

**City of Seattle Families and Education Levy**  
Request for Qualifications  
Social, Emotional, Behavioral and Family Support

**ATTACHMENT 1: COVER SHEET**

**Applicant Information:**

Applicant name: Edge Foundation

Applicant address: 2017 Fairview Ave E, Ste "I", Seattle, WA 98102

If applicable, Web address: www.edgefoundation.org

**Contact Information:**

Contact person: Robert M. Tudisco

Title: Executive Director

Mailing address: 2017 Fairview Ave E, Ste "I", Seattle, WA 98102

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Signature: signature on paper copies Date: October 18, 2012

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; IRS designation 501(c)(3)/509(a)(1)

**Application Components and Checklist (submit in this order)**

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

## Key People

**Background:** In the fall of the 2011-2012 school year, Edge Foundation launched a three-year pilot of its school-based coaching intervention, which serves at-risk middle and high school students, at two Puget Sound region schools. Edge coaching is designed to improve students' school performance by improving executive function, increasing academic intrinsic motivation, and providing connections to a positive adult role model. The pilot's first year showed significant improvements among students served in learning and study skills, discipline, attendance, and academic performance. The persons listed below are currently providing leadership to the pilot program, are experienced in working with at-risk adolescents in a school setting, and have helped achieve the pilot's very positive results to date:

**Who is the person that will lead the project to its results? What skills and prior experience does the person have in executing social, emotional, behavioral, and family support strategies?**

**Edge Foundation Executive Director, Robert Tudisco,** provides general oversight of the pilot program. Education includes a B.A. degree in economics from California State University Northridge and a J.D. degree from Fordham University (NY). Mr. Tudisco is a practicing attorney, freelance writer and motivational speaker on the topic of executive functioning impairment (of which ADHD is a severe form). He was diagnosed with ADHD as an adult after many years of struggling in school. He is a sought-after speaker by schools (K-12 and college level) and regularly consults with school staff on the topic of mitigating the effects of executive functioning impairment.

**Who are the other key staff that will deliver the proposed social, emotional, behavioral, and family support services?**

**School-Based Program Director, Tim Kniffin:** Oversight of the pilot program at the school sites. Education includes a B.A. degree from Wheaton College (IL) and a Master of Divinity degree from Regent College in Vancouver, B.C. Work experience includes more than 12 years of working with youth in churches and schools and as a mission worker in an urban, cross-cultural setting. Mr. Kniffin speaks Spanish fluently.

**Edge Professional Coaches:** The current pilot is served by six professional Edge coaches, all of whom have substantial background in the field of coaching, including Edge coach training from JST Coaching, LLC, which prepares experienced "life" and "executive" coaches to work with youth and adults with executive functioning impairment. All have experience in working with at-risk adolescents in a school setting.

**Program Evaluator Clayton Cook, Ph.D.:** Researcher from the College of Education at the University of Washington. Dr. Cook's primary research interests focus on the development and implementation of multi-tiered, *response to intervention* service delivery models. Dr. Cook is assisting with the pilot in the areas of designing and implementing short-term and longitudinal evaluation and comparison studies, developing screening and evaluation tools, identifying data points, and collection and analysis of outcome data. Dr. Cook is currently the Primary Investigator on three large-scale grants for evaluating school-based practices.

## Previous Experience

***Whom do you serve? Describe the demographics and characteristics of the population(s) you have worked with in the past most aligned with the Levy focus students discussed in the Background section of this RFQ.***

In the 2011-2012 school year, Edge launched a three-year school-based pilot to test its specialized coaching intervention, designed to improve at-risk students' school behavior and academic performance, at Gaudrone Middle School (GMS) in the Tacoma Public Schools and Highline Big Picture High School (HBPHS) in Highline Public Schools. Both schools are in the bottom quartile of Washington schools academically; Gaudrone was designated a SIG (School Improvement Grant) "turnaround" school in 2010. Both schools have high percentages of students eligible for Free/Reduced Price Lunch. GMS and HBPHS were identified by OSPI for Edge services during an outreach project funded by College Spark Washington in 2010.

In 2011-2012, Edge provided its coaching intervention to more than 60 GMS and HBPHS students. Approximately 85% of students served qualified as low-income, 65% were students of color, and 20% were homeless. Students are referred and selected for participation in the school-based program based on multiple behavioral factors, which overlap substantially with the early warning signs for being at risk for dropping out. These factors include lack of focus and attention in class, disruptive classroom behavior, tardiness, absenteeism and/or skipping classes, behavior referrals and detention, in-school or out-of-school suspension, failing classes (*prior to ninth grade*), behind in credits (*beginning in ninth grade*), failure to complete assignments, low expectation for graduation, and history of dropping out of school or expulsion.

**What are the challenges and barriers these students face and how do you address them? Discuss the challenges and barriers and then describe at least one appropriate strategy you or your organization has employed within the past two years to help your students overcome these obstacles.**

**Challenges:** Students served in the pilot project exhibit behaviors indicative of *executive functioning impairment*—a measure of one's ability to "self-regulate," or organize, direct, and manage cognitive activities, emotional responses, and overt behaviors (Gioia, Isquith, & Guy 2001). These behaviors overlap substantially with nationally recognized early warning signs of being at risk for dropping out of school—issues with discipline, attendance, and academic performance. Current research indicates that students who exhibit problem behaviors in two of these three areas are far less likely to graduate from high school. In spite of millions of dollars spent on special education and remedial programs, a high dropout rate persists in both school districts served by the project.

**Edge Coaching Strategy:** Edge coaching is based on a theory of change, which posits that improvements in executive functioning, increased academic intrinsic motivation, and connection to a positive adult role model (i.e., the coach) dramatically increase school success and likelihood of graduation. Key features of the coaching intervention include:

- **Consistent, Weekly Coaching Sessions:** Each participating student receives one half-hour coaching session each week during the school year, with unlimited follow-up by phone, text, email, and/or in-person support, as needed. Coaching sessions take place in person, at the school site, during school hours.
- **Action Planning:** The Edge Coaching Model is a partnership between an individual student and a coach in which 1) the student (with input from parents, required for youth under 18) identifies short- and long-term goals; 2) the coach and student develop a plan for achieving the goals; 3) the plan builds on the student's strengths and addresses areas of weakness; and 4) the coaching relationship provides structure, support, and accountability for meeting the student's goals. Over time and with practice, the student internalizes these skills.
- **Life Skills Training:** Edge coaching focuses on building life skills impacting academic performance, including **1)** planning and setting goals; **2)** building organizational strategies; **3)** increasing time management and prioritization skills; **4)** maintaining focus and concentration; **5)** creating structure and fostering support and encouragement; **6)** identifying and working with one's own learning style; **7)** increasing self-advocacy and self-esteem; **8)** increasing interpersonal skills and relationships; and **9)** helping to create/maintain a healthy lifestyle.
- **Support from Qualified Coaches:** Edge Foundation requires that its coaches be certified experts in the field of coaching and that they have specific training in working with young people who have executive functioning impairment. In 2007, Edge launched a coach training program based on the principles of the International Coach Federation.

### **What have you achieved as a result of your actions?**

The first year of the pilot program served to test the intervention with middle school students in a school setting, develop screening and evaluation tools, embed the program into the school's student support system, and build relationships with school staff. Edge provided training for both school staff and parents that leveraged the coaching intervention provided to students. Principals of both schools were very enthusiastic about the program and its results and are eager for it to continue. GMS principal Zeek Edmond is working with Edge to integrate the program into the school's service delivery framework and reduce its cost by using existing school staff, thereby helping Edge develop a sustainable and scalable school-based coaching model. Mr. Edmond also sees integrating the Edge coaching model as an opportunity to increase the effectiveness of the middle school counseling program currently used at GMS. He is currently promoting the Edge coaching model to other principals and district administrators for use in other middle schools.

In the first pilot year, students served by the Edge coaching intervention made improvements on 7 out of the 9 subscales from the Learning and Study Skills Inventory (LASSI), which measures critical aspects of executive functioning, and demonstrated a significant reduction in problem behaviors as measured in a modified version of the Vanderbilt Assessment Scale (VAS) 2. Of particular note were gains found in academic performance: Grade point averages of 7th and 8th graders improved from a 1.57 average GPA in the spring of 2011 to 2.14 in the spring of 2012. The number of students who failed one or more classes dropped 50% from fall to spring semester.

## **Tracking to Success**

**What data drive your work? Please list the data points you have tracked and/or reviewed to implement your Social, Emotional, Behavioral and Family Support program and improve its effectiveness.**

Edge is using the following data points in the school-based program:

- School performance data provided by school/district partners on report card grades/grade point averages, performance on standardized tests, disciplinary actions and warnings, and attendance and tardiness.
- Performance on a the LASSI (Learning and Study Skills Inventory), a standardized measure related to executive functioning, administered from screening to post-intervention to measure changes in attitudes and behaviors affected by executive functioning impairment.
- Performance on a modified version of the Vanderbilt Assessment Scale (VAS) 2, which measures changes in student behavior related to ability to organize tasks and activities, following through on instructions and completing assignments, ability to engage in tasks that require sustained mental effort, and classroom behavior.
- Performance on the Children's Academic Intrinsic Motivation Inventory (CAIMI), which assesses motivation factors that lead to school success and has been shown to be a sensitive indicator of student motivation, which is predictive of overall success in school independent of cognitive ability.
- Data from teachers and counselors related to students' academic performance, classroom behavior, attitudes toward learning, confidence, and interpersonal/social skills.

***How do you manage data? Please describe the systems/protocols you have in place to collect and/or partner with schools to access student data.***

Dr. Cook, program evaluator, leads the process of data collection and analysis for the school-based coaching program. Both Tacoma and Highline school districts and the two schools have made a commitment to provide data for participating students, including report card grades/grade point averages, performance on standardized tests, disciplinary actions and warnings, and attendance and tardiness. Teachers and counselors share daily/weekly data related to students' academic performance, classroom behavior, attitudes toward learning, confidence, and interpersonal skills.

***How do you routinely use data to inform your work? Please detail how you have used school-based student data (i.e. homework completion, exit tickets, quiz grades, school attendance, etc.) on a daily or weekly basis to identify students' needs and to tailor your interventions to improve students' results.***

In its current school-based pilot, Edge uses data to measure and improve short-term outcomes for individual students. Edge coaches, who meet weekly with students and have frequent contact between weekly coaching sessions, use data feedback related to attendance/tardiness, disciplinary actions, homework completion, and performance on daily assignments and tests to help students achieve the goals in their individualized action plans. Coaches provide feedback obtained from teachers and

counselors to students during and in follow-up to weekly coaching sessions. School personnel and parents indicated the belief, in response to a consumer feedback questionnaire, that this improved outcomes for students in the school-based pilot.

Student responses to the coaching intervention help the coach tailor the approach used with each individual student. Coaches track positive changes in behavior to determine “what works” with each student.

***How have you used data to make program adjustments? Please describe an instance where you used data to implement a course correction in your Social, Emotional, Behavioral and Family Support program strategy. Explain how you leveraged data to determine what change to make and then explain the results of your altered strategy.***

Soon after the pilot program was launched in the two schools, project leaders discovered the need for a tool that measured “coachability” of students referred by school staff and parents. The resulting tool, developed by Dr. Cook, helped assess each individual student’s attitudes about coaching and the likelihood that the intervention would be effective with the student. This strategy helped ensure that students selected to participate would remain in the program and participate actively and that the intervention would be effective.

***Please provide a sample data report that includes data points included in the Outcomes and Indicators listed in the Background section.***

Attached

**Woman and Minority Inclusion; Non-discrimination**

***If your program is selected by the school district, do you anticipate subcontracting or hiring additional employees? If the answer is yes, describe how you will perform outreach to include small businesses, including women and minority businesses***

Edge Foundation does not discriminate in hiring with regard to race, ethnicity, nationality, gender, religion, creed, or sexual orientation. Edge currently contracts with multiple woman-owned small businesses for services related to fund development, grantwriting, communications, coach training, and coaching. These include both incorporated businesses and licensed sole proprietorships. Edge has made the inclusion of more persons of color among our coaching staff a high priority, as we believe that this will benefit the students we serve. If we are selected by the school district, we will recruit additional coaches from within the local coaching and education communities and will give priority to qualified minority applicants.

**References**

Zeek Edmond, Principal, Giadrone Middle School, [eedmon1@tacoma.k12.wa.us](mailto:eedmon1@tacoma.k12.wa.us), 253-571-5811

Jeff Petty, Principal, Highline Big Picture High School, [jeff.petty@highlineschools.org](mailto:jeff.petty@highlineschools.org), 206-595-6133

Robert Conroy, Conroy Consulting (former program officer at College Spark Washington), [conroyconsulting@comcast.net](mailto:conroyconsulting@comcast.net), 206-304-8335



## Edge Foundation Attachment 2: Data Sample 1

### LASSI Results

Complete data were obtained for a total of 34 students across both of the sites. The analyses consisted of performing paired-sample t-tests to examine pre-post changes in mean scores on the subscales derived from the LASSI. Significant pre-post effects of the Edge Coaching Model were uncovered on 4 out of the 9 LASSI subscales. Specifically, the paired-sample t-tests revealed significant findings for the following four subscales: Motivation, Anxiety, Concentration, and Information Processing. Although the Study Aids and Self-Testing subscales did not reach the  $p < .05$  criterion to be considered, the mean changes associated with these scales were approaching significance ( $p < .10$ ).

It is important to note that the statistical analyses were performed with relatively weak statistical power. If an additional 10 participants were included in the sample, significant effects would have been found for three additional subscales of the LASSI, which suggests that a total of 7 out of the 9 subscales were associated with pre-post changes in aspects of executive functioning targeted by the Edge Coaching Model.

### Social Validity Results (TARF and CIRP)

Below are the descriptive statistics for the social validity measures obtained from educational staff and students who participated in the Edge Coaching Model. The descriptive statistics must be interpreted in light of whether the question was positively or negatively worded. In this way, higher means for certain items support the social validity of the Edge Coaching Model, whereas lower means for other items provide support for the social validity of the Edge Coaching Model.

#### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Spring 2012 Treatment Acceptability Rating Form Question 1	40	1.00	6.00	4.6000	1.37375
Spring 2012 Treatment Acceptability Rating Form Question 2	38	1	7	4.95	1.335
Spring 2012 Treatment Acceptability Rating Form Question 3	38	4	7	6.05	.837
Spring 2012 Treatment Acceptability Rating Form Question 4	38	3	7	5.11	1.085
Spring 2012 Treatment Acceptability Rating Form Question 5	35	1	6	3.17	1.636

## Edge Foundation Attachment 2: Data Sample 1

Spring 2012 Treatment Acceptability Rating Form Question 6	35	1	6	2.89	1.430
Spring 2012 Treatment Acceptability Rating Form Question 7	37	3	7	4.95	.941
Spring 2012 Children's Intervention Rating Form Question 1	103	1	7	4.93	1.060
Spring 2012 Children's Intervention Rating Form Question 2	73	2	6	5.33	.834
Spring 2012 Children's Intervention Rating Form Question 3	73	4	6	5.58	.575
Spring 2012 Children's Intervention Rating Form Question 4	73	2	6	5.19	.938
Spring 2012 Children's Intervention Rating Form Question 5	71	1	6	5.41	1.008
Spring 2012 Children's Intervention Rating Form Question 6	72	1	6	5.40	.974
Spring 2012 Children's Intervention Rating Form Question 7	73	1	6	2.27	1.566
Valid N (listwise)	0				

### Teacher Evaluation Form Results

Complete data were obtained for a total of 43 students across both of the sites. The analyses consisted of performing paired-sample t-tests to examine pre-post changes in mean scores on the items from the TEF. Results revealed significant t-scores for the majority of the items (9 out of the 15 items) from the TEF. In particular, the following items were associated with significant pre-post mean changes following the implementation of the Edge Coaching Model: 2, 3, 4, 5, 11, 12, 13, 14, and 15. Interpretation of these findings should be made by assessing the direction of mean changes and content assessed by each of the items.

## Edge Foundation Attachment 2: Data Sample 2

### Edge Coaching Student Performance Feedback from Previous Week Collected by Edge Coach to Be Shared with Student at Weekly Coaching Session

Student Name \_\_\_\_\_

Coaching Session Day/Date \_\_\_\_\_ Wednesday, October 3, 2012 \_\_\_\_\_

<b>Day</b>	<b>Academic (Assignments, Tests, Quizzes)</b>	<b>Behavior (Classroom Behavior, Disciplinary Actions, Social/Interpersonal, Self Advocacy)</b>	<b>Attendance (Absences, Tardies)</b>
Thursday	Passing grade on LA quiz All assignments turned in	Math: talking in class/disruptive	Late to first class (math)
Friday	Missing assignment for science; all other assignments turned in	Participated actively in LA class discussion	
Monday	Failing grade on math quiz Missing science assignment turned in Missing assignment for social studies; all other assignments turned in Passing grade on science quiz	Math: talking in class/disruptive Lack of focus/participation in social studies class	
Tuesday			Absent (illness, excused)
Wednesday	Missing assignment for social studies turned in	Requested help from math teacher	Late to math class (unexcused)