

**COVER SHEET**

**Organization Information:**

Organization name: City Year Seattle/King County

Organization address: 2203 23<sup>rd</sup> 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: Nick Hernandez

(please print clearly)

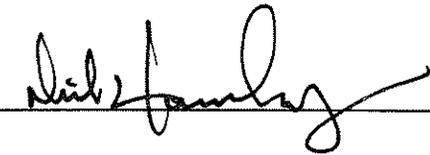
Title: Program Manager

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Signature: \_\_\_\_\_



Date: 2/13/12

Additional information is provided in Attachment 3.

## **Key People**

City Year's delivery of middle and high school social, emotional and behavior support will be 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 (described 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. Corps members participate in an intensive six week training as well as continued trainings throughout the year in order to effectively serve students and schools. Training topics include student developmental processes, prosocial behavioral interventions and how to address challenging student behaviors. Additionally, corps members learn about the many reasons students may be absent -- health, family obligation, disinterest, fear of social interactions -- and the proven intervention strategies they can use to address students' needs while engaging and educating families on the importance of high attendance.

## **Previous Experience**

1. Currently, City Year serves in six Seattle public schools. Our school partners are selected because their students struggle with attendance, behavior, course performance, reading and math MAP growth and meeting grade-level standards on state assessments. 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 below 90% attendance, disruptive behavior, course failure in Math or ELA, and failure to meet grade-level standards on state assessments.

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. Attendance and behavior focus lists target students with 80 – 90% attendance rates and mild, but sustained, misbehavior. For academic achievement focus lists, “D” and “F” letter grades in Language Arts and Math are the primary indicators and teacher recommendations, MAP and MSP scores are also 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, corps members can immediately 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 3<sup>rd</sup> – 9<sup>th</sup> grade students to meet the challenge. 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 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 3<sup>rd</sup> -5<sup>th</sup>: 90% of students made gains, and 24% moved from behind grade level to meeting or exceeding grade level over the course of the year (MAP).

Grades 6<sup>th</sup> – 8<sup>th</sup>: 39% of students made atypical improvement on the MAP test.

Math:

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

Grades 6<sup>th</sup> to 8<sup>th</sup>: 44% of students had an atypical improvement on the MAP test.

Attendance

42% (27/65) of 7th- 8th grade students at Aki Kurose improved attendance rates year over year.

Behavior

58% (7/12) of 7th to 8th grade students at Aki Kurose had fewer behavioral incidences year over year.

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 are not on a corps’ focus list 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:**

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**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 are able to form distinct near-peer relationships and are uniquely able to identify physical and social needs that inhibit students' ability to succeed in school and have direct these concerns to the 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. Upon request, we are happy to provide copies of our complete policies.