

Request for Qualification
College and Career Readiness and Planning

COVER SHEET

Organization Information:

Organization name: The Danna K. Johnston Foundation _____

Organization address: 6947 Coal Creek Parkway SE, #389, Newcastle, WA, 98059 _____

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: Danna K. Johnston _____
(please print clearly)

Title: CEO _____

Mailing address: 6947 Coal Creek Parkway SE, #389, Newcastle, WA 98059 _____

Day/Work phone: (425) 276-5210 _____ Email address: danna@dannakjohnston.org _____

Signature:  _____

Date: February 13, 2012 _____

Additional information is provided in Attachment 3.

The Danna K. Johnston Foundation - RFQ - February 12, 2012

Key People

1. Danna Johnston, Founder and CEO

Experience: Mrs. Johnston founded and has served as the CEO of the Danna K. Johnston Foundation since 2008. She is responsible for oversight of the Foundation's academic programs, fundraising and strategic initiatives.

Outcomes: Mrs. Johnston served as the Foundation's Program Director of the Successful Youth ("SY") program at Rainier Beach High School ("RBHS") during the 2010/2011 school year. Under Mrs. Johnston's leadership, the SY program generated 100% on-time graduation compared to 79% for peer group; and an 11% improvement over the peer group in 9th graders promoting on time to 10th grade.

Howard McAuliffe, Executive Director

Experience: Mr. McAuliffe served as the Program Manager and Executive Director of North Grand Neighborhood Services in St. Louis, Missouri from 2009-2011 working with a demographic similar to that of RBHS.

Outcomes: Mr. McAuliffe oversaw the organization's social entrepreneurship company where students were taught transferable business skills including product development, manufacturing, packaging, sales and marketing. That program produced a 100% on-time graduation rate; and 100% of graduates enrolled in post-secondary education.

Mr. McAuliffe also managed an after school program for high schoolers that taught study skills and self-esteem development. That program generated a 25% improvement in 9th graders promoting on time to 10th grade compared to their peer group.

Stacey Howe-Lott, SAT Coach

Experience: Mrs. Howe-Lott is the Founder of Red Horse Tutoring through which she provides customized one-on-one SAT coaching sessions or small group tutoring sessions. Mrs. Howe-Lott's efforts create awareness of the SAT exam and its importance related to college entry. The assessments of her students reflect increased test scores ranging from a 50-point increase to a 200-point increase.

Outcomes: A requirement for entry into college by the Higher Education Coordinating Board (HECB) is completion of the SAT or ACT exam. Mrs. Howe-Lott provided SAT coaching to a beta group of SY students during the summer of 2011. All participants have completed or registered to take the SAT or ACT exams. We believe that this result increases the number of students graduating with HECB requirements for entry into college

2. Mr. McAuliffe has been identified as the person who will lead our project to success. He has more than 10 years of project management experience in both the private and non-profit sectors including:

- 2002 – 2007: Vice President of Pinnacle Entertainment Group, where he was responsible for implementing and executing purchasing, sales and warehousing initiatives.
- 2009 – 2011: Executive director of North Grand Neighborhood Services where he managed a team of 15 employees. He was responsible for the management of multiple projects including:
 - a social entrepreneurship program that provided transferable business skills to high school students. In this capacity, he managed a staff of 12 with a budget of \$100,000.00;
 - an after-school program provided to high school students that was focused on study skills improvement and self-esteem development. In this capacity, he managed a staff of 2 with a budget of \$40,000.00;
 - a property management program that included managing real estate purchases and sales; developing and coordinating a process to prepare low-income home buyers for ownership. He managed over 2,000 volunteers and a budget of \$210,000.00.; and
 - a community organizing program through which he managed a growth in participation of over 300%.

Previous Experience

1. We have provided services to RBHS students since 2008. The demographic makeup of RBHS is as follows: 93% students of color and 74% of students receiving a free or reduced lunch. All students at RBHS receive free breakfast. During the 2010/2011 RBHS academic school year:

- 51% of 10th grade students were not proficient on the state reading test;
- 77% of 9th and 10th grade students were not proficient on the state math test;
- 39% of 10th grade students were not proficient on the state writing test;
- 88% of 10th grade students were not proficient on the state science tests; and
- 68% of students had more than 10 absences per year.

2. Since February 2010, our Foundation has targeted three primary outcomes: (i) students graduating on time; (ii) 9th graders promoting on time to 10th grade; and (iii) students graduating with HECB requirements for entry into college.

Since 2009, we have partnered with Study Dynamics, creator of the “Brain Camp” study skills improvement curriculum, to provide SY students with a Study Skills improvement program. We selected this program to increase the amount of 9th graders promoting on time to 10th grade, and to increase the number of students graduating on time. The

results are that 100% of senior SY participants have graduated on time, and 11% more 9th graders promoted on time to 10th grade compared to their peers.

We provide an Academic Advising program to improve the number of 9th graders promoting on time to 10th grade and students graduating on time. Through this program we make students aware of the academic requirements for graduation and college entry. In addition, we partner with the RBHS Academic Intervention Specialist to help struggling students identify resources needed to improve their grades. During the 2010/2011 school year, 11% more 9th graders promoted on time to 10th grade compared to their peers.

We have also partnered with Red Horse Tutoring to present SAT coaching to our participants. The result of this effort was that 100% of our participants have taken or are presently registered to take the SAT or ACT. Some of the participants had no intention of taking either the SAT or ACT prior to participating in this program.

We have provided students with access to numerous role model motivational speakers since 2010 to stress the importance of on-time graduation. Our roster of speakers has included doctors and lawyers who have also stressed the value of post-secondary education. One hundred percent of senior participants graduated on time.

We build enthusiasm toward on-time graduation and participation in post-secondary education by providing students with field trips to academic institutions including the University of Washington and Seattle University. Also, in partnership with Microsoft's "DigiGirlz Program", we provide students with workshops to learn about career and technical education opportunities before graduation. One hundred percent of senior participants graduated on time, and 11% more 9th graders promoted on time to 10th grade compared to their peers.

3. Funders

Full Service Communities in Schools

- Willie Seals III - Grant Coordinator- (206) 252-0754; wcseals@seattleschools.org
- Xaila Lewis - Schools Site Director- (206) 434-5552; xhdufresne@seattleschools.org.

School Staff

- Andrew O'Connell, Academic Intervention Specialist- (206) 252-6360; amoconnell@seattleschools.org
- Colin Pierce, Teacher, (206) 252-6350; cspierce@seattleschools.org
- Dan Jurdy, Counselor- (206) 252-6350; dajurdy@seattleschools.org

Community-based or Other Organizations

- MESA / Jamie Barnhorst, On Site Coordinator- (206) 616-3280. jmeb@uw.edu;
- Seattle University / Barbara Hawke Director of Marketing and Communications (206) 296-5732 haukeb@seattleu.edu
- Microsoft / Sara Nagy Sr. Account Manager, (206) 954-7664; snagy@microsoft.com

- Urban Impact / Glen McCray, LAMP Director- (206) 755-2062; gmccray@urbanimpactseattle.org
- Study Dynamics / Sarah Kuhl, M.Ed., Owner- (206) 533-2080; studydynamics@gmail.com
- Red Horse Tutoring / Stacey Howe-Lott, Owner- (425) 298-3224; stacey@redhorsetutoring.com

4. Our intended focus students face the barrier of lack of parental guidance or participation in the educational process. We have addressed this barrier by hosting Parent Seminars since 2010. These seminars provide awareness to families of the resources available to them to become more active in their students' academic experience. We also address this barrier through our Academic Advising program (in partnership with the school's Academic Intervention Specialist) where calls are made to parents of struggling students. We update parents on the details of the contact we have with their student(s), as well as resources available to parents to coach their student(s) towards a successful experience in high school.

The RBHS student population is a high violence and drug target group within the community. We address this barrier - in partnership with the King County Teen Health Clinic housed at RBHS – by providing participants with Health & Wellness discussions that are moderated by a King County nurse and a Group Health Mental Health Specialist. These sessions have been held since 2010 and allow students to exchange factual information on daily stressors and determine, as a group, a resolve to these daily stressors.

Data indicates that our focus demographic has an increased instance of families that may place lower value on education. We address this issue by partnering with local business and community leaders to provide role model speakers. The speakers emphasize the value of academic success and opportunities in post-secondary education.

Tracking to Success

1. Within the last two years we have tracked a number of data points, in addition to our primary data points, to assess the effectiveness of our programs including: attendance; “on-track for graduation” data; improvement in note taking skills; improvement in memory skills. Our primary data points are:

- actual on time graduation;
- grade performance;
- actual promotion of 9th to 10th grade; and
- actual number of students enrolled to take the SAT.

2. Our organization uses the data points referenced in number 1 above to track, report and continuously improve student outcomes.

We track completion of coursework required for on-time graduation and college entry. Initially, this effort was not effective for upper classmen because, in many cases, it was simply too late to take corrective action. Based on this data, we have refined the program to provide this service to 9th graders to ensure that they start on the right track and have a roadmap to successful on time graduation and completion of coursework required for college entry.

We monitor grades to identify students who in the past two weeks have received a grade of “D” or lower. This effort is effective because it allows us to timely intervene and develop a corrective action plan. SY participants have generally shown grade improvement which allows for higher instances of on-time promotion of 9th to 10th grade.

We review actual on time promotion of 9th to 10th graders and compare SY participants against their peers. This effort is effective because we have been able to use the data to determine, in collaboration with RBHS, that our Study Skills curriculum should be provided to the entire 9th grade class in order to improve 9th to 10th grade on time promotion rates.

We track the number of SY SAT Coaching participants who have taken or are presently registered to take the ACT or SAT. This effort was effective because all students in our beta program have or are registered to take the SAT or ACT and prior to the program some of these students had no intention of taking either the SAT or ACT. Based on these results, we are now analyzing how to provide this program to a larger group of students because we believe that it increases number of students graduating with HECB requirements for entry into college.

3. Within the last two years we have used both grade and attendance data that is updated daily or weekly to increase both the number of 9th graders promoting on time to 10th grade and the number of students graduating on time. We have used these datum to monitor SY participants’ progress toward grade improvement and ultimately successful coursework completion. The results allow us to see when students are performing below standards, which promptly triggers our intervention process to correct this situation. On time 9th to 10th grade promotion requires successful coursework completion.

4. Please see attached Sample Data.

Women and Minority Inclusion

If our program is selected by the school district, we do anticipate subcontracting or hiring additional employees. We will perform outreach to include small business, including women and minority businesses. We will do this by: posting job announcements that include a legally compliant non-discrimination clause. We will post opportunities on our website, and request that organizations serving the school and local community share the potential opportunity with their networks to employ a workforce that is reflective of the region’s diversity.

SPS Student Locator/Rooms Report SP_G029P

21 Rainier Beach High School

Sort Order: Last Name

Run Date: 09/01/2011

Pupil Nbr.	Student Name	Hmrm	Gr	Adm	Stat	01	02	03	04	05	06	07
204		10	25	202	266	220	204	252	160			
*****		09	25									
147		10	25	222	145	261	147	180	248			
*****		09	25	147	223	261	123	222	248			
147		10	25	261	223	248	147	222	180			
*****		10	25	248	214	261	123	230	147			
*****		10	25									
147		10	25	144	242	261	147		248			
*****		09	25									
*****		09	25	261	222	248	160	160	223			
*****		10	25	248	214	147	261	180	266			
268		09	25	261	223	248	127	266	247			
*****		09	25	261	GYMB	248	220	216	247			
*****		10	25	266		143		160	248			
*****		10	25	222	214	216	261	147	248			
*****		10	25	248	145	147	261	230	180			
147		10	25	222	145	261	147	180	248			
147		10	25	261	145	248	147	222	223			
204		10	25	266	223	261	204	180	247			
147		10	25	261	145	248	147	222	223			
180		10	25	252	204	261	180	266	147			
*****		10	25	261	160	147	230	216	248			
*****		09	25	JURD								
147		10	25	222	214	261	147	160	248			
*****		10	25	222	223	261	160	147	248			
*****		10	25		248	248		160				
*****		09	25									
*****		10	25	248	214	123	261	230	147			
*****		09	25			248						
*****		10	25	261	AC	248	123	222	147			
147		10	25	261	222	248	147	160	223			
147		10	25	222	214	261	147	160	248			
147		10	25	222	145	261	147	216	248			
147		09	25	123	222	261	147	160	248			
*****		10	25									
*****		10	25	148	GYMB	143			248			
204		09	25	261	223	216	204	266	247			
*****		10	25									
*****		10	25	248	220	147	261	204	160			
147		10	25	123	GYMB	261	147	222	248			
*****		09	25									
147		10	25	261	223	145	147	222	248			
147		10	25	261	145	260	147	222	248			
*****		09	25									
*****		10	25	248	214	216	261	230	147			
*****		10	25									
*****		10	25	123	214	248	261	230	147			
147		10	25	123	214	261	147	222	248			

SPS Student Locator/Rooms Report SP_G029P

21 Rainier Beach High School

Sort Order: Last Name

Run Date: 09/01/2011

Pupil Nbr.	Student Name	Hmrm	Gr	Adm Stat	01	02	03	04	05	06	07
*****		10	25		147	223	145	261	222	248	
245		10	25		261	GYMB	248	145	222	147	
*****		10	25		248	214	216	261	230	147	
*****		09	25			GYMB	143			248	
*****		10	25		216	214	247	261	230	147	
147		10	25		261	160	214	147	222	248	
245		10	25		261	223	248	145	222	147	
*****		10	25		222	AC	248	261	160	147	
*****		10	25		248	214	147	261	216	266	
266		09	25		261	223	248	266	266	247	
*****		10	25		248	214	123	261	216	266	
*****		09	25		261	223	216	160	222	248	
*****		10	25		216	145	261	160	248	223	
147		10	25		248	GYMB	145	147	222	226	
180		10	25		226	223	248	180	222	147	
*****		10	25		147	222	261	123	160	248	
*****		10	25		GYMB	266	220	252	102	226	
*****		09	25		102	223	102	252	222	248	
*****		10	25		248	214	145	261	230	147	
*****		10	25		248	214	147	261	230	160	
*****		09	25		261	266	248	120	266	247	
*****		10	25		248	214	123	261	147	230	
268		09	25		261	220	204	127	216	247	
*****		10	25		248	214	145	261	147	266	
*****		10	25		147	214	261	230	216	248	
*****		10	25		222	223	261	123	180	248	
180		10	25		123	222	248	180	160	226	
245		10	25		222	223	261	145	180	248	
*****		10	25		222	145	248	261	180	147	
*****		10	25		248	214	216	261	222	160	
268		10	25		248	226	145	127	230	242	
*****		10	25		261	222	248	160	216	147	
245		10	25		123	222	261	145	180	248	
*****		09	25		123	214	248	261	222	147	
*****		10	25								
*****		10	25		261	248	145	123	160	147	
*****		10	25		123	214	248	261	222	147	
*****		10	25		JURD						
*****		10	25		JURD						
*****		10	25		248	214	147	261	230	242	

Total number of students on this report: 88

The Danna K. Johnston Foundation - RFQ - February 12, 2012

Response to Question No. 4 under the Tracking to Success section:

The following sample data report includes RBHS class of 2014 students with student names blacked out. Data in the column marked “Gr” represents the grade level for each student. Each student’s data will display “10” if student had enough credits to promote on time to the 10th grade. If the grade reflects a “9”, the student did not have enough credits to promote from 9th grade to 10th grade on time.