ Barriers	Strategies to Address Challenge or Barriers
Poverty/ Finances	America SCORES Seattle inspires at-risk youth to lead healthy lives, be engaged students and have the confidence and character to make a difference in the world. No other organization in Seattle is providing holistic, after-school curriculum-guided instruction that combines team sports with creative writing and service learning on school grounds. SCORES is free to students and provides uniforms, healthy snacks, soccer gear, writing supplies and transportation home from after program to help eliminate barriers to participation. Our coaches and staff working directly with our students are positive, adult role models who often learn about challenges students face and can begin the conversation with other coaches, family members and school staff
School Attendance	We work, with our schools, to instill the value of attending school on a consistent basis in students and parents. Students love our program and to be able to participate, they must be in attendance during the school day. Additionally, three unexcused absences from the program results in possible expulsion from the program. Participation in the SCORES program is seen as an honor in the school environments we help to create and our attendance policy serves as a powerful incentive and motivates behavioral changes beyond the program.

Sense of Belonging	SCORES presents a high-quality program that is enriching and fun. Students are members of a team and work together on the soccer field and in the classroom. Through program experience, students begin to feel a strong sense of belonging to their teams, their schools and their communities.
Lack of Family School - Engagement	Each SCORES program season kicks off with a Family Potluck held on school grounds. Participants' families bring tasty ethnic dishes to share with other families, coaches, students and school staff. This may be the first time parents have gone to the school for anything other than to deal with a problem. We encourage our families to volunteer in the program or come to watch and support their children. We invite family members to ride the bus with the SCORES students to games, presentations and performances.

Achievement

America SCORES Seattle partners with Seattle Public Schools elementary schools that rank lowest in terms of student achievement and economic indicators, have little or no other after-school enrichment programs and welcome our close relationship with their students, teachers and school community. The program builds mentor-style relationship between teachers and students and brings educators and parents into a new form of connection.

SCORES has nearly ten years experience working with Seattle's at-risk youth. In the past two years SCORES has partnered with five low-income elementary schools to serve over 340 students with a comprehensive after-school program. The SCORES program has a track record of success addressing the following issues:

Literacy: Studies show literacy is the strongest predictor of both graduation rates and incarceration rates. SCORES programs build the concrete skills and self-efficacy students need for future achievement.

Physical Health: Research documents that physical health is a prerequisite for cognitive development. According to the National Education Association, there is a strong link between physical activity and academic achievement. SCORES provides 5 hours of vigorous exercise each week for 20 weeks.

Dangerous After-School Hours: SCORES provides a safe and enriching experience, during dangerous after-school hours. SCORES offers a place for students to feel both safe and engaged after school, a time when the number of crimes - both those committed against juveniles and perpetrated by them - triple.

School year 2012-13 marks the first year we will have access to students' records on The Source. Additionally, we will continue to utilize data from the Seattle Public Schools individual schools' report cards and the schools themselves. In addition we conduct a separate comprehensive evaluation process. We plan to access the school district's databases to track school attendance, grades, Map and WELPA scores. Specifically, we will measure:

1. Levy Indicator: Attendance – *Elementary students will have fewer than 5 absences per semester.* **Students served by SCORES in the 2011-12 school-**

year had an average 20% increase in attendance rates during our 20 week program (using our program data) compared with their peers' attendance rates during the same time periods (using data provided by our individual schools). We hope to utilize attendance data provided by The Source in 2012-13.

2. Levy Indicator: Reading Growth - *Elementary students in all grades making annual typical growth on reading MAP.* While we have anecdotal evidence and our own pre and post test scores that indicate our student's improved reading skills. Our ability to access students' education records on The Source will enable us to track growth in reading ability with MAP test scores.
3. Levy Indicator: ELL Proficiency: *English Language Learners in all grades making State English proficiency test gains.* SCORES students learn to use language as a tool for self-expression and creativity during our program. As poetry is based more heavily on language expression, as opposed to mechanics, it is particularly well suited to building children's comfort level with words and writing – especially among English Language Learners (historically approximately 40% of SCORES students) Poetry lends itself to verbal expression and performance – further strengthening children's performance and communication abilities. With access to The Source for grades and WELPA test scores we will be able to assess students' annual English language proficiency gains.

Tracking to Success

Data Points Tracked

Program Attendance	Attendance is taken daily at each program site and reported to the SCORES office weekly. .Student must attend school during the day to be eligible to participate in SCORES after-school program. Our program runs for twenty weeks and attendance data is collected throughout this time. This data is reported to the SCORES' office on a weekly basis for entry into our student database and action when required. Our program data is compared with schools attendance records. SCORES has tracked this data point for several years.
Youth Self-Efficacy Surveys	Students are asked a series of survey questions to determine self-efficacy – that is the beliefs a person holds regarding his or her power to affect situations. Our pre-post studies assess students on the same variables, and over the same time intervals, before and after they complete the program. Interim measurements are taken at the end of fall program to assess progress. This data point has been tracked for several years.
MAP and WELPA Test Scores	We plan to utilize data from these tests to measure progress in reading and English language proficiency. We will have access to students' test scores on The Source and the 2013-13 schools year will be our first opportunity to track this data.

Managing Data

Attendance – coaches submit weekly attendance data that is entered in SCORES' Student Database. Coaches and our program director review the data noting areas of concern and necessary action. We also have used the SPS individual school report cards and data from the schools we serve for pre-post comparison purposes

Self-efficacy Surveys - Program writing coaches administer the survey near the beginning of the program and at its end. Coaches total the number of points for each student. Our program director enters the data in the SCORES Student Database for further analyses comparing pre and post survey scores.

MAP & WELPA Test Scores – Scores will be obtained from The Source by the program director. She will enter scores in the Student Database for pre-post analyses.

Data Use

Attendance data is presently being used to identify students' needs. Coaches compile the data and submit it to our offices each week. Students with attendance issues are flagged by their coaches and communicated to our program director. She interfaces with the specific coaches involved with each student of note with the awareness of the many factors impacting this issue. This group, with assistance of families and the school principal, determine and implement an appropriate intervention strategy.

Program Adjustments

We have tracked attendance data for many years and in 2009-10 we saw a troubling trend with our students' program attendance rates continuing to decline. A task force comprising coaches, principals, PTA members and SCORES' staff was convened at the end of our fall program season. The dual strategies determined to address this issue were: 1.) Institute a "three strikes and you are out" policy for use with unexcused program absences and make sure students understood the policy and enforce it when appropriate. The students were able to understand the consequence of their behavior choices. The policy was explained to families at Family Potlucks and in handout taken home by students. 2.) Develop additional recognition opportunities for SCORES' students in the school community to reinforce the pride and the sense of belonging students in the program feel. SCORES staff revised the program curricula to include a student ambassador role for students we serve. In this role they developed as school leaders and role models for their peers. The program curricula also included appropriate recognition and rewards. For example, one strategy was to add two school assemblies per year where SCORES teams (wearing their SCORES' soccer team jerseys) performed their original poetry and presented their community service projects to the entire school. This public recognition opportunity proved to be a powerful tool.

Woman and Minority Inclusion; Non-discrimination

America SCORES Seattle will not contract with another organization. If the necessity arises to hire new employees, our anti-harassment/non-discrimination policy includes all protected groups as we work to maintain a diverse workforce this is reflected of the students we serve.

Spring Program Attendance Data

StudentID	Days Attended	Total Days	Percent Attended
3184	43	45	95.56%
3185	35	45	77.78%
3186	41	45	91.11%
3187	44	45	97.78%
3188	43	45	95.56%
3189	43	45	95.56%
3190	45	45	100.00%
3191	45	45	100.00%
3192	45	45	100.00%
3193	45	45	100.00%
3194	40	45	88.89%
3195	36	45	80.00%
3196	40	45	88.89%
3197	43	45	95.56%
3198	43	45	95.56%
3199	45	45	100.00%
3200	45	45	100.00%
3201	45	45	100.00%
3202	41	45	91.11%
3203	45	45	100.00%
3204	44	45	97.78%
3205	35	45	77.78%
3206	41	45	91.11%
3207	42	45	93.33%
3208	37	45	82.22%
3209	44	45	97.78%
3210	45	45	100.00%
3211	42	45	93.33%
3212	36	45	80.00%
3213	45	45	100.00%
3214	45	45	100.00%
3215	45	45	100.00%
3216	45	45	100.00%
3217	45	45	100.00%
3218	45	45	100.00%
3219	45	45	100.00%
3220	45	45	100.00%
3221	28	45	62.22%
3222	43	45	95.56%
3223	45	45	100.00%
3224	43	45	95.56%
3225	45	45	100.00%
3226	43	45	95.56%
3227	45	45	100.00%
3228	45	45	100.00%
3229	45	45	100.00%
3230	42	45	93.33%
3231	45	45	100.00%
3232	45	45	100.00%
3233	32	45	71.11%
3234	45	45	100.00%
3235	45	45	100.00%
3236	45	45	100.00%

SurveyName	Student ID	Date Taken	Timing	Years in SCORES	1. I work well with other kids	2. I am a good leader	4. something needs to be changed, I know I can help	5. I enjoy writing	6. I enjoy playing sports	7. I have a positive attitude about school	8. people at school care about me
Youth Survey	3184	4/10/12	Pre survey	Third year	Sometimes	Always	Never	Mostly	Always	Always	Mostly
Youth Survey	3184	6/5/12	Post survey	Third year	Mostly	Always	Sometimes	Little Bit	Always	Always	Mostly
Youth Survey	3196	3/29/12	Pre survey	Second year	Mostly	Sometimes	Little Bit	Always	Sometimes	Always	Mostly
Youth Survey	3196	6/5/12	Post survey	Second year	Sometimes	Mostly	Sometimes	Mostly	Always	Always	Sometimes
Youth Survey	3200	3/29/12	Pre survey	Second year	Mostly	Mostly	Mostly	Sometimes	Always	Mostly	Mostly
Youth Survey	3208	3/28/12	Pre survey	Third year	Always	Always	Mostly	Sometimes	Always	Always	Always
Youth Survey	3208	6/5/12	Post survey	Third year	Little Bit	Always	Little Bit	Sometimes	Always	Mostly	Always
Youth Survey	3212	3/28/12	Pre survey	Third year	Always	Mostly	Sometimes	Mostly	Always	Always	Mostly
Youth Survey	3212	6/6/12	Post survey	Third year	Always	Mostly	Always	Always	Always	Always	Always
Youth Survey	3306	3/29/12	Pre survey	Third year	Mostly	Sometimes	Always	Always	Always	Sometimes	Mostly
Youth Survey	3306	6/5/12	Post survey	Third year	Sometimes	Mostly	Always	Always	Always	Mostly	Mostly
Youth Survey	3309	4/10/12	Pre survey	Second year	Mostly	Always	Always	Little Bit	Always	Mostly	Sometimes
Youth Survey	3315	5/23/12	Post survey	Third year	Always	Mostly	Always	Always	Always	Always	Sometimes
Youth Survey	3345	4/10/12	Pre survey	Second year	Mostly	Always	Little Bit	Sometimes	Sometimes	Sometimes	Sometimes
Youth Survey	3345	6/5/12	Post survey	Second year	Mostly	Mostly	Sometimes	Little Bit	Mostly	Always	Mostly
Youth Survey	3347	4/5/12	Pre survey	Second year	Sometimes	Mostly	Always	Always	Always	Little Bit	Always
Youth Survey	3347	6/5/12	Post survey	Second year	Always	Sometimes	Always	Always	Always	Sometimes	Always
Youth Survey	3348	4/5/12	Pre survey	Second year	Always	Mostly	Little Bit	Mostly	Always	Never	Mostly
Youth Survey	3350	4/5/12	Pre survey	Second year	Sometimes	Mostly	Sometimes	Always	Always	Mostly	Always

Youth Survey	3350	6/5/12	Post survey	Second year	Sometimes	Mostly	Sometimes	Always	Always	Mostly	Mostly
Youth Survey	3397	3/28/12	Pre survey	Second year	Always	Little Bit	Sometimes	Always	Always	Always	
Youth Survey	3397	5/23/12	Post survey	Second year	Always	Sometimes	Mostly	Always	Always	Always	Sometimes
Youth Survey	3398	3/29/12	Pre survey	Third year	Little Bit	Sometimes	Little Bit	Mostly	Mostly	Sometimes	Little Bit
Youth Survey	3398	6/7/12	Post survey	Second year	Always	Mostly	Sometimes	Mostly	Little Bit	Mostly	Mostly
Youth Survey	3401	3/28/12	Pre survey	Second year	Mostly	Mostly	Sometimes	Mostly	Always	Mostly	Always
Youth Survey	3401	5/24/12	Post survey	Second year	Mostly	Mostly	Sometimes	Sometimes	Always	Mostly	Mostly
Youth Survey	3404	3/29/12	Pre survey	Third year	Mostly	Always	Always	Mostly	Always	Always	Sometimes
Youth Survey	3404	6/5/12	Post survey	Second year	Always	Always	Always	Always	Always	Always	Little Bit
Youth Survey	3411	3/28/12	Pre survey	Second year	Sometimes	Sometimes	Sometimes	Always		Always	Always
Youth Survey	3411	5/23/12	Post survey	Second year	Always	Sometimes	Always	Always	Always	Always	Sometimes
Youth Survey	3412	3/28/12	Pre survey	Second year	Always	Mostly	Mostly	Always	Always	Mostly	Mostly
Youth Survey	3416	3/28/12	Pre survey	Second year	Always	Sometimes	Mostly	Sometimes	Always	Sometimes	Mostly
Youth Survey	3416	6/5/12	Post survey	Third year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3419	3/28/12	Pre survey	Third year	Always	Always	Mostly	Mostly	Always	Always	Always
Youth Survey	3419	6/5/12	Post survey	Third year	Mostly	Always	Mostly	Always	Always	Always	Always
Youth Survey	3433	4/5/12	Pre survey	Second year	Sometimes	Always	Mostly	Always	Always	Always	Always
Youth Survey	3436	4/3/12	Pre survey	Third year	Always	Always	Sometimes	Sometimes	Always	Mostly	Mostly
Youth Survey	3436	6/4/12	Post survey	Second year	Sometimes	Always	Sometimes	Little Bit	Always	Sometimes	Sometimes
Youth Survey	3438	6/4/12	Post survey	Second year	Mostly	Mostly	Always	Sometimes	Always	Sometimes	Sometimes

Youth Survey	3440	4/3/12	Pre survey	Third year	Always	Mostly	Sometimes	Sometimes	Always	Sometimes	Always
Youth Survey	3446	3/29/12	Pre survey	Second year	Mostly	Mostly	Always	Mostly	Always	Always	Always
Youth Survey	3446	6/5/12	Post survey	Second year	Mostly	Always	Mostly	Always	Always	Mostly	Always
Youth Survey	3448	3/29/12	Pre survey	Second year	Mostly	Always	Mostly	Always	Always	Always	Always
Youth Survey	3448	6/3/12	Post survey	Second year	Mostly	Mostly	Always	Always	Always	Always	Mostly
Youth Survey	3449	3/28/12	Pre survey	Second year	Never	Mostly	Mostly	Always	Sometimes	Always	Sometimes
Youth Survey	3449	6/5/12	Post survey	Second year	Sometimes	Mostly	Mostly	Mostly	Sometimes	Always	Mostly
Youth Survey	3450	3/28/12	Pre survey	Third year	Always	Always	Mostly	Always	Always	Always	Mostly
Youth Survey	3450	6/5/12	Post survey	Third year	Sometimes	Mostly	Mostly	Always	Always	Always	Sometimes
Youth Survey	3513	4/5/12	Pre survey	First year	Always	Mostly	Always	Always	Always	Mostly	Always
Youth Survey	3513	6/5/12	Post survey	First year	Always	Always	Mostly	Always	Always	Always	Mostly
Youth Survey	3515	4/3/12	Pre survey	Second year	Sometimes		Always	Always	Always	Always	Mostly
Youth Survey	3515	6/4/12	Post survey	First year	Sometimes	Mostly	Mostly	Always	Always	Mostly	Sometimes
Youth Survey	3519	4/5/12	Pre survey	First year	Always	Mostly	Sometimes	Always	Always	Mostly	Always
Youth Survey	3520	4/3/12	Pre survey	Second year	Always	Always	Always	Mostly	Always	Always	Sometimes
Youth Survey	3520	6/4/12	Post survey	First year	Mostly	Sometimes	Always	Sometimes	Always	Always	Mostly
Youth Survey	3522	4/3/12	Pre survey	Second year	Mostly	Always	Sometimes	Mostly	Always	Mostly	Always
Youth Survey	3522	6/4/12	Post survey	Second year	Always	Mostly	Sometimes	Little Bit	Always	Always	Mostly
Youth Survey	3523	4/5/12	Pre survey	First year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3523	6/5/12	Post survey	First year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3524	4/3/12	Pre survey	Second year	Always	Always	Always	Never	Always	Always	Always
Youth Survey	3524	6/4/12	Post survey	First year	Mostly	Mostly	Little Bit	Sometimes	Always	Mostly	Always
Youth Survey	3526	4/5/12	Pre survey	First year	Mostly	Mostly	Mostly	Mostly	Always	Always	Always

Youth Survey	3526	6/5/12	Post survey	First year	Mostly	Mostly	Sometimes	Mostly	Always	Mostly	Mostly
Youth Survey	3529	4/5/12	Pre survey	Second year	Sometimes	Mostly	Mostly	Mostly	Always	Mostly	Mostly
Youth Survey	3531	6/4/12	Post survey	First year	Mostly	Mostly	Little Bit	Never	Always	Sometimes	Mostly
Youth Survey	3536	4/5/12	Pre survey	First year	Always	Mostly	Mostly	Sometimes	Always	Mostly	Mostly
Youth Survey	3536	6/5/12	Post survey	First year	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly	Mostly
Youth Survey	3537	4/5/12	Pre survey	First year	Sometimes	Mostly	Sometimes	Mostly	Mostly	Sometimes	Little Bit
Youth Survey	3537	6/5/12	Post survey	First year	Mostly	Always	Sometimes	Mostly	Mostly	Sometimes	Little Bit
Youth Survey	3538	3/26/12	Pre survey		Mostly	Always	Mostly	Mostly	Always	Mostly	Always
Youth Survey	3538	6/5/12	Post survey	Second year	Mostly	Always	Mostly	Always	Always	Sometimes	Mostly
Youth Survey	3540	3/27/12	Pre survey	Second year	Mostly	Little Bit	Always	Always	Always	Always	Always
Youth Survey	3540	6/5/12	Post survey	Second year	Mostly	Mostly	Sometimes	Always	Always	Always	Always
Youth Survey	3544	3/27/12	Pre survey	First year	Always	Always	Always	Always	Always	Mostly	Always
Youth Survey	3544	6/5/12	Post survey	First year	Mostly	Mostly	Always	Always	Always	Little Bit	Mostly
Youth Survey	3545	3/26/12	Pre survey	Second year	Little Bit	Sometimes	Little Bit	Always	Always	Little Bit	Always
Youth Survey	3545	6/5/12	Post survey	Second year	Always	Sometimes	Little Bit	Always	Sometimes	Never	Always
Youth Survey	3548	3/27/12	Pre survey	Second year	Mostly	Always	Always	Always	Always	Mostly	Sometimes
Youth Survey	3549	6/5/12	Post survey	First year	Mostly	Always	Always	Always	Mostly	Always	Always
Youth Survey	3554	3/27/12	Pre survey	Second year	Mostly	Sometimes	Mostly	Always	Mostly	Mostly	Always
Youth Survey	3556	3/26/12	Pre survey	First year	Always	Mostly	Always	Mostly	Always	Always	Mostly
Youth Survey	3556	6/5/12	Post survey	First year	Always	Mostly	Sometimes	Mostly	Always	Always	Mostly
Youth Survey	3557	3/27/12	Pre survey	Second year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3557	6/5/12	Post survey	Second year	Sometimes	Always	Always	Always	Always	Little Bit	Always
Youth Survey	3558	3/27/12	Pre survey	Second year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3558	6/5/12	Post survey	Second year	Always	Mostly	Always	Always	Always	Always	Always

Youth Survey	3559	3/28/12	Pre survey	Second year	Sometimes	Always	Sometimes	Always	Always	Little Bit	Always
Youth Survey	3559	6/5/12	Post survey	Second year	Sometimes	Mostly	Little Bit	Sometimes	Always	Mostly	Always
Youth Survey	3561	3/29/12	Pre survey	First year	Mostly	Sometimes	Always	Always	Always	Sometimes	Mostly
Youth Survey	3562	3/29/12	Pre survey	First year	Always	Always	Sometimes	Always	Always	Little Bit	Mostly
Youth Survey	3564	3/29/12	Pre survey	Second year	Always	Always	Mostly	Always	Sometimes	Always	
Youth Survey	3564	6/5/12	Post survey	Second year	Sometimes	Mostly	Mostly	Always	Always	Sometimes	Always
Youth Survey	3565	3/29/12	Pre survey	First year	Sometimes	Sometimes	Always	Sometimes	Always	Little Bit	Little Bit
Youth Survey	3565	6/5/12	Post survey	First year	Sometimes	Sometimes	Sometimes	Mostly	Always	Mostly	Always
Youth Survey	3569	3/29/12	Pre survey	Second year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3569	6/5/12	Post survey	Second year	Always	Always	Always	Always	Always	Always	Always
Youth Survey	3574	3/28/12	Pre survey	First year	Always	Always	Always	Mostly	Always	Always	Always
Youth Survey	3574	6/5/12	Post survey	First year	Always	Always	Always	Mostly	Always	Always	Always
Youth Survey	3577	3/28/12	Pre survey	First year	Always	Always	Mostly	Always	Always	Mostly	Always
Youth Survey	3577	5/23/12	Post survey	First year	Always	Mostly	Always	Mostly	Always	Mostly	Always
Youth Survey	3580	3/28/12	Pre survey		Always	Mostly	Mostly	Always	Always	Mostly	Always
Youth Survey	3580	6/5/12	Post survey	Second year	Always	Mostly	Mostly	Always	Always	Mostly	Always
Youth Survey	3582	3/28/12	Pre survey	Second year	Always	Mostly	Sometimes	Little Bit	Always	Always	Sometimes
Youth Survey	3582	6/6/12	Post survey	First year	Always	Always	Always	Little Bit	Always	Always	Always
Youth Survey	3592	5/23/12	Post survey	First year	Always	Mostly	Always	Sometimes	Always	Mostly	Always
Youth Survey	3595	5/23/12	Post survey	First year	Mostly	Mostly	Always	Mostly	Always	Always	Mostly
Youth Survey	3596	3/28/12	Pre survey	First year	Always	Mostly	Sometimes	Always	Always	Mostly	Always
Youth Survey	3596	5/23/12	Post survey	First year	Always	Mostly	Always	Always	Always	Mostly	Mostly
Youth Survey	3597	3/28/12	Pre survey	First year	Mostly	Sometimes	Mostly	Mostly	Always	Always	Sometimes
Youth Survey	3597	5/23/12	Post survey	First year	Mostly	Mostly	Always	Always	Always	Sometimes	

Youth Survey	3598	3/28/12	Pre survey	Second year	Mostly	Sometimes	Sometimes	Always	Always	Mostly	Mostly
Youth Survey	3598	5/23/12	Post survey	Third year	Always	Little Bit	Mostly	Always	Always	Always	Always
Youth Survey	3600	3/28/12	Pre survey	First year	Always	Always	Little Bit	Always	Always	Sometimes	Always
Youth Survey	3601	5/23/12	Post survey	Third year	Sometimes	Mostly	Mostly	Mostly	Always	Mostly	Always
Youth Survey	3602	3/28/12	Pre survey	First year	Little Bit	Mostly	Mostly	Always	Always	Mostly	Never
Youth Survey	3602	5/23/12	Post survey	First year	Little Bit	Always	Mostly	Always	Always	Sometimes	Mostly
Youth Survey	3603	3/28/12	Pre survey	First year	Never	Always	Always	Mostly	Always	Sometimes	Little Bit
Youth Survey	3603	5/24/12	Post survey	First year	Always	Sometimes		Always	Always	Sometimes	Always
Youth Survey	3604	4/4/12	Pre survey	Second year	Mostly	Mostly	Always	Always	Always	Always	Always
Youth Survey	3604	6/4/12	Post survey	First year	Mostly	Mostly	Little Bit	Sometimes	Always	Mostly	Little Bit
Youth Survey	3631	4/15/12	Pre survey	First year	Always	Sometimes	Always	Mostly	Always	Always	Mostly
Youth Survey	3631	6/5/12	Post survey	First year	Always	Sometimes	Always	Sometimes	Always	Always	Sometimes
Youth Survey	3632	4/10/12	Pre survey	First year	Mostly	Mostly	Little Bit	Always	Mostly	Sometimes	Sometimes
Youth Survey	3632	6/5/12	Post survey	First year	Mostly	Always	Sometimes	Always	Mostly	Mostly	Sometimes
Youth Survey	3633	4/5/12	Pre survey	First year	Always	Sometimes	Little Bit	Sometimes	Always	Sometimes	Sometimes
Youth Survey	3633	6/5/12	Post survey	First year	Mostly	Mostly	Sometimes	Little Bit	Always	Sometimes	Mostly
Youth Survey	3634	4/3/12	Pre survey	First year	Always	Mostly	Always	Always	Always	Mostly	Always
Youth Survey	3634	6/4/12	Post survey	First year	Mostly	Little Bit	Little Bit	Sometimes	Always	Sometimes	Sometimes
Youth Survey	3635	4/3/12	Pre survey	First year	Always	Always	Always	Mostly	Always	Mostly	Always
Youth Survey	3635	6/4/12	Post survey	First year	Always	Mostly	Sometimes	Little Bit	Always	Mostly	Mostly
Youth Survey	3636	4/3/12	Pre survey	First year	Always	Always	Never	Always	Always	Always	Always
Youth Survey	3636	6/5/12	Post survey	First year	Sometimes	Mostly	Sometimes	Always	Always	Sometimes	Sometimes
Youth Survey	3637	4/3/12	Pre survey	First year	Mostly	Always	Always	Little Bit	Always	Sometimes	Sometimes
Youth Survey	3637	6/4/12	Post survey	First year	Mostly	Mostly	Mostly	Little Bit	Always	Mostly	Sometimes
Youth Survey	3638	4/3/12	Pre survey	First year	Mostly	Sometimes	Always	Mostly		Always	Sometimes
Youth Survey	3639	4/3/12	Pre survey	First year	Mostly	Always	Mostly	Sometimes	Always		Mostly

Youth Survey	3662	6/5/12	Post survey	First year	Always	Mostly	Mostly	Mostly	Always	Always	Mostly
Youth Survey	3663	6/4/12	Post survey	First year	Mostly		Sometimes	Never	Always	Sometimes	Always
Youth Survey	3665	4/26/12	Pre survey	First year	Always	Always	Mostly	Always	Always	Mostly	Always
Youth Survey	3665	6/5/12	Post survey	First year	Always	Mostly	Mostly	Always	Always	Always	Always
Youth Survey	3666	5/23/12	Post survey	First year	Always	Always	Mostly	Always	Always	Always	Always
Youth Survey	3667	5/23/12	Post survey	First year	Always	Sometimes	Mostly	Mostly	Always	Always	Mostly