

**Request for Qualifications
Elementary Social, Emotional, Behavioral and Family Support**

COVER SHEET

Organization Information:

Organization name: Neighborhood House

Organization address: 905 Spruce Street, Suite 200; Seattle, WA 98104

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; EIN 91-0568305

Application Components and Checklist (submit in this order)

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

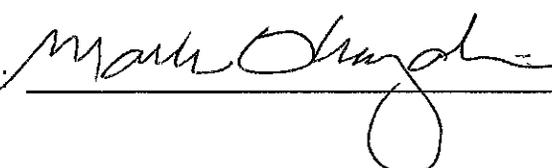
Contact Information:

Contact person: Catherine Verrenti

Title: Director of Education and Community Services

Mailing address: 905 Spruce Street, Suite 200; Seattle, WA 98104

Day/Work phone: 206-461-8430, ext. 229 Email address: Catherinev@nhwa.org

Signature: 

Date: 2/13/12

Additional information is provided in Attachment 3.

Key People

1) **Key service delivery staff: Case Management Support** (including Attendance, Behavior, Discipline & Transition) will be provided by Mohamed Abdi, Kathryn Murray, with additional staff to be hired if needed. Both staff currently provide case management services to high risk middle-school youth and their families; creating case plans, using real time data to monitor progress, and working with school staff to address barriers. This proposal will enable us to address risk factors at an earlier stage by expanding services to include elementary students and their families.

- **Mohamed Abdi:** Mohamed has been providing case management and outreach services to the Somali community and other ethnic groups for over 8 years. Since 2007 he has been providing case management services for Neighborhood House (NH), serving 20-25 youth per year.
- **Kathryn Murray:** An MSW, Kathryn has over 4 years of experience working with high risk youth and adults. She has been working as a case manager for 20-25 youth annually NH since 2010 and co-facilitates support groups with school staff.

School and Family Connections will be coordinated through Dena Nelson. Dena has a Master's Degree in Elementary Education and over 15 years of experience addressing the educational needs of children and increasing parent engagement. She has spent the past 4 years at NH working directly with Seattle Public School staff and low income, ELL, immigrant/refugee parents to improve outreach and communication, increase family connection to school, and build parent advocacy.

Kindergarten Transition Support will be provided by:

- **Katie Grothkopp, Education Manager:** Katie currently oversees 9 Head Start preschool classrooms, working with teachers to implement best practices for preschool children and partnering with elementary schools to ensure effective kindergarten readiness and transition.
- **Abdi Isaak, Family & Community Engagement Coordinator:** Having worked at NH for 7 years, Abdi has a deep understanding of the populations we serve. In his current role, he works with NH staff and volunteers to provide first language support to families, assist parents in navigating the school system, help with kindergarten transition activities, and work with elementary school staff to engage our families as they transition.

2) **Project leads:** Because this proposal encompasses several different programs, leadership will vary based on the services selected. The core management team listed below will work together to oversee the programs and ensure comprehensive services for the youth and families that we will serve. They include:

- **Catherine Verrenti, Education & Community Services Director:** For the past 10 years, Catherine has provided overall management for all NH youth education, family support, employment and adult education, health, and transportation services, with expertise in establishing partnerships with educational institutions and community providers. In addition to ensuring the success of the proposed programs, she will assist in leveraging other NH programs to give families access to comprehensive, wrap around services.
- **Erin Lawrence-Cook, High Point Education Initiative Project Director:** Erin is responsible for managing our first place based strategy focused on creating a

pipeline of services to ensure that low income youth to graduate from high school and college. She has worked intensively with school staff and leadership to coordinate family outreach efforts around issues like attendance and has also strengthened partnerships with community providers and other regional place based efforts. Erin has over 11 years of experience coordinating and overseeing high need youth programming, supervising teachers and case managers.

- **Ericka Newman, Child Development Director:** Ericka provides the overall direction and management of all NH early childhood education programs which together serve over 300 diverse, low income children annually. Ericka has worked in the field of early learning for over 15 years and worked for 10 years as a trainer for School's Out Washington, providing onsite training and technical assistance for early learning and school-age providers. In 2008-09, Ericka served as a representative on the Learning Partners Group which provided oversight for Seattle Public Schools' Community Alignment Initiative.

Previous Experience

- 1) **Experience with population of focus:** NH has been working with low income, immigrant/refugee communities and communities of color for over 100 years. Our services center on areas of high need including 7 public housing/HOPE VI communities, 5 community colleges, and 6 public schools. The majority of those we serve represent communities of color (89%), with 69% of those being immigrants and refugees primarily from East Africa, Southeast Asia, and Eastern Europe. In 2011, 69% of those we served were English language learners (ELL) with the predominant language groups being Somali, Vietnamese, Spanish, and Amharic.

We focus on meeting the needs of entire families, providing services out of six major program areas (early childhood development, youth education, family and social services, employment and adult education, community health, and transportation). Last year, we served 3,812 families, including 543 youth ages 5 through 12. Our youth programming is designed to serve youth at varied "risk" levels, ranging from those looking to build leadership skills, to ELL youth who are behind in school, to youth struggling with attendance and behavior issues. We also have extensive experience working with special needs populations, as 50% of the youth we provide case management services to receive special education services.

- 2) **Relevant experience and results:** As a result of our years of serving low income, immigrant/refugee families, we have developed culturally appropriate assessment tools, curriculums, and educational techniques that are extremely effective in responding to the unique challenges these households face. All of our services operate under a No Wrong Door policy that enables us to provide "wrap around" services that lead to greater self-sufficiency. Our most relevant experience includes:
 - **Case Management Support:** For the past 5 years, NH has been providing intensive case management services to 50-60 high risk youth per year at Denny and Aki Kurose Middle Schools. This includes monthly home visits, family goal setting, counseling, tutoring, life skills training, and transition support. Our co-located staff work with school staff to address academic and nonacademic

barriers. We assist with academic transition by preparing youth and their family to acclimate by identifying supportive individuals and onsite programs and resources at their new school. In the past two years, 96% of families increased their level of connection to school; 89% of youth were connected to external support resources; 72% reduced the number of classes they were failingⁱ; 60% improved their grades in math and 55% improved their grades in Englishⁱⁱ.

- **School & Family Connections:** Since 2003 we have worked in 10 schools (including 6 elementary schools), collaborating with school staff to help immigrant/refugee students and their parents. We assist with communication, develop first language tools to increase learning at home, and provide behavioral assistance. In 2009-10, NH worked with 3 other partners and district staff to serve 340 elementary students and their families through the Family and Community Engagement in Education program. This work resulted in: 84% of the families served attending 2 or more academically focused family events; 66% of youth having less than 5 absences during the 2nd semester; 7% of students increasing their MSP reading score and 12% increasing their MSP math scoreⁱⁱⁱ. NH's Family Center also plays a critical role in building a connection between families and education by providing community based workshops focused on supporting learning at home, accessing and navigating The Source, and understanding school expectations for youth. In 2010, 80% of the families we served participated in at least two academically focused parent events.
- **Partnerships with Schools:** As the lead agency for the place based strategy called High Point PROMISE, we have spent several years working intensively to understand the needs of the schools that our children attend and deepening our level of collaboration, communication and alignment with their work. This has included a focus on communication, data sharing, and coordination of services to improve academic outcomes including those listed in this RFQ. As part of this work, we currently have an approved memorandum of understanding and a data sharing agreement with Seattle Public Schools. We also sit on the Intensive School Partnerships work group, helping to lead district policies governing and guiding school and community partnerships. Additionally, we work with district staff dedicated to increasing parent involvement and communication at Title One Schools to increase parent participation in the education process.
- **Kindergarten Transition Support:** Our Head Start programs focus on getting children kindergarten ready on multiple levels. Our teachers ensure that children enter kindergarten with the knowledge and skills to be successful by using the Teaching Strategies GOLD system that aligns with WaKIDS goals. We also work with schools to develop information for parents on what to expect in kindergarten, plan special kindergarten nights for parents to meet the new teachers and visit the school, and provide interpretation so parents can communicate with kindergarten teachers and other school staff. Our staff also work individually with families to help them register for kindergarten, leading to a 100% on-time registration rate for all our families. Our Head Start staff provide critical support for families with children that have special needs, helping them access testing and working with school staff to create Individual Education Plans.

3) Contacts:

<u>Name</u>	<u>Title</u>	<u>Agency</u>	<u>Email</u>	<u>Phone</u>
Jeff Clark	Principal	Denny Middle School	jclark@seattleschools.org	206-252-9000
Courtney Cameron	Comm. Partnerships Manager	Seattle Public Schools	cjcameron@seattleschools.org	206-252-0513
Erica Mullen	Associate Executive Director	Meredith Mathews E. Madison YMCA	emullen@seattleyymca.org	206-351-1998

4) Addressing challenges and barriers of focus students: Poor attendance is one of the biggest issues for the children we serve and is often due to lack of positive attachment to school, with families not being fully supportive of strong attendance. It can also be a result of familial obligations such as having to care for younger siblings because parents have to work. For some of our youth, absences are a result of more serious problems including substance abuse, homelessness, or unstable living situations. **Strategies to address this include:**

- Stressing the importance of attendance when working with clients of all ages.
- Real time monitoring of attendance, following up with students and their families immediately to address any barriers and problem solve.
- Increasing parent communication with teachers and school staff.

Another challenge our communities struggle with is that children are starting school without the literacy and linguistic skills needed to succeed; making them fall even more behind as they progress through school. **Strategies to address this include:**

- Intensive work with families of young children to increase the skill sets of young children to make them ready for kindergarten on every level.
- Creating homework assistance, tutoring services and resources to help students improve academically.
- Working with school staff to identify high risk students and monitor their academic performance and intervene early to avoid them falling further behind.
- Providing first language workshops within the community and at schools to increase parent knowledge around navigating the U.S. school system, understanding school expectations for youth and parents, youth developmental stages, and how to support learning at home.

Tracking Success

1) Data Points: Each of our programs track progress differently and have different outcomes and indicators. We use a variety of tools to track progress including rubrics, case notes, The Source, surveys, and self-evaluations. For some programs, we also look at academic indicators using student data provided to us by Seattle Public Schools through our data sharing agreement. Our data points most relevant to the experience highlighted above include: **Academics** - kindergarten readiness outcomes^{iv} for Head Start children, reduction of failing grades, core subject grade improvement; **Skill Building** - attendance rate, increased cognitive/ emotional/ behavioral skills, completion of homework; **Family** – on-time kindergarten registration, connection to resources, parent school involvement.

- 2) **Using data to improve outcomes:** Our case management staff review student attendance, grades, and homework completion data on a bi-weekly basis using The Source, ESIS, and data provided from Seattle Public Schools. We also analyze data on the programmatic level using NH's internal database so that managers can evaluate the effectiveness of our services and make adjustments to service models. Our Education and Community Services Director and youth development team review data quarterly to adjust and drive programming in a team approach. Ongoing review of data has helped us identify gaps in service, emerging needs in our communities, and allows us to help inform other groups on how we can work together to address these issues. Additionally, NH's leadership team and board review performance monthly, to ensure effectiveness and progress towards goals.
- 3) **Using real time data:** Our use of data varies by program and funder. The program that most utilizes real time data is our intensive case management where case managers access student data from The Source to track attendance and academic progress, and set goals with youth. This data is also used in their work with school staff to identify effective interventions. Our use of data in this program has helped to improve attendance in youth with chronic attendance issues, and reduce suspensions. We also use tools and systems we developed to assess student and family skills related to school success. The tracking of real time data to improve student outcomes is a key component of regional place based strategies we're involved in; we've recently purchased software that will link multiple data sources so all partners can monitor student data on a regular basis.
- 4) **Sample data report:** See attachment.

Woman and Minority Inclusion; Non-discrimination

- 1) Should NH be selected, we will not be subcontracting but may hire additional employees depending on the scope of work and number of students to be served. NH is an Equal Opportunity Employer; applications are considered without regard to race, age, sex, color, creed, religion, disability, national origin, marital status, mental or physical handicap, sexual orientation or any other classification protected by law. We use internal recruitment efforts to encourage our diverse staff to refer qualified, diverse candidates to apply; we also use local media and targeted mailings, including our "Diversity Emailing List" which includes small businesses, women and minority businesses and anyone who wishes to be notified.

ⁱ Based on the total number of youth failing classes the prior year or semester.

ⁱⁱ Based on a grade comparison with the prior year or semester.

ⁱⁱⁱ Compared to the prior year's WASL

^{iv} Includes showing persistence in approaching tasks, increased ability to express/comprehend language, utilization of problem solving strategies/known information to seek solutions to a problem and identify cause and effect relationships, increased ability to move with directions, refined coordination to manipulate objects, demonstration of self-regulation by shifting attention between tasks, moving through transitions with minimal assistance

Neighborhood House Intensive Case Management Sample Data Report - Youth Performance

YID	Enrollment Date	Exit Date	Reduced failing grades	English Grade Improved	Math Grade Improved	Core GPA Increase	09-10 Final GPA	10-11 Final GPA	Attendance Improvement	Decrease in Absences	Susp Improvement	Connected Fam to School	Fam link to external resource	Youth link to external resource	2009 WASL Math	2009 WASL Math	2010 MSP Math	2009 WASL Reading	2009 WASL Reading	2010 MSP Reading	2009 WASL Science	2009 WASL Science	2010 MSP Science	
2/23/2009	4/22/2010	Yes	Yes	Yes	Yes	Yes (+ .5)	2.67	3.83	N/A	N/A	N/A	Yes	Yes	Yes	334	342		388	415					
11/4/2009	N/A	N/A	Yes	Yes	Yes	Yes (+ .5)	2.57	2.33	N/A	N/A	N/A	Yes	No	Yes	392			397						
3/14/2010	N/A	N/A	Yes	Yes	Same	I	2.73	3.25	No	No	N/A	Yes	Yes	Yes	304	321		358	339					
6/19/2009	N/A	Yes	Yes	Yes	Yes	Yes (+ .75)	2.00	3.40	N/A	N/A	N/A	Yes	No	Yes	319	357		398	404					344
11/21/2008	4/28/2010	Yes	No	Same	Same	No (-1.5)	2.33	2.33	N/A	N/A	N/A	Yes	No	Yes	400	378		434	425					
3/4/2009	N/A	N/A	No	No	Yes	Yes (-.5)	2.86	3.00	Yes	Yes	N/A	Yes	Yes	Yes	248	319		335	356					
10/27/2010	N/A	Yes	Yes	Same	Same	no grades	3.25	2.36	N/A	N/A	N/A	Yes	No	Yes										
11/26/2008	N/A	N/A	Yes	Yes	no grades	I	3.21	3.38	No	No	No	Yes	No	Yes	346	313		401	354					
6/10/2009	N/A	Yes	Same	Yes	Yes	No (-.5)	2.17	2.17	N/A	N/A	Same	Yes	Yes	Yes	331	347		375	378					
5/1/2008	N/A	Yes	Yes	Yes	Yes	No (-.25)	3.00	3.29	N/A	N/A	N/A	Yes	Yes	Yes	376	375		338	369					333
3/20/2009	N/A	Yes	Yes	Yes	Yes	I	2.17	2.67	N/A	N/A	N/A	Yes	No	Yes	371	357		404	382					369
3/26/2009	N/A	Yes	Yes	Same	Same	Yes (-.5)	1.50	3.17	N/A	No	N/A	Yes	Yes	Yes	387	342		390	389					
5/2/2008	N/A	N/A	Yes	Yes	Yes	Same	4.00	3.86	N/A	Yes	No	Yes	Yes	Yes	355	304		351	369					
9/23/2008	5/5/2010	Yes	No	no grades	Same	Same	6.7	2.33	N/A	N/A	Yes	Yes	No	Yes	304	312		348	351					
11/27/2010	N/A	No	Yes	Yes	Yes	Yes (+ 2.5)	0.33	1.83	N/A	N/A	N/A	Yes	No	Yes	342			367						
4/1/2009	N/A	Yes	Yes	No	No	Yes (+.5)	1.50	2.14	Same	N/A	N/A	Yes	No	Yes	342	357		383	378					
10/25/2010	N/A	No	No	Same	Same	no grades	3.25	1.64	N/A	N/A	N/A	Yes	No	Yes										
9/17/2009	N/A	N/A	Yes	Yes	Yes	Yes (+ .75)	2.17	3.57	N/A	N/A	N/A	Yes	Yes	Yes	6									
5/1/2009	N/A	Yes	Yes	Yes	Yes	Yes (+ 2.5)	1.17	2.67	N/A	N/A	N/A	Yes	Yes	Yes	368	405		396	419					

"N/A and I" Explanation

- N/A for exit date means youth is currently enrolled in program
- N/A for reducing failing grades means youth was not failing any classes, therefore ineligible for measurement
- N/A for attendance improvement means youth's attendance was satisfactory and there did not need to improve their attendance
- N/A for decrease 5+ absences means youth were not missing 5 or more days of school and therefore ineligible for measurement
- N/A for suspension improvement means youth were never suspended and therefore ineligible for measurement
- I shows that data is recorded as an increase but the amount of increase is not currently available for this youth

Neighborhood House Intensive Case Management Sample Data Report - Program Wrap Up

	Reduced falling grades	English Grade Improved	Main Grade Improved	Core GPA Increase	19-10 Final GPA	10-11 Final GPA	Attendance Improvement	Decrease in Absences	Susp. Improvement	College Failure School	Fam. link to external resource	Youth link to external resource	2008 WASL Math	2009 WASL Math	2010 MSP Math	2008 WASL Reading	2009 WASL Reading	2010 MSP Reading	2008 WASL Science	2009 WASL Science	2010 MSP Science
Total eligible for measurement	13	19	17	19	n/a	n/a	4	5	4	19	19	19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total achieved	11	14	11	10	n/a	n/a	1	2	1	19	9	19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage achieved	85%	74%	65%	53%	n/a	n/a	25%	40%	25%	100%	47%	100%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Avg. (if applicable)	n/a	n/a	n/a	0.72	2.34	2.83	n/a	n/a	n/a	n/a	n/a	n/a	343	322	354	379	381	377	369	343	344