

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

COVER SHEET

Organization Information:Organization name: Powerful SchoolsOrganization address: 3401 Rainier Ave S, Suite C, Seattle, WA 98144

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)**

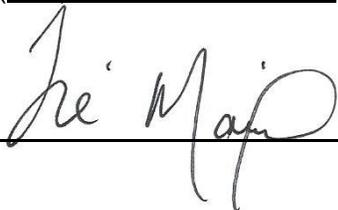
- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:Contact person: Tre' Maxie

(please print clearly)

Title: Executive DirectorMailing address: 3401 Rainier Ave S, Suite C, Seattle, WA 98144Day/Work phone: (206) 722-5543 ext. 102Email address: tre@powerfulschools.org

Signature: _____

Date: 2/10/2012Additional information is provided in Attachment 3.

Key People

Powerful Schools is led by Tre' Maxie, who has spent over a decade leading non-profits focused on the development of underrepresented children and youth. Tre' was recently appointed to Position 5 on the Washington State Board of Education (SBE), which provides strategic oversight for K-12 education in WA State. The Powerful Schools leadership team includes Education Director, Jeannie Collins-Brandon, Extended Learning Director, Debbie McGibbon and Development Director, Jenn Daly. Jeannie and Debbie, who oversee daily education programs, have over 30 years combined experience in the education field.

Previous Experience

During the 2010-11 school year, Powerful Schools served 4,012 children from 12 public elementary schools and five CDSA pre-schools. Of the 4,012 students we reached during the 2010-2011 school year, 86% of them were children of color, while 28% were English Language Learners (ELL). On average, 68% of the students served by Powerful Schools qualify for free or reduced lunches.

Powerful Schools' mission is to reduce the academic achievement gap by creating strong partnerships with public schools and pre-schools to help children thrive. Through targeted academic intervention, in and out-of-class extended learning, family engagement, transition and readiness, and professional development for teachers we are ensuring that all children succeed both in and out of school. At the core of our strategy are partnerships with high needs pre-schools and elementary schools to provide early academic, enrichment and targeted support to low income and ELL children and their families who are at-risk for failure in school. We empower children and families with effective researched based early academic support and high quality programs that also help young children to develop socially and emotionally. While children who leave elementary school below grade level are less likely to achieve academic success, particularly graduation from high school, the results of our early investment in a child's life are astonishing. The academic and social gains made in the early school years often persist beyond pre-school and elementary school, continuing well into a child's high school and post-secondary years.

Therefore, our Elementary Social and Emotional approach focuses on:

- 1.) Transition and Readiness (Pre-K to Kindergarten and 5th to middle)
- 2.) Family Engagement and Support for English Language Learners and low-income Families

Our theory of change is that when a child is prepared for kindergarten, motivated and engaged in school, receives strong in-class instruction, and is supported by parents and/or guardians who are engaged in their education success, their likelihood of future success in middle and high school dramatically increases.

The programs and results are as follows:

- 1. Transition & Readiness:** Preparing students/ families for school and transition

Goal: *Empower all students with strong academic, social and emotional skills; Engage all students through strong, differentiated instruction; Teach all students to express their ideas and their learning through multiple means.*

Key Outcome: *Students & their parents are prepared for transition (Pre-k to K and 5th to middle).*

Recent Success: *87% of preschool children participating in our school readiness project met or exceeded growth goals for their age group. In partnership with Seattle Public Schools, over 660 families attended early enrollment nights at six locations, resulting in 303 students enrolled early for Kindergarten next fall.*

a.) Pre-K to K Approach: To increase the number of families with pre-school aged children who are both prepared for kindergarten and for smooth transition in school, we target pre-schools that feed into level one or level two Title 1 Elementary Schools. At the pre-schools, teaching Artists use dance, theatre and music to teach foundational literacy skills--using whole body movement, rhyme, song and dramatic play to learn letters, phonics and vocabulary. Students re-enact multicultural children's literature as they learn story language and sequence, and deepen story understanding. Powerful Schools arts learning in Pre-K also supports students in their social and emotional development, providing myriad opportunities for collaborative and cooperative play and "performance," and supports students' large motor development and body control. Another component of Powerful Schools' pre-K to K work is to identify low income & English language learners preschool students in the spring of their pre-K year that will likely need additional reading supports as they transition into and through kindergarten. If these students matriculate to one of Powerful Schools Title 1 elementary school partners, they will be targeted for early intervention and assessed for our Reading Intervention tutoring program—a 1:1 tutoring program that supports the primary grade students who score the lowest on the State and District reading assessment test. Students served in this kindergarten program will be students also identified for supports through the Family Support Worker (FSW) program. Powerful Schools also partners with Seattle Public Schools at their Early Enrollment Nights to provide families with children entering kindergarten with early transition resources & activities to help them prepare for success in school. The support to families continues by Powerful Schools after children enter K. In addition to families, we also offer professional development for pre-school teachers and kindergarten teachers to help build a connection between the pre-k and kindergarten curriculum & school environment.

b.) 5th to Middle School Approach: Powerful Schools helps 5th graders and their families prepare for middle school through our Transition Nights, which provide an opportunity for 5th graders and their families to ask questions to Powerful Schools alumni (now in middle school) about their middle school experiences, while parents had a chance to engage with other parents and

educators. Powerful Schools also planned and executed several middle school field trips in recent years, including a very successful 5th grade transition dinner attended by over 65 Hawthorne fifth graders and their families. Participants received information from middle school teachers and students, and were given the opportunity to ask questions. This allows for both students and families to become more familiar with the expectations of middle school, helping to facilitate a smooth transition from 5th to 6th grade.

2. Family Engagement: Support for Family Engagement

Goal: Engage families and the community in supporting student learning; Empower families with the tools they need to support their children’s academic success.

Key Outcome: *Families actively support their children’s education.*

Recent Success: *Within, six months, at home reading rates reported by parents grew from 44% to 86%, a more than 42% increase.*

Approach: Powerful Schools works with Family Support Workers to target families for our multi-week series of family literacy classes designed to help parents, regardless of English proficiency, strengthen their connection to their child’s school and learn ways to support their child’s education. The multi-week sessions start with a group story sharing session. Through the sharing of stories, families quickly bond with other ELL Families, regardless of home language. From there, we use books with multi-cultural themes to facilitate our instruction. Parents learn strategies for sharing books with their children that don’t rely on reading the text. They learn to do “picture walks” with their children, using illustrations to engage their children in conversations and activities around the books, and to make connections to their own lives and experiences. Classes are facilitated by trained discussion leaders and supported by language translators. Each week, parents receive a free copy of the book they’ve explored to take home and share with their children. While parents are busy with instructors, students participate in literacy related art classes. At the end of each class, students also receive a free book to take home, further building home libraries. Over the school year, families find an important connection to their child’s school through the relationships formed with other families in the program. This often results in an increased participation rate in other school related activities. In addition, we also help schools to facilitate increased family participation rates in other school related activities, such as parent/teacher conferences, school events and Powerful Schools sponsored field trips.

References include:

Caryn Swanson	CDSA	caryn@communitydayschool.org
Sandra Scott	Principal, Hawthorne Elem.	sjscott@seattleschools.org
Sonja Griffin	City of Seattle	sonja.griffin@seattle.gov
Ron McGlone	Enrollment Office, Seattle Public Schools	rmcglone@seattleschools.gov
Fo-Ching Lu	Sheng Yen Lu	info@sylfoundation.org

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The challenges facing the students served by Powerful Schools are elevated by circumstances outside of their control, specifically poverty, limited English, and single parent households. The resources for these students and their schools continue to diminish due to the challenges of the current economic climate. During the 2011-2012 school year, we estimate the effects of more education cuts will increase the demand for our programs and we expect to serve well over 4,000 children.

Tracking Success

Our key data points for tracking success include:

- 1.) Students making annual typical growth of reading MAP
- 2.) Students achieving grade level proficiency on State reading assessment
- 3.) Student assessment on Peabody Picture Vocabulary Test (PPVT)
- 4.) Student attendance and behavior
- 5.) Family participation feedback and participation rates

Each of our programs has multiple assessment and evaluation indicators that map to key outcome goals. Our key outcome goals are researched based and align with the Community Center for Education Results (CCER) "Road Map," a local initiative shared by Seattle Public Schools and all of the S. King County School District's to increase outcomes for kindergarten readiness, 3rd grade reading proficiency, middle school preparedness, and college/career readiness. In addition, we review ongoing formal evaluation from parents/guardians, principals, and teachers that are administered after each activity. This information helps us to measure our real-time effectiveness. We use a variety of formal and informal researched-based assessment and evaluation tools that include the following:

State & District Assessment Tools: Measure of Academic Progress (MAP) and the Measure of Student Progress (MSP) tests.

Industry Assessment Tools: Sound Partners Mastery and Quick Reads test created by the Washington Research Institute.

National Assessment Tools: Peabody Picture Vocabulary Test and the 21st Century Skills developed by Department of Education and the partnership for 21st Century Skills. Starting in the 2012- 2013 school year we will add the WaKIDS assessment, which was recently adopted by WA State to assess children meeting age-level expectations.

Surveys & Anecdotes: Student, parent and teacher surveys that are created both in-house and by external evaluators, which provide crucial feedback on our programs.

The frequency of data review varies depending upon our program curriculum. However, the most frequent data monitoring is in our reading intervention program. Each segment of lessons includes a mastery test that is given every 10 lessons to monitor student progress. These curriculum-based tests allow the tutor to monitor student mastery of

content. Student performance at less than 90% mastery will indicate added review of specific skills. The results of weekly monitoring are that students receive individual instruction at their level, and tutors can accelerate instruction at the pace of the student as they demonstrate increased mastery.

Powerful Schools has adopted and follows the City of Seattle's policy for Women & Minority Inclusion and non-discrimination in hiring.

Powerful Schools
Sample Data Report

Dunlap Name	Number	FALL	WINTER	SPRING	Starting	16-Dec	Number	#####	Number	4/14/2011	Number	Final	Number	Total	DRA	Comments/Date	Tutor
	of years	MAP	MAP	MAP	Lesson	Lesson	of days	Lesson	of days	Lesson	of days	Lesson	of days	Days			
Grade	In PR	ELL	RIT	RIT	RIT	Number	Number	tutored	Number	Tutored	number	Tutored	Number	Tutored	Tutored		
1	1		148	163		1	33	28	47	27							
1	1		144	149		1	25	27	39	19				A/			
1	1		148	147		1	30	27	45	25				3/			
2	1		161	182		36	55	30	75	21				3/			
2	1		164	171		40	75	30	104	26				4/	March graduation		
2	1		150	168		27	46	27	56	20				2/			
1	1		137	141		1	36	29	53	23				4/			
1	1		126	156		1	41	36						2/			
1	1		155	186		40	90	25						16/	skipped ahead/Dec. graduation		
2	1		143	159		35	47	11	73	25				6/	started 11/29, compreh. Issues		
2	1		172	183		35	54	26	72	25				6/			
2	1		166	169		40	63	26	84	20				8/	April graduation		
2	1		135	148		23	47	31	53	21				1/	slow progress		
2	1		163	170		37	53	29	70	25				12/			
2	1		165	178		40	60	29	79	21				8/			
2	1		174	187		49	59	11	96	23					March graduation		
1	1		140	159		1	37	27	52	24				2/			
1	1		130	132		1	46	30						2/	1 month vacation		
1	1	NS	148			1	25	19	39	19				2/	started ?		
1	1		146	155		1	35	25	46	17					high reader/dropped in March		
1	1		141	154		1	31	29	46	21				2/			
1	1		145	152		1	40	28	55	19				4/			
2	1		164	176		40	77	22						18/	10/27/10 started/grad. In Feb.		
1	1	NS	160			40	65	26	85	15					started 10/25/10		
2	1		164	166		35			58	20					started 1/6/11		
2	1		161	179		32			84	24				4/	started 1/3/11, grad. In March		
K	1		126	137		1			20	18					started 1/5/11		
K	1		136	141					26	19							
2	1		156	166		43			50	10				10/	started 2/2/11, was sub		
K	1		130	134		1			14	22							
K	1		147	151		27			45	23					started 1/5/11		
1	1		127	151		35			44	19					started 1/5/11		
1															was sub		
2																	

NS = No Score

DRA

A= Beginning Reader (lowest)

4/6 = Beginning 1st grade

14/16 = End of 1st grade

16/18 = Beginning 2nd grade

24 = End of 2nd grade