

City of Seattle Families and Education Levy Attachment 1
Request for Qualifications
Elementary, Middle and High School Expanded Learning Opportunities

COVER SHEET

Organization Information:

Organization name: City Year Seattle/King County

Organization address: 2203 23rd Avenue South, Suite 101 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):

501 (c)(3) 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: Simon Amiel

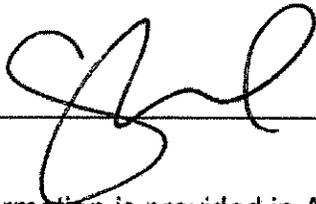
(please print clearly)

Title: Executive Director

Mailing address: 2203 23rd Avenue South, Suite 101, Seattle, WA 98144

Day/Work phone: 206.218.2934 Email address: samiel@cityyear.org

Signature: _____



Date: _____

2/14/12

Additional information is provided in Attachment 3.

Key People

City Year's delivery of expanded learning opportunities will be led and implemented by a talented, experienced, and outcome-driven staff including:

Director of Impact: Janay McClarin The Director of Impact is responsible for the implementation of City Year's program objectives and evaluation tools, the supervision of the Program Managers, and the ongoing evaluation of student progress throughout the year. Janay has over five years of project management experience with City Year working within Seattle Public Schools. Prior to City Year, Janay held a variety of community leadership roles including Dean of Students in the Kent school district.

Program Managers: The Program Managers are responsible for the day-to-day operations management in their respective school-based programs, the school house relationships and the supervision of corps members (defined below). City Year's Program Managers are fluent in the quantitative measurements used by the Seattle Public School District. A significant portion of their time is devoted to accessing, collecting and analyzing student data including math and reading MAP scores, grades, average daily attendance and behavior incidences.

City Year Corps Members: Corps members are diverse, idealistic, energetic 17 – 24 year olds who serve for one year and provide team-based in and out of school support for students throughout the entire school year. Selected because of their demonstrated passion for improving the education system, prior tutoring and mentoring experience and dedication to service, corps members participate in an intensive six week training as well as continued trainings throughout the year covering topics such as incorporating computational fluency and curriculum-specific components into tutoring sessions.

Previous Experience

1. Currently, City Year serves in six Seattle public schools. Our school partners are selected because their students struggle with course performance, reading and math MAP growth, meeting grade-level standards on state assessments, attendance and behavior. On average, only 62% of the students at our partner schools tested proficient in reading, 50% in math, 53% in writing, and 38% in science (OSPI, Academic Year 10-11). An alarming 40% have more than 10 absences a year and 75% qualify for the free and reduced lunch program. City Year serves a high proportion of students of color; the population of students currently served includes 28% Asian, 2% Pacific Islander, 31% African American, 20% Chicano/Latino, 2% Native American, 14% Caucasian and 3% two or more races (School Reports, SPS).

In addition to providing our partner schools with whole school support, corps members provide targeted one-on-one and small group tutoring to focus list students, selected

because they exhibit one or more early warning indicator (or EWI) of dropping out of school. These EWIs include course failure in Math or ELA, failure to meet grade-level standards on state assessments, poor attendance and disruptive behavior.

Focus lists are created in collaboration with partner schools prior to the start of the academic year. City Year program staff meets with their partner school administration to review the quarterly Response to Intervention (Rtl) report provided by the district and determine preliminary focus lists of “at risk” students. At the elementary school level, MAP and MSP data, corps member observations and teacher and administrator recommendations are used to determine which students should be placed on academic focus lists. For middle school and high schools, “D” and “F” letter grades in Language Arts and Math are the primary indicators for focus lists, and teacher recommendations, MAP and MSP scores are considered as caseloads are finalized.

After focus list students are identified as “sliding” or “off track” in a particular indicator area, corps members provide targeted interventions for a discrete amount of time, while their progress is monitored using both formal and informal assessments. If and when a student demonstrates adequate growth, they graduate from the focus list. By targeting students identified early in the school year as needing additional supports, corps members will help provide the extra time and attention necessary to get those students back on track.

2. City Year has been running programs focused on literacy and academic improvement in Seattle schools for the last 13 years. Recently, City Year has honed its national and local focus on the dropout crisis and created a model for 3rd – 9th grade students to meet the challenge and get students back on track to graduation.

To ensure our effectiveness, City Year utilizes tracking systems for test scores and attendance, participant start-of-year and end-of-year surveys, and service partner surveys. Additionally, we track scores on the beginning, middle and end-of-year MAP tests. Beyond these formal evaluation methods, we have ongoing communication with school staff and parents to ensure we are providing the best services possible. Our program metrics are set according to baseline data from our previous year’s program and from student standardized test scores (MAP from 2010-2011).

We are proud to show the following 2010-2011 improvements from the focus list students City Year’s corps members tutored and mentored:

Literacy:

*Grades 3rd-5th: 90% of students made gains, and 24% moved from behind grade level to meeting or exceeding grade level over the school year (MAP).

*Grades 6th- 8th: 39% of students made atypical improvement on the MAP test.

Math:

*Grades 3rd-5th: 92% of students made gains, and 35% moved from behind grade level to meeting or exceeding grade level over the school year (MAP).

*Grades 6th - 8th: 44% of students had an atypical improvement on the MAP test.

In the 2010-2011 school-year at Aki Kurose Middle School, students tutored by City Year showed greater progress on reading and math MAP scores than the general population of the school (English language learners, students with individual education plans, and honors students have been removed from the general population) as well as their “unserved classmates”. The “unserved classmates” comparison group is comprised of students who are in classes where corps members provided whole classroom support, but who are not on corps members’ focus lists and therefore did not receive individualized attention from corps members. These circumstances allow us to compare the MAP results of students receiving City Year’s targeted intervention to other students whose learning environment, with the exception of City Year, is the same. The resulting MAP test scores conclusively reveal that the impact of City Year is substantial. Students on City Year’s focus list made an average gain of 6.3 on the reading MAP test while the unserved classmates made a gain of 4.4 and the general population made a gain of 4.9. On the math MAP test focus list students made a gain of 6.3, while the unserved classmates made gains of 4.7 and the general population made gains of 6.2.

3. Contact Information for Partners:

Mia Williams

Aki Kurose Middle School Principal
Email: mparker@seattleschools.org
Phone: 206.252.7700

Angela Bogan

Dearborn Park Elementary Principal
E: ajsheffey@seattleschools.org
P: 206.252.6930

Jennifer Hodges

Aki Kurose Middle School Asst Principal
E: jahodges@seattleschools.org
P: 206.252.7711

Carmela Dellino

Roxhill Elementary School Principal
E: cddellino@seattleschools.org
P: 206.252.9570

4. City Year’s interventions not only support a student’s academic needs, but also the social context in which youth develop. The authentic connections built by City Year corps members and staff are illustrated by our relationships with students, teachers, parents and the total integration of our corps members into the extremely diverse, culturally rich schools we serve. Because corps members are close in age to the students they work with, they form distinct near-peer relationships and are uniquely able to identify physical and social needs that inhibit students’ ability to succeed in school and direct these concerns to appropriate school support staff. These needs include health issues, transitional housing, transportation challenges and family crises. For

instance, a corps member at Aki Kurose learned that one student's attention problems stemmed from her not being able to see the whiteboard; the corps member, support staff and a Language Arts teacher worked together to help this student get glasses, which led to improved grades in the next quarter.

Tracking to Success

1. City Year utilizes many of the Levy's indicators to set our programmatic goals and track student progress and programmatic success. Currently, City Year reviews beginning, mid-year and end of year MAP scores in both reading and math for the students on our focus lists. In addition, assessments of focus students' grades, attendance and behavior are reviewed on frequent intervals throughout the year. Due to the regularity of student data review, City Year is able to effectively implement and alter student interventions throughout the year on an almost weekly basis.

City Year's "Early Warning Indicator" (EWI) system of data review and intervention planning allows our teams to identify students as they begin to slide off track and deliver interventions immediately; rather than waiting for students to earn a failing grade or dip too low in attendance. During weekly EWI meetings, teachers, corps members and support staff review at-risk students' data and determine the best interventions to meet these students' needs. Often, this means focusing on students with "D"s, 80-90% average daily attendance (ADA) or 2-3 behavioral incidents so we can provide interventions before they fail. Early and frequent review of attendance, behavior and academic/course data in weekly EWI meetings allows us to collaborate with school staff on appropriate and timely interventions.

Corps members also access The Source for students in their cohorts on a daily basis, which allows them to catch missing assignments or skipped classes as they occur; corps members address these issues with students immediately, often curtailing disruptive behaviors before they become patterns.

2. The City Year team in each school meets with administrators, support staff and teachers on a weekly or biweekly basis to assess focus list students' progress, as measured by in-class summative assessments, mid-year and end-of-year standardized tests and reading level assessments. We review this data and subsequent intervention steps at grade-level meetings, discuss individual students' needs and adjust interventions according to students' performance. Corps members meet with their individual teachers on a weekly basis to discuss the efficacy of their in-class interventions and to review student assessment data as it becomes available. Corps members follow cohorts of students throughout the day, thus making them an invaluable source of informal information about students' performance; they are able to share with teachers the interventions and differentiated instructional practices that have worked

well with focus list students in other classes, better enabling teachers to collaborate within their learning communities.

3. Attendance is critical to both schools' and students' success, and therefore, City Year uses Average Daily Attendance (ADA) data to develop individualized intervention plans for students with low attendance. Corps members use daily attendance data to contact families of students with low or decreasing attendance. A call home during first period can sometimes ensure that a student who would otherwise be absent for the whole day, arrives at school by the beginning of second period. Additionally, we analyze whole-school attendance data to determine homeroom attendance trends, and then work with the school to develop incentive programs for improved whole-class attendance.

Corps members train students to self-assess using data, encouraging them to regularly review their profiles on The Source, and set SMART goals for improved attendance, behavior and course performance during monthly "Report Card Conferences" conducted between a corps member and each of their focus list students. In this way, students become more aware of how their actions affect their overall performance, and begin to draw connections between improved social and academic behaviors and their scholastic success. Because we tailor interventions to individual students and use frequent formal and informal assessments to adjust interventions as needed, focus list students demonstrate above-average growth in their math and reading MAP scores, course performance, attendance and behavior as compared to their peers.

4. Please see attachment for City Year's sample data report. The electronic copy is password protected, to access the document please use password: 208cel29d2e4rfs.

Women and Minority Inclusion; Non-Discrimination

Depending on the extent of funding received, City Year may hire additional staff. Our hiring policies encourage diversity and we have both an Equal Employment and Affirmative Action Policy that we strictly adhere to. Below are short excerpts from both and we will happily provide additional information if requested.

Equal Employment Policy: City Year is committed to equal employment opportunity for staff and applicants for employment without regard race, gender, religion, color, sexual orientation, age, veteran status, national origin, political affiliation, creed, marital status, mental or physical challenge or disability in all areas of employment.

Affirmative Action Policy: City Year is committed to taking specific affirmative action, including using transition plans, goals, and timetables to ensure equal employment opportunity. City Year will review, investigate, and where necessary, initiate changes in its processes surrounding facilities and programs to ensure accessibility to the public.