

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant Name:	Empowering Youth and Families Outreach
Applicant Address Including city, state, zip code	8172 Rainier Ave Seattle, WA 98118
Web address, if applicable	www.eyfo.org

Primary Contact Information:

Contact Person	Charlett Shoecraft		
Title	Executive Director		
Mailing Address Including city, state, zip code	PO Box 105 Renton, WA 98057		
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Secondary Contact Information:

Contact Person	Ashleigh Shoecraft		
Title	Site Coordinator		
Mailing Address Including city, state, zip code <i>(if different from Primary Contact)</i>	17011 137 th PL SE Renton, WA 98058		
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Signature Block:

Signed: 	Date: 8/19/2103
Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):	
501c3, Washington State non-profit corporation, incorporated in 2002	

Attachment 2

Section A: Program Overview

Empowering Youth and Families Outreach (EYFO) is a 501 C3 non-profit organization incorporated in 2002. The founders of EYFO recognized that today's youth faces tough challenges that often lead to making poor choices. The consequences of these seemingly inconsequential choices are often tragic and can have long lasting effects. EYFO's vision for the youth we serve is to create a positive model for kids to pattern themselves after, to train and equip our youth to have strong values and principles as a foundation for their lives, and to motivate them to pursue academic and athletic excellence.

EYFO programming is versatile. EYFO facilitates outreach programs including parenting workshops, job readiness, and programs educating parents on how to make sure their child's needs are met if they are on an Individual Education Plan (IEP). We also provide year round literacy, arts, sports, leadership programs to youth through our summer enrichment and before and after school programs targeted at elementary and middle school aged youth.

EYFO's before and after school program focuses on improving the math, reading, and writing skills of youth. EYFO works in partnership with Seattle Pacific University to attract and train tutors (preferably education, math and English majors) to work one on one with students.

Section B: Key People

Who is the person that will lead the project to its results? What skills and prior experience does the person have in executing Expanded Learning Opportunities?

Charlett Shoecraft, the Executive Director of Empowering Youth and Families Outreach will lead this project. Prior to founding and running EYFO for 11 years, she spent 10 years as the Youth Director at the Union Gospel Mission and coordinated their before and after school program. Over the course of her 21 year career, she has been responsible for hiring and supervising over 160 well-qualified tutors. In addition, she has also partnered with OSPI as a SES provider.

Who are the other key staff that will deliver the proposed Expanded Learning Opportunities?

Ashleigh Shoecraft and Megan Arias are additional staff who will help deliver Expanded Learning Opportunities. Ashleigh served as the Scripps College Tutoring Program Coordinator and has hired and trained over 40 effective tutors. She has also served as a SES tutor and has been with EYFO for over 6 years, and received 2 "Tutor of the Year" awards from EYFO. Megan is a student at Seattle Pacific University who is the lead tutor with EYFO and helps identify potentially well qualified tutors for EYFO's after school program. Both of the individuals have proven to be effective tutors through the improvement of those they've worked with.

Section C: Previous Experience Improving Student Outcomes

Whom do you serve?

EYFO is located in the Rainier Valley community of Seattle, Washington and have experience working with youth that reflect the diversity of the Rainier Valley. Over the course of the 2012-2013 school year EYFO served over 300 youth from African American, Native American, West and East African, Japanese, Laotian, Hispanic and Caucasian backgrounds. The majority of our students do not have parents who speak English, are in ELL classes, are on free or reduced lunch, or have IEPs. 20 percent of the youth we serve have parents who did not graduate high school. A disproportionate segment of our youth live with foster parents, incarcerated parents, and/or are raised by a relative who is not their parent. Specific student populations targeted are low-income, minority, limited English proficient students, and students with learning disabilities and/or behavioral problems.

What are the challenges and barriers these students face and how do you address them?

The main barrier our students face is an inadequate amount of academic assistance at home, which puts them at a major disadvantage to excelling academically. Research has proven that the role of the parent is indelible to success in school, yet the majority of the youth we serve either have parents who work late, parents who do not speak English and can thus not help them with their homework, or parents who did not graduate from high school and often don't know how to answer many of their child's homework questions themselves. As result of this barrier, homework completion is a staple of our program. Students see their tutors as their mentors, who can help break down difficult concepts, and who they can feel free to ask questions of. Moreover, as fundamentals are frequently learned in the home, EYFO tutors constantly attempt to reinforce our student's academic foundation by practicing site words and mental math with them through educational games, and by hosting book clubs to help students develop both their passion for reading, and their reading comprehension simultaneously. Currently, for example, one tutor is reading Harry Potter with her tutee separately, and after homework and skill building activities, they discuss what they read. EYFO's supplemental services are designed to support what students learn in school—directly, through homework help/tutoring, and indirectly, through games or other activities that build reading, writing, and math skills. Our goal is to work more closely with school districts to develop collaborative relationships with the staff, students and community to help close the achievement gap.

Moreover, prior to initial tutoring sessions, the parents, students, and tutor meet and discuss their goals, areas in which they feel are necessary, and also any specific learning styles that children may have. EYFO's tutors teach in whatever way works best for the child, whether it be through repetition, through games, through worksheets, through hands on activities, through life application, or through testing. If necessary, a combination of these methods may be used to accommodate the child. In addition to speaking on a regular basis with parents regarding their child's progress, parents also receive a detailed instructional plan defining the goals and objectives based on the needs of the student, as well as quarterly progress reports. Furthermore, EYFO is able to provide information to parents who not only speak English, but who also speak Spanish and Vietnamese. Students can receive tutoring sessions as many as five times a week, if needed, with an additional group session offered for ELL students to improve their writing skills.

What have you achieved as a result of your actions?

In the 2012-2013 school year, EYFO's one-on-one tutoring program served 43 students and produced positive results.

Over the course of the 2012-2103 school year, EYFO tracked homework completion rates on a daily basis and found that by the end of the school year, an average of 90% of students were consistently completing their homework accurately daily and that same percentage was submitting it to their teachers.

By the end of the 2012-2103 school year 75% of students who had failed to receive at least a 3 on any sections of the MSP in the 2011-2012 school year, received at least a 3 on one section or more.

By the end of the 2012-2103 school year, 48% of students who had failed at least one specific section of the MSP in the 2011-2012 academic year, had passed the exact section that they had previously failed.

By the end of the 2012-2013 school year, 85% of students showed improvement on their informal reading assessment, and 80% showed improvement in their informal math assessment.

Section D: Tracking to Success

What data drive your work?

EYFO uses formal and informal assessments, homework completion and submission rates, and semester report cards to identify needs and focus our attention. EYFO also relies on monthly reports from teachers to monitor not only the rates at which students complete their homework, but also turn it in.

How do you manage data? / How do you routinely use data to inform your work?

Ashleigh Shoecraft (see section C) is in charge of managing data. Upon registering for EYFO, parents of middle school students release access information to their child's *The Source* account so that we may document progress on a weekly basis.

At the beginning and end of the academic year, all participants in EYFO's after school care program are given an informal reading and math assessment to determine at what grade level they are performing. The results of these tests and ongoing progress are documented by Ashleigh in an excel spreadsheet alongside MSP scores. Parents submit their student's MSP scores at the beginning and end of the school year in order to track student progress.

Moreover, all students are required to have teachers fill out a brief monthly homework submission progress report, for which they receive a small treat. These reports are reviewed on a weekly basis based on grade (for example, all middle school students must turn in their reports

on the 2nd Friday of the month, while all second and third grade student reports are due the 1st Friday of the month). Tutors also fill out weekly progress reports on students.

How have you used data to make adjustments?

EYFO often uses qualitative data from parents or teachers to adjust its approaches to individual students. 2012-2013, for example, was the first academic year that we incorporated homework submission progress reports because we noticed a discrepancy between homework completion at the program and teacher comments about homework submission. As a result, we asked teachers to fill out a brief form documenting the number of homework assignments not submitted by a given student, so that we could speak with students about why they were completing their homework and not submitting it. As a motivation to get students to return the reports, we incentivized it, giving them bonus points on EYFO's star chart. Since we began using these reports, we have found that they give some students more motivation to submit their homework.

Attachment 3: Data Sample

See attached homework submission/completion log (student names erased).

Homework completed w/ edits= +
Homework completed without edits= /
Homework started but not completed= -
Homework not started= x
No homework= n/a
Absent=abs

Note: Many of our elementary students work out of packets. Completion is based on whether they completed an appropriate proportion of the packet for the day.

Empowering Youth and Families Outreach
Attachment 3: Data Sample

Homework Completion Log 6/3/13-6/7/13						
Student Name	Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1. xxxxxxxxxxxxxxxxxxxx	2	+	+	/	+	n/a
2. xxxxxxxxxxxxxxxxxxxx	k	n/a	n/a	n/a	n/a	n/a
3. xxxxxxxxxxxxxxxxxxxx	2	+	abs	+	+	abs
4. xxxxxxxxxxxxxxxxxxxx	2	+	+	+	+	n/a
5. xxxxxxxxxxxxxxxxxxxx	3	+	+	+	+	n/a
6. xxxxxxxxxxxxxxxxxxxx	4	abs	abs	abs	abs	abs
7. xxxxxxxxxxxxxxxxxxxx	1	n/a	+	+	+	abs
8. xxxxxxxxxxxxxxxxxxxx	5	+	+	/	+	n/a
9. xxxxxxxxxxxxxxxxxxxx	3	+	+	+	+	n/a
10. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
11. xxxxxxxxxxxxxxxxxxxx	5	+	+	+	+	n/a
12. xxxxxxxxxxxxxxxxxxxx	5	n/a	abs	x	abs	abs
13. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
14. xxxxxxxxxxxxxxxxxxxx	5	+	+	+	+	n/a
15. xxxxxxxxxxxxxxxxxxxx	3	+	+	+	+	/
16. xxxxxxxxxxxxxxxxxxxx	8	+	+	+	+	n/a
17. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
18. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
19. xxxxxxxxxxxxxxxxxxxx	3	+	+	+	/	n/a
20. xxxxxxxxxxxxxxxxxxxx	1	abs	+	+	+	abs
21. xxxxxxxxxxxxxxxxxxxx	5	/	/	n/a	-	n/a
22. xxxxxxxxxxxxxxxxxxxx	k	+	+	+	+	n/a
23. xxxxxxxxxxxxxxxxxxxx	k	n/a	n/a	n/a	n/a	n/a
24. xxxxxxxxxxxxxxxxxxxx	3	-	+	+	+	n/a
25. xxxxxxxxxxxxxxxxxxxx	1	+	n/a	+	Na/	n/a
26. xxxxxxxxxxxxxxxxxxxx	1	n/a	n/a	abs	n/a	n/a
27. xxxxxxxxxxxxxxxxxxxx	2	+	+	+	+	n/a
28. xxxxxxxxxxxxxxxxxxxx	5	+	+	+	+	n/a
29. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
30. xxxxxxxxxxxxxxxxxxxx	2	abs	+	+	+	n/a
31. xxxxxxxxxxxxxxxxxxxx	6	+	+	+	+	-
32. xxxxxxxxxxxxxxxxxxxx	6	+	+	+	+	-
33. xxxxxxxxxxxxxxxxxxxx	5	abs	abs	abs	abs	abs
34. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
35. xxxxxxxxxxxxxxxxxxxx	4	+	+	+	+	n/a
36. xxxxxxxxxxxxxxxxxxxx	4	x	-	-	-	n/a
37. xxxxxxxxxxxxxxxxxxxx	k	n/a	n/a	n/a	n/a	n/a
38. xxxxxxxxxxxxxxxxxxxx	3	/	/	+	abs	n/a
39. xxxxxxxxxxxxxxxxxxxx	1	n/a	n/a	n/a	n/a	abs
40. xxxxxxxxxxxxxxxxxxxx	8	/	/	+	/	abs
41. xxxxxxxxxxxxxxxxxxxx	8	/	/	/	/	/
42. xxxxxxxxxxxxxxxxxxxx	7	-	-	-	x	-
43. xxxxxxxxxxxxxxxxxxxx	5	+	+	+	abs	n/a

Attachment 4: Woman and minority inclusion; non-discrimination

If your program is selected by the school district, do you anticipate subcontracting or hiring additional employees?

No; however, the majority of EYFO's full time employees are women of color and EYFO is non-discriminatory in its hiring process. In soliciting tutors from Seattle Pacific University, EYFO does not discriminate on the basis of age, sex, gender, race, ethnicity, sexual orientation, or religious affiliation.