

**Request for Qualifications
Elementary Social, Emotional, Behavioral and Family Support**

COVER SHEET

Organization Information:Organization name: Catholic Community Services Youth ServicesOrganization address: 100 23rd Ave S, Seattle WA 98144

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: Cicity Nordness

(please print clearly)

Title: Director of Youth ServicesMailing address: 100 23rd Ave S, Seattle WA 98144Day/Work phone: (206) 328-5719Email address: cicilyn@ccsww.org

Signature: _____



Date: _____

2/13/2012Additional information is provided in Attachment 3.

RFQ – Elementary School Social, Emotional and Behavior Support

Key People

1. Youth Services Staff at each Youth Tutoring Program center facilitate communication between classroom teachers, parents and tutors to ensure academic growth in all subject areas, with a particular focus on math and language arts. These key staff members also hold direct responsibility for delivering services in a manner that achieves program goals for improved academic performance. They provide daily academic tutoring as well as supervision and support to community volunteers who tutor at-risk youth one on one or in small groups. Current Tutoring Center Staff have worked in youth and education fields for an average of four years; most have degrees in teaching or social work, and half of the supervisors have specific experience teaching overseas. Center staff have specific experience working with students to improve their academic outcomes, including supporting studying for standardized testing, on-time grade promotion and graduation, and ensuring students take courses needed to be ready for college entrance without the need for remedial courses. Youth Services Case Managers have an average of five years of experience working with at-risk youth in social and academic settings. Case Managers work with youth on areas such as obtaining basic needs, accessing school resources, and support family connections. All case managers hold bachelor's degrees and have had at least two years of experience working with youth before beginning work in case management services. Additional family support staff members will be hired to accomplish case management, increased family and school connection services, and additional family workshops and meetings. These staff members will have similar experience to current staff members, with a focus on understanding of school and community systems, knowledge of culture and language target students, and strong interpersonal skills.
2. The project will be led by Cicily Nordness, Director of Youth Services. Ms. Nordness holds a Master's degree in Non-profit Leadership and has 12 years of experience with developing and managing programs targeting at-risk youth. In addition to program leadership, Cicily has five years of direct experience delivering academic enrichment programming to immigrant and refugee youth.

Previous Experience

1. Developed in response to requests from neighborhood families, the Youth Services Division of CCS' Youth Tutoring Program (YTP) currently offers tutoring and guidance to 1st through 12th grade students in the low income/public housing neighborhoods of Rainier Vista, Rainier Beach, High Point, Jackson Park Village, Yesler Terrace and New Holly. Also under the umbrella of Youth Services, the University District Youth Center (UDYC) has for 23 years offered support and case management to at-risk and street involved youth, including those who participate in interagency schooling at UDYC.

Last year, more than two dozen ethnicities were represented among YTP students, including 70% East African, 9% African American, 10% Asian and 11% other ethnicities. Ninety-nine percent of YTP participants are children of color, and in 85% of YTP families English is either not spoken at home or is a second language. Ninety-four percent of the youth served by the YTP live in households at or below 50% of the area median income. These demographics have a high correlation with the risk factors identified on

page 2 of the RFQ, confirmed by 2009 data from Seattle Public Schools that found that the elementary, middle, and high schools serving Seattle's low income and public housing neighborhoods have lower average GPAs, test scores, attendance levels and graduation rates than other Seattle schools. Last year, Seattle third and fourth graders with limited English skills saw their standardized test scores fall by 4.6%.

1. Youth Services staff work to support youth in their academic as well as social and emotional growth through building relationships and maintaining strong communication with parents, schools and student's communities. Last year, Tutoring Staff made 1544 parent, 896 school and 762 community contacts to enhance student success. A focus on parental involvement is a central part of the YTP approach. Supports range from encouraging parents to participate in community events to introducing them to The Source. YTP staff work closely with parents to help them communicate with their child's teachers and schools to ensure that the student gets what they need to succeed. Staff members at each of the tutoring centers connect with each YTP student's teachers, collaborating on the best approach for each student. It is not uncommon for YTP staff to participate in parent/teacher conferences and/or to have weekly chats with our highest-needs students' teachers. CCS' Youth Services has over two decades of experience working with Seattle's most vulnerable youth and has a long and successful track record of addressing non-academic learning barriers such as history of family homelessness, mental health, chemical dependency, and criminal behavior. Likewise, Youth Services partners with other service providers such as the Boys and Girls Club, Big Brothers Big Sisters, Atlantic Street Center and Neighborhood House, allowing us to connect students to additional services as needed, and helping ensure all students in the community have access to social/emotional and academic support.

If selected to offer social, emotional and behavioral support through the Families and Education Levy, Youth Services will expand the services listed above, allowing the program to offer more targeted support to parents and families through individual lessons to teach parents to check the Source, computer access for parents to check student's Source information, specific meetings and coaching for parents to learn tips and tools that can be used at home based on their specific child's needs, and enhanced support for families to connect them with additional supports such as mental health services.

To meet academic challenges of youth needing social and emotional support, Youth Services pairs family and school connections with a year-round, multifaceted tutoring, homework, mentoring and enrichment program developed based on best practices in the field. Upon enrolling in the program, students are matched with a volunteer for each night they attend tutoring. These matches are maintained throughout the school year and often continue from one year to the next. Together with staff, tutors provide students with academic help, friendship, motivation and guidance.

The Youth Tutoring Program specifically targets students who are below grade level in one or more academic areas. At the start of the school year, each student is assessed in math and language arts and through an online Accelerated Reader assessment, with the results determining their starting point within YTP's skill building curriculum. As students work through the program, they complete skill mastery quizzes and online Accelerated Reader book comprehension quizzes. Analysis indicates that mastery demonstrated through these quizzes correlates to MAP scores, indicating that improved skill mastery leads to increases in reading and math MAP scores.

Through a combination of 1:1 and small group tutoring sessions, students concentrate on the subjects in which they need the most support, building foundational skills that help them improve grades and progress on time from one grade to the next. Last year 99 percent of all YTP students progressed from one grade to the next. In end-of-year evaluations, teachers reported students' academic improvement as a result of participation in YTP. This feedback is confirmed through parent and student assessments, with ninety-two percent of parents reporting improvement or maintenance of strong student grades in math and ninety percent reporting the same in reading.

3. Funders: Seattle Housing Authority, John Forsyth, Community Services Administrator, 206-615-3579, jforsyth@seattlehousing.org; City of Seattle, Human Services Department, Sindy Nguyen, 206-684-0417, Sindy.Nguyen@seattle.gov; Northwest Children's Fund, Victoria Helm, Executive Director, 206 682-8447, vhelm@nwcf.org; Medina Foundation, Adrienne Quinn, Executive Director, 206-652-8780, adrienne@medinafoundation.org.

School Staff: Samantha Huckabee, Eckstein Middle School, Teacher, 206-252-5010, sehuckabee@seattleschools.org; Jeff Jones, Nathan Hale High School, Counselor, 206-252-3689, jajones@seattleschools.org; Corey Goldstein, Washington Middle School, Counselor, clgoldstein@seattleschools.org; Alicia Arnold, Garfield High School, Teacher, amarnold@seattleschools.org; Steven Miller, South Shore K-8, Teacher, smmiller@seattleschools.org; Ellen Kleyman, Graham Hill Elementary, Teacher, ebkleyman@seattleschools.org

Partner Organizations: Atlantic Street Center, Sue Siegenthaler, NewHolly Family Center and Rainier Beach Family Center Director, sues@atlanticstreet.org; Rainier Vista Boys and Girls Club, Rick DuPree, Club Director, 206-206-436-1899, rdu-pree@positiveplace.org; Neighborhood House, Erin Lawrence Cook, High Point Education Initiative Project Director, 206-588-4900 x607, erinlc@nhwa.org; Seattle University: Center for Service and Community Engagement, Rachael Steward, Associate Director-Community Engagement, 206-296-2325, stewardr@seattleu.edu.

4. Challenges common to most YTP students include:

- Limited parental academic proficiency, which restricts the amount of assistance they are able to offer
- Limited parental English language proficiency, which complicates communication with the school
- Financial difficulties at home, which raises the level of household stress and takes away from the time and energy that can be devoted to making academic achievement a priority

In the last two years, YTP staff has addressed these difficulties both through improving our partnership with Seattle Public Schools and by putting more emphasis on outreach and advocacy to parents, teachers and other community based organizations. With the permission of the student's guardian, YTP is able to access The Source to allow us to monitor student progress and results. YTP also requests that students and parents bring report cards to the program. To supplement these efforts, we have increased the level of support for parents as they navigate the school system and other social service programs. For example, YTP staff and volunteers encourage families to participate in college fairs and application workshops, and parents themselves learn of opportunities for their own improvement, such as ESL or computer classes. Our indivi-

dualized, one to one interactions with parents who speak limited English help us to ensure that each parent gets the information they need about their child and the school system in a way they can understand. As a way of addressing the economic barrier to higher education, we award small scholarships to high achievers whose grades, skills mastered, attendance and behavior predict success in pursuit of post-secondary education.

Tracking to Success

1. Over the past two years Youth Services has tracked numerous data points that align with the outcomes and indicators targeted in the City of Seattle Families and Education Levy. We use this data to help determine the program's success rate and to aid in directing program resources and support for youth. Tutors, students and staff regularly (typically weekly) check online grades, attendance, standardized tests and assignments (for secondary students) through the Source. YTP also requests that students and parents bring report cards to the program. Supervisors at the tutoring centers track the number of new math and language arts skills each student masters, and their growth in reading level. This year the program began to track MAP scores as well, and we have found that these scores correlate with our skill mastery tracking.

YTP program staff members compile monthly reports that include the number of participants; attendance; parent, school and community contacts; number of tutoring/homework sessions; number of and hours donated by volunteers; mentoring enrichment activities; and skills mastered. Case managers collect information regarding social emotional health, self efficacy, problem solving, supportive connections, and self-identified goal attainment. All of these data points contribute to formulation of the yearly goals and objectives.

These measurements are supplemented by communications with school personnel and questionnaires completed by students and parents at the end of the year that measure their perceptions of program impact on grades, homework performance, math and reading proficiency, and attitude toward school. Volunteers and students complete surveys describing their relationship development, personal growth and improved confidence. YTP also tracks annual grade progression and on-time graduation. Partnerships and relationships are tracked through the number of contacts with parents and teachers and the number of referrals made to community organizations.

2. YTP measures improvement in students' foundational reading and math skills, using data about current levels to determine the best academic areas for tutors to target, and which books and curriculum to use. This approach of using individualized baseline data to customize each student's curriculum has resulted in over 94% of students reporting improvement in their math and/or language literacy grades. All students who participate in our skill building curriculum demonstrate growth in their foundational academic skills as measured by skills mastered. The Youth Tutoring Program also monitors student absences; when issues arise, the staff, student, tutor and parent form a plan to reduce absences. At least 85% of parents indicate that through this support school attendance improves.

The program recently began tracking MAP scores. YTP students' MAP scores typically align with their Accelerated Reader and YTP Curriculum Assessment levels, which, as mentioned above, validate student improvement. Based on current data, over 70% of

YTP students master at least six new foundational skills annually. We have begun to use MAP scores to help identify areas where students need the most support, and have started to implement targeted approaches to address specific areas of need. Baseline data indicates that 55% of YTP students tracked are currently making typical academic growth. The attached data sheet shows 74% of students tracked demonstrating growth and another 13% maintaining their MAP learning level.

Regular communication with YTP students' teachers also leads to improved student outcomes through targeting teacher-identified areas using the same techniques as used in the classroom to reinforce learning. An example of specific improvement through teacher communication involves a student at our Rainier Vista who was coming to tutoring without seeing significant gains in academic achievement. Through a conversation with his teacher, the Center Supervisor learned that many of the assignments he turned in were illegible, so he was not receiving a passing grade. Over the next few months, the program focused intensely on his writing. With this targeted teacher communication, and resulting changes in how the program staff and volunteers worked with the student, he has gone from failing to passing grades.

3. The Youth Tutoring Program staff and volunteers monitor many student data points on a weekly basis, including foundational skills mastered (which corresponds to MAP score increases), as well as grades, test scores, missed assignments and attendance as it is available on the Source. Regular monitoring of these key outcome areas allows the program to respond immediately to students who are not on track, adjusting the student's learning plan accordingly. The attached grade tracking sheet completed by a student and their tutor last year demonstrates specific growth seen by a student as they identified areas of need and immediately addressed them. Over the course of a month of regular checking of grades, the student identified goals (the goals are indicated by triangles of percentage increases anticipated) and worked towards them. Although the student experienced some grade slip, they were able to immediately begin to reverse this trend (note the Humanities and Science class grade trends). Regular grade tracking helps ensure failing grades are caught early on, giving students time to correct their grades and progress and/or graduate on time.

4. Please see attached. The MAP score sample sheet shows tracking of student's MAP scores. The second sheet is a tracking form used by students and tutors together to track grades and create immediate improvement plans. The form shows the percentage increases that the student is working on in several areas. The final sheet shows programmatic tracking of student grades, improvement, program attendance and attitude.

Woman and Minority Inclusion; Non-discrimination

1. We anticipate a high likelihood of hiring additional employees. At the direction of the Board of Directors, Catholic Community Services engages in an affirmative hiring policy regarding minority staff. Agency wide, staff diversity reflects that of our clients: 62% Caucasian, 20% African American, 9% Asian American, 7% Hispanic, and 1% Native American. Members from CCS' Multi-racial Action Team frequently participate on interview panels to consider and broaden our cultural landscape when hiring. Any additional staff hired through contracts with schools would follow this agency protocol for increasing staff diversity. The program would also recruit specifically within the communities served through advertisements in neighborhood newspapers and community centers.

<https://echo.newtechnetwork.org>

Students & Volunteers: Make any necessary notes or comments on the table below.

Month: Sept/Oct

Date	Class: Humanities/History	Class: Family Health	Class: BioMed	Class: Physical Science	Class: Spanish	Class: Algebra I
9/26	B ⁻ (82%)	A (94%)		B ⁻ (80%)		A ⁺ (100%)
10/5	B ⁻ (82%)	A (98%)		C (73%)		B (86%)
10/10	B ⁻ (84%)	A (98%)		C (73%)		B (86%)
10/12	C ⁺ (71%)	A (98%)	A- (91%)	C (75%)		B (86%)
10/19	C ⁺ (79%)	A (98%)	A- (91%)	B (83%)		B (85%)

You should check your grades once a week with your tutor. At the end of each month, turn in this sheet for skill points.

Sum of HW
10/28/21

Grade	Math 2011-2012						2011-2012					
	Fall		Winter		Spring		Fall		Winter		Spring	
	RIT	%ile	RIT	%ile	RIT	%ile	RIT	%ile	RIT	%ile	RIT	%ile
6			227	61					205	26		
6			213	26					218	60		
6	225	64	228	63			217	63	225	77		
6			208	17			175	1	189	4		
7	225	49	244	82			205	21	210	28		
7			261	97					240	94		
7	232	65	245	84			228	79	233	85		
7	228	56	241	77			213	41	216	44		
7			206	10					188	2		
7	228	56	232	59			222	66	226	71		
7			219	29					204	16		
7	230	60	242	79			228	79	224	66		
8			204	5					207	17		
8			213	12					212	26		
8			224	30					225	60		
8	267	98	261	95			229	74	240	90		
8			262	96					238	87		
9			239	59					236	82		
9			236	52			223	54	217	37		
9			232	44			221	49	230	70		
9	229	39	238	57					237	84		
9	232	46	221	22			211	25	214	30		
10	209	8	207	6					231	72		
10	231	43	234	47			210	23	218	40		

Within/above	
Below 1	
Below 2 +	