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: Mark Okamoto 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. Through this proposal they will be expanding their work to include high school students and their families. Relevant experience includes:
   - **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 in their children's education. In her current role at NH, she has spent the past 4 years working directly with Seattle Public School staff and low income, ELL, immigrant and refugee parents. Her work has included improving outreach and communication, increasing family connection to schools, and building parent advocacy skills.

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 direction, management and performance for all NH youth education, family support, employment and adult education, health, and transportation services, with particular expertise in establishing partnerships with educational institutions and community providers to create comprehensive programming. In addition to overseeing the successful implementation of the programs outlined in this RFQ, Catherine will assist in the leveraging of other NH programs for this application, ensuring that all families served have access to comprehensive services to meet all of their needs.
   - **Erin Lawrence-Cook, High Point Education Initiative Project Director:** Erin is responsible for managing the planning and implementation of our first intensive place based strategy focused on creating a pipeline of services to ensure that low income youth to graduate from high school and college and are prepared for work and life. She has worked intensively with school staff and leadership to coordinate family outreach efforts around attendance issues and increase parent involvement in schools. She also strengthens our partnerships with community providers and other regional efforts to build a strong foundation for our place

based work. Erin has over 11 years of experience coordinating and overseeing high need youth programming, supervising teachers and case managers.

- **Colin Sexton, Community Learning Manager:** For the past 9 years, Colin has overseen NH's youth programs including case management, tutoring and resource centers, life skills instruction, and youth employment programs. He also facilitates school and family partnerships for NH clients. Colin brings over 15 years of experience coordinating youth programs and services and has expertise in best practices in youth education and family involvement. Prior to joining NH, Colin served as Volunteer Services Coordinator for Seattle Public Schools.
- **Andrea Cashman, Youth Program Coordinator:** A recent addition to NH, Andrea has 15 years of experience as a teacher and counselor as well as 4 years of experience overseeing out of school academic support programming. She has extensive experience working with special education students as well as immigrant/refugee families. Prior to NH, Andrea oversaw 6 tutoring centers that served 450 youth. In her current role, Andrea oversees our intensive case management program as well as our afterschool homework assistance program.

Previous Experience

1) **Experience with population of focus:** NH has been working with low income, immigrant and refugee communities and communities of color for over 100 years. Our services center on areas of high need including 7 Seattle and South King County's 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 542 youth ages 13 through 21. 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, family and youth 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 meet multiple needs, leading 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, mentoring, and transition support. Our co-located staff work with school counselors, family support workers, teachers, and other staff, to address both academic and nonacademic barriers. Each year we transition these youth, working with them and their family to prepare and acclimate them to their new school, and identify supportive individuals and programs at their new school. In the past two years, 96% of the families we served increased their level of connection to school; 89% of the youth we served were connected to additional support resources; 72% of the youth reduced the number of classes they were failing[i]; 60% of youth improved their grades in math and 55% improved their grades in English[ii].
- ***School & Family Connections:*** Since 2003 we have worked in 10 schools, 4 of which were middle and high schools, collaborating with school staff to help immigrant and refugee students and their parents by assisting with communication, developing first language tools that help parents increase learning at home, and providing behavioral assistance. In 2009-10, NH worked with 3 other partners and the 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 score (compared to the prior year's WASL). NH's Family Center also plays a critical role in building the connection between families and education by providing community based workshops and programing 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. Our expertise in working with these families helped us to develop numerous tools around family support of learning and student success.
- ***Partnerships with Schools:*** As the lead agency for the place based strategy called High Point PROMISE, we have spent the last 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 with school staff and teachers, 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 School District. 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, communication and engagement at Title One Schools to increase participation and partnership in the education process among the families we serve.

3) **Contacts:**

Name	Title	Agency	Email	Phone
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@seattleymca.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 developed to address these barriers 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 is that youth are entering school significantly below proficiency in core subjects, falling even further behind as they progress through school. For example, a recent needs assessment in our High Point community showed that 53% of High Point 3rd-12th graders failed to meet proficiency in at least one subject on the state exam, with 54% of those scoring in Level 1 (below basic) in at least one subject. ***Strategies developed to address these barriers include:***
   - 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 tracks progress differently and has different outcomes and indicators. We use a variety of tools to help us track progress including rubrics, case notes, 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. The data points we track that are most relevant to our experience described above include: ***Academic Outcomes*** - reduction of failing grades, core subject grade improvement; ***Skill Building*** - Attendance rate, increased cognitive/emotional/behavioral engagement, completion of homework, connection to resources/services, parent school involvement;

Graduation & Post Secondary - High School Diploma/GED completion, post-secondary enrollment.

2) **Using data to improve outcomes:** Our case management staff review student's attendance, grades, and homework completion data on a bi-weekly basis using The Source, ESIS, and data provided from Seattle Public Schools. Program managers and direct service staff also analyze data on the programmatic level using NH's internal database so that they can evaluate the effectiveness of their work and make adjustments to their 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 to improve outcomes:** Our use of data varies by program and funder. The program that most utilizes real time data is our high risk case management program 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 as they meet with teachers and other school staff so that they can identify effective interventions. This practice has helped improve attendance in youth with chronic attendance issues, and reduce suspensions. During the last year of the Family and Community Engagement in Education program, our staff developed tools and systems 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.

Neighborhood House Intensive Case Management Sample Data Report - Youth Performance

S ID	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 5+ Absences	Susp Improvement	Connect Fam to 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
	2/23/2009	4/22/2010	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 (+ 1)	2.57	2.83	N/A	N/A	N/A	Yes	No	Yes		392			397				
	3/11/2010	N/A	N/A	Yes	Same	I	2.73	3.25	No	No	N/A	Yes	Yes	Yes		304	321		358	339		352	
	6/19/2009	N/A	Yes	Yes	Yes	Yes (+ 1.75)	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	No (- 1.5)	2.33	2.33	N/A	N/A	N/A	Yes	No	Yes	400	378		434	425				
	3/11/2009	N/A	N/A	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	no grades	3.25	2.36	N/A	N/A	N/A	Yes	No	Yes									
	11/26/2008	N/A	N/A	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	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	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	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	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	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	1.67	2.33	N/A	N/A	Yes	Yes	No	Yes	304	312		348	351				
	1/27/2010	N/A	No	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	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	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 (+ .75)	2.17	3.57	N/A	N/A	N/A	Yes	Yes	Yes		6							
	5/1/2009	N/A	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+ absensces 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 Managment Sample Data Report - Program Wrap Up

	Reduced failing grades	English Grade Improved	Math Grade Improved	Core GPA Increase	09-10 Final GPA	10-11 Final GPA	Attendance Improvement	Decrease 5+ Absences	Susp Improvement	Connect Family to 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