

COVER SHEET

Organization Information:

Organization name: Communities In Schools of Seattle

Organization address: PO Box 24872 Seattle, WA 98124

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

Washington 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: Shira Rosen
(please print clearly)

Title: Executive Director

Mailing address: PO Box 24872 Seattle, WA 98124

Day/Work phone: 206-252-0008 Email address: shira@cisseattle.org

Signature: _____ Date: _____

Additional information is provided in Attachment 3.

Cover Sheet, Legal Status and Format

The cover sheet and all sections of the RFQ are complete.

Key People

The key staff members who will deliver the proposed services are Site Coordinators. Minimum qualifications for a Communities In Schools of Seattle (CISS) Site Coordinator are at least a bachelor's degree and three years of experience working with the children and youth who represent the population served. The school administration, together with Communities In Schools of Seattle staff, select the Site Coordinator at each school. CISS currently has three full-time Site Coordinators in Middle or High Schools, all of whom have at least five years of experience working with disadvantaged youth and improving student academics, two have master's degrees and all have a deep commitment to expanding learning opportunities with MAP growth, academic achievement and college and career readiness. They have backgrounds as teachers, tutors and program coordinators. CISS also has an AmeriCorps member who provides some site coordination services at another site.

Shira Rosen, MSW, Executive Director, will lead the project. Ms. Rosen has been the Executive Director of Communities In Schools of Seattle since 2010. Under her leadership, the agency was nationally accredited by Communities In Schools using its Total Quality System standards – proven effective by third party research.¹ She currently oversees three Site Coordinators, a Program Coordinator, two AmeriCorps members and is responsible for management of the agency. Ms. Rosen has 13 years of experience in youth development, prevention programs, education, fundraising and leadership. She is an advisory board member of the Youth Development Executives of King County and a board member of the Northwest Development Officers Association. She has presented at regional and national conferences and been part of 2 national research studies on program evaluation.

Previous Experience

Founded in 1998, Communities In Schools of Seattle (CISS) works in high needs public schools with the 10% of students most likely to drop out and provides support to the school as a whole. Currently CISS works in 4 Seattle schools. In the 2010-2011 school year, CISS served 224 diverse students who were: 46% African or African American, 17% Asian or Pacific Islander, 18% Hispanic, 12% multi-racial, 5% Native American, and 2% Caucasian. Almost 100% of the students were on free or reduced-price lunch programs. The 15% ESL students in the CISS programs reflect the overall school population. The number and diversity of students served for this year are similar. In addition, all of these students meet one or more of the following risk factors: have an achievement gap; have poor attendance; are from immigrant and refugee families; have

¹ *Total Quality System is a set of standards that define expectations for effective non-profit business practices and for implementing the Communities In Schools model of integrated student support services at school sites. The site standards are based on a five-year, longitudinal national evaluation conducted by an independent, outside evaluator that documented the impact of the Communities In Schools model.*

English as a second language; and/or have little or no parental involvement in their schooling.

CISS delivers strong, outcome-oriented services and forges many partnerships in order to support struggling students, to achieve grade level standards, on-time promotion and graduation. The Site Coordinator, working closely with principals, teachers, family support staff, counselors and nurses, and other important school personnel to develop the student case load using data on student grades, standardized test scores, attendance and behavior. The Site Coordinator adds new students to the caseload throughout the school year by assessing all new students for academic, behavior or attendance issues. Once selected, the students receive services, tailored to their needs, at four Seattle Public Schools.

Services to Students and Families: CISS currently works in The 4 Seattle Public Schools – 1) Graham Hill (GH) Elementary for the past 5 years; 2) Rainier Beach High School (RBHS) for the past 3 years; and 3) Aki Kurose (AKMS) and Denny (DMS) Middle Schools for the past 1.5 years. At GH, a Site Coordinator manages the Math All-Stars program, an after school math tutoring program. CISS provides staff and volunteer tutors who work with a certified teacher from the school to help students increase their math proficiency in small groups. CISS also coordinates the Reading Buddies program, a school day one-on-one tutoring for students behind in reading. CISS works directly with teachers and administrators to select the most appropriate students for the programs. The close connection with school staff also ensures that students can be released from class for Reading Buddies and provided with transportation home after Math All-Stars. The programming assists students to reach grade level, increase test scores and grades and meet or exceed typical MAP scores growth.

At RBHS, AKMS and DMS, the Site Coordinator provides or brokers a multitude of programs and services for the targeted population outlined above. Specifically, the services include: tutoring and homework assistance (individual and small group), mentoring, attendance and behavior support, state and *SAT* test preparation, *HECB* course selection, college *FAFSA* and application support, leadership skill training, support for transition to middle or high school and more. At the middle schools, CISS staff will join a student in the classroom for one-on-one support when needed. At DMS, the CISS staff run an after school tutoring program that focuses on math and science. The students served are given targeted support that is appropriate for their personal needs. Additionally, at RBHS, the Site Coordinator oversees, coordinates with, and convenes all non-profit partners within the school; there are **29 partners** with a diverse array of skills, programs and populations served. Forty students are served at RBHS, 67 at AKMS and 86 at DMS. All of these services target the goals, outcomes and indicators of the Family and Education Levy.

CISS Partnerships: CISS uses multiple methods to help students meet *WaKids* expectations, achieve age and grade level standards on state testing, *MAP* growth, grade level promotion and on time graduation, positive attendance and college

preparation. A Site Coordinator will access or create partnerships with other social service providers, businesses, community members and community organizations to bring the community *into* the school. These partnerships ensure students can receive multi-tiered strategies of support through tutoring and homework assistance, mentoring, attendance support (phone calls home, attendance contracts, home visits), after school activities and other services tailored to their needs.

A few specific partnerships include one with Big Brothers Big Sisters (BBBS) at GH to provide mentors for 10 students. BBBS recruits and trains the mentors while the CISS Site Coordinator oversees the matches in the school. At RBHS, the Site Coordinator works closely with Urban Impact to provide after school homework help and tutoring, NELA, University of Washington and Black Achievers to provide college preparation and access, and Campana Quetzal to support Latino families in goals, outcomes and indicators of the Family and Education Levy.

Local Results: In 2011, the programs produced verifiable, positive results. Of the 224 students CISS served, 100% of eligible seniors graduated; 99% of students stayed in school and passed to the next grade; and 73% made academic progress and improved their attendance. In 2010, 137 total students were served where: 100% of eligible seniors graduated; 95% of students stayed in school and passed to the next grade; and 82% made academic progress; and 65% improved their attendance.

Sample of Current Partners:

- * Christine Morningstar, Principal, GH 206-252-7140 fcmorningstar@seattleschools.org
- * Mia Williams, Principal, AKMS – 206-252-7700 mparker@seattleschools.org
- * Jeff Clark, Principal, DMS – 206-252-9000 jclark@seattleschools.org
- * Dwane Chappelle, Principal RBHS – 206-252-6350 ddchappelle@seattleschools.org;
- * Tina Berryessa, BBBS, 206.763.9060 x210 Tina.Berryessa@bbbsps.org
- * Simon Amiel, City Year - 206-219-5010 SAmiel@cityyear.org
- * Katrina Hunt, Talent Development – 206-252-7700 kmhunt@seattleschools.org
- * Danna K. Johnston Foundation – 206-0330-8884 dannajohnston@gmail.com
- * Urban Impact, Glenn McCray – 206-722-2052 gmccray@urbanimpactseattle.org
- * NELA, Lyanne Asada – 206-280-8148 lyanne.asada@nela.net
- * Campana Quetzal, Jessica Salvador – 206-478-7800 jessi@campanaquetzal.org
- * Linda Sue Woodall, United Way, 206-461-4560 lwoodall@uwkc.org
- * Greg Coy, Discuren Foundation, 425-828-3737 gcoy@isomedia.com
- * Cree Zischke, JP Morgan Chase – 206-500-2477 cree.zischke@jpmorgan.com

Challenges and Barriers of Focus Students: The students served by CISS encounter multiple challenges in their homes that affect their abilities to be academically-focused. They might come to school having just been evicted from their apartment, homeless, or having spent the night at a friend's house while their parent was working or absent. There may be addiction issues in the home, or difficulty doing homework because parents do not speak English. Students can come to school hungry, tired, late, poorly clothed, or with emotional issues that can impede their ability to learn and succeed.

Because of these challenges, students often struggle academically, fall far behind their peers, fail classes, or are in danger of failing to graduate. They may have behavior issues which make them more likely to have detention or get suspended and they often have attendance issues because there is no one at home to ensure they come to school. The students served by CISS are those targeted in the goals, outcomes and indicators of the Family and Education Levy.

Site Coordinators provide wrap-around, collaborative services to target this multitude of challenges. In addition to the activities outlined above, they connect families to housing resources, drug and alcohol treatment, food banks, support parent/guardians to engage more in their student's learning, connect families to English classes, connect with teachers to increase support for students and support the students within the school on all of the areas where they struggle.

Tracking to Success

The entire model of Site Coordination, outlined above, is fully data-driven. A five year independent evaluation conducted by ICF International confirmed the evidence-based effectiveness of CIS' coordinated services model at the school level. In comparing the results to over 1,600 studies screened by the Department of Education's *What Works Clearinghouse*, the evaluation concluded that the **CIS model is associated with the strongest reduction in dropout rates among all existing fully scaled dropout prevention programs in the United States. Additionally, the evaluation concluded that CIS is unique in having an effect on both reducing dropout rates and increasing graduation rates and that the model is effective across states, school settings, grade levels and student ethnicities.** The evaluation used a randomized controlled trial, which demonstrated a reduction in student dropout rates that was nearly three times the *What Works Clearinghouse's* threshold for "substantively important" effects.²

To select students for programs and activities for expanded learning opportunities, the Site Coordinators attend *Early Warning Indicator* meetings at each school, where students are assessed based on data-driven criteria. The Seattle Public Schools use the *Secondary School Risk Factor Report* in these meetings which ranks students for low, mid, and high risk factors. This report provides updated data on the student's school grades, performance on state assessments, interim MAP assessment data, attendance and behavior. The Site Coordinators use these meetings, along with data on family demographics (income status, household size, parent education levels, English speaking, homelessness, foster care involvement, incarcerated parent, gang involvement, children who are pregnant or parenting, and substance abuse); attendance at school and individual classes; grades (report cards, weekly online course data from Seattle Public School's "The Source", progress reports, teacher check-ins); and behavior in school (detentions, suspensions, teacher check-ins) to select students for activities.

² Communities In Schools press release, February 5, 2011.

Once students are enrolled in a program, the Site Coordinator monitors student progress on a weekly basis and makes adjustments to their Student Success Plan as outcomes are tracked. The Site Coordinator is able to access all levels of student data available at the schools including daily, weekly and monthly attendance records, weekly and monthly grades, and weekly and monthly behavior records.

All data on student enrollment in the program, reasons for enrollment and progress are stored in the Communities In School Data Management System, a web-based database used throughout the CIS national network to track student, school and agency progress. The data is analyzed weekly and when little or no progress is shown for a student, the Site Coordinator will adjust services so positive outcomes can be achieved. Over the years, the data has encouraged course corrections that resulted in higher outcomes for students. All data is securely stored and privacy is always ensured. Each year, a final report is created to determine local school outcomes and overall agency outcomes. The data is shared with the national office and national outcomes are established.

Examples of Success: One example of a course correction was with a student who had both attendance and academics as areas for improvement. The Site Coordinator created an attendance contract with the student and encouraged him to attend after school tutoring. After a month, the Site Coordinator used the data to see that the student came to school more often, but was regularly late, and continued to struggle with academics. The Site Coordinator amended the attendance contract to include being on time for school and found a lunch tutor to supplement the after school tutoring. The student satisfactorily improved with this intervention.

Another example was with a junior in high school who was struggling. This student was very popular and a leader among her peers. She was not attending class and was failing some courses due to her lack of attendance; she was not on track to graduate. The Site Coordinator connected her to a peer mentoring program where she understood the need to model positive behavior and teach others to take responsibility for their actions. Within a month, she was attending classes regularly and brought up her grades. By the end of her senior year, she graduated on time and was accepted into two Universities.

Women and Minority Inclusion; Non-discrimination

CIS will not subcontract with any organization, but may hire new employees. CIS has a non-discrimination policy in hiring that includes all protected groups and works to maintain a diverse workforce that is reflective of the population served.

Sample Data Report I
Communities In Schools of Seattle

BASIC INFORMATION	ADDITIONAL STUDENT INFORMATION											
	Demographics & Program						School and Grade				Academic Standing	
ID#	Race/ Ethn	Gender	Homeless?	IEP?	ELL?	PGY	Next Year School	Current Grade	Previous Year School	Previous Year Grade	HS Grad Credits	Cum GPA
	B	F	N	N	N	*	249 - Madrona	6	*	5	*	3.14
	B	F	N	N	Y	*	130 - Aki Kurose	6	233 - Hawthorne	5	*	2.45
	B	F	N	Y	Y	*	130 - Aki Kurose	6	291 - South Shore	5	*	1.98
	B	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	1.39
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.13
	A	F	N	N	N	*	130 - Aki Kurose	6	286 - Wing Luke	5	*	2.38
	B	M	N	N	Y	*	130 - Aki Kurose	6	219 - Dunlap	5	*	2.59
	B	M	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.37
	A	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	3.81
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.89
	H	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	2.08
	B	M	N	N	N	*	130 - Aki Kurose	6	*	*	*	1.98
	A	F	N	N	N	*	130 - Aki Kurose	6	*	5	*	3.65
	H	M	N	Y	N	*	130 - Aki Kurose	6	221 - Emerson	5	*	2.51

Sample Data Report I
Communities In Schools of Seattle

RISK ASSESSMENT (1 - 23 TOTAL POINTS)											MATH PERFO	
TOTAL POINTS	Last Two Semester Coursetaking			Most Recent State Assessment			Attendance & Discipline				Most Recent Math Course	
TOTAL POINTS	Grade Repeat In 10-11	Core Course Failure Rate	Math Course Failure Rate	LA Course Failure Rate	Math WASL	Reading WASL	Writing WASL	Attendance	Unexcused Absences	Discipline	Course Code and Title	Interim Mark
3	No	Low	Low	Low	Low	Low	Low	Low	High	Medium	MMA2006 - MATHEMATICS 6	C+
6	No	Low	Low	Low	High	Medium	Low	Low	High	Medium	MMA2006 - MATHEMATICS 6	B-
10	No	Low	Low	Low	High	Low	High	High	High	High	MMA2006 - MATHEMATICS 6	B-
11	No	High	Low	Low	High	Medium	High	Low	High	High	MMA2006 - MATHEMATICS 6	C+
4	No	Low	Low	Low	High	Low	Medium	Low	Medium	Low	MMA2006 - MATHEMATICS 6	A
7	No	Low	Low	Low	High	High	Low	Low	Medium	High	MMA2006 - MATHEMATICS 6	C-
7	No	Low	Low	Low	High	Medium	Medium	Low	High	Medium	MMA2006 - MATHEMATICS 6	B-
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	B
1	No	Low	Low	Low	Low	Low	Low	Low	Medium	Low	MMA2006 - MATHEMATICS 6	B+
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	A
9	No	Low	Low	Low	High	Medium	Medium	Medium	High	High	MMA2006 - MATHEMATICS 6	B-
4	No	Low	Low	Low	Low	Low	Low	Low	High	High	MMA2006 - MATHEMATICS 6	A-
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	A
10	No	Low	Low	Low	High	High	High	Medium	High	Medium	MMA9601 - MATH BASIC SKLL	B-

Sample Data Report I
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PERFORMANCE - LAST TWO SEMESTERS				LANGUAGE ARTS PERFORMANCE - LAST TWO SEMESTERS							
Second Most Recent Math Course				Most Recent Language Arts Course			Second Most Recent Language Arts Course				

Final Mark	Course Code and Title	Interim Mark	Final Mark	Course Code and Title	Interim Mark	Final Mark	Course Code and Title	Interim Mark	Final Mark	Test Grade
B-	*	*	*	MLA0230 - ESL 1	A	A	MLA0290 - DRAMA AS EXPRESSIVE	A	A	*
C	*	*	*	MLA0230 - ESL 1	C	C	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C+	*	*	*	MLA0007 - LANGUAGE ARTS 6	B-	B-	MLA0290 - DRAMA AS EXPRESSIVE	A-	A-	G5
C-	*	*	*	MLA0007 - LANGUAGE ARTS 6	D	D	*	*	*	G5
B+	*	*	*	MLA0007 - LANGUAGE ARTS 6	A-	A-	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C	*	*	*	MLA0007 - LANGUAGE ARTS 6	B	C+	MLA0277 - READING INDIVIDUALIZED	B-	B-	G5
B	*	*	*	MLA0230 - ESL 1	B	B	MLA0290 - DRAMA AS EXPRESSIVE	A	A-	G5
B+	*	*	*	MLA0007 - LANGUAGE ARTS 6	B+	A-	*	*	*	G5
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	B	B	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	A	A	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C+	*	*	*	MLA0007 - LANGUAGE ARTS 6	C	C	*	*	*	G5
B	*	*	*	MLA0007 - LANGUAGE ARTS 6	C+	C+	MLA0290 - DRAMA AS EXPRESSIVE	A-	B+	*
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	A	A-	*	*	*	*
B-	*	*	*	MLA9226 - LANGUAGE ARTS 1	B	B	MLA0290 - DRAMA AS EXPRESSIVE	B	B	G5

Sample Data Report I
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MOST RECENT WASL PERFORMANCE											MOST RECENT (Spring 2011) MAP RESULTS				Attendance
Math			Reading				Writing				Math		Reading		
Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard	RIT Score	Percentile Rank	RIT Score	Percentile Rank	Attendance Rate
*	*	*	*	*	*	*	*	*	*	*	200	7	180	2	94%
368	L1	N	G5	391	L2	N	G4	9	L3	Y	209	18	200	14	92%
352	L1	N	G5	391	MO	Y	G4	6	L1	N	192	3	202	17	78%
341	L1	N	G5	378	L2	N	G4	6	L1	N	202	9	197	10	94%
347	L1	N	G5	422	L4	Y	G4	8	L2	N	217	32	217	54	97%
347	L1	N	G5	368	L1	N	G4	10	L3	Y	197	5	201	15	93%
363	L1	N	G5	391	L2	N	G4	7	L2	N	204	11	203	18	91%
414	L3	Y	G5	422	L4	Y	G4	11	L4	Y	233	71	217	54	94%
419	L3	Y	G5	430	L4	Y	G4	9	L3	Y	238	82	213	41	96%
440	L4	Y	G5	432	L4	Y	G4	10	L3	Y	245	92	237	97	92%
347	L1	N	G5	395	L2	N	G4	7	L2	N	214	26	191	6	89%
*	*	*	*	*	*	*	*	*	*	*	218	34	193	7	92%
*	*	*	*	*	*	*	*	*	*	*	234	73	218	57	90%
*	L0	N	G5	*	L0	N	G4	4	L1	N	*	*	165	1	83%

Sample Data Report I
Communities In Schools of Seattle

ATTENDANCE & DISCIPLINE	
Attendance 2010-2011	Discipline 2010-2011

Unexcused Absence Rate	Number of Unexcused Absent Days	Short-Term Suspensions	Long-Term Suspensions	Expulsion	Total Discipline Actions
3%	5	0	0	0	1
5%	9.5	0	0	0	1
12%	22	2	0	0	6
3%	5.5	1	0	0	3
2%	3.5	0	0	0	0
2%	3	2	0	0	5
8%	13.5	0	0	0	1
5%	9.5	0	0	0	0
2%	3.5	0	0	0	0
3%	5.5	0	0	0	0
3%	5.5	2	0	0	6
6%	8	1	0	0	2
4%	7	0	0	0	0
5%	9.5	0	0	0	1