COVER SHEET

Organization Information:

Organization name: Seattle Parks and Recreation

Organization address: 4209 W. Marginal Way SW, Seattle, WA 98106

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship:

Municipal Government, Federal Tax ID 91-6001275

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: Lori Chisholm
(please print clearly)

Title: Out of School Time Manager

Mailing address: 4209 W. Marginal Way SW, Seattle, WA 98106

Day/Work phone: 206-684-7123 Email address: lori.chisholm@seattle.gov

Signature: _____ Date: _____

Additional information is provided in Attachment 3.

Sample data reports provided to this RFQ response include:

3.1 Demographics
3.2 Outcomes Data
3.3 FEL report
3.4 Student school attendance report
3.5 MAP data tracking report
3.6 YPQA report
3.7 Youth Survey

Key People

1. Seattle Parks and Recreation (Parks) Middle School (MS) Community Learning Centers (CLCs) employs seven professional staff, directly involved in the delivery of high quality extended day learning programs. Two staff hold Washington State teaching credentials, one staff member has a Masters of Arts in Education and another staff member is currently enrolled in a Masters of Education – Guidance and Counseling program.

> **Key staff are:** Mike Browne, Connor Durham, Ramon Franklin, Will King, Desiree Tabares, Kate Tovias, Jennifer Trygstad, Sheila Brown, Ron Mirabueno

2. The project lead for Parks is Lori Chisholm, Out of School Time (OST) Manager. Lori has over 24 years of experience in the Youth Development field and holds a BS in K-12 Education – Physical Education and Special Education. For the last 6 years Lori has led staff in providing outcome based academic, enrichment, and recreation programs aligned with five Seattle Public School's (SPS) Middle Schools and funded by the 2005 Families and Education Levy (FEL). Lori's ensures that project performance outcomes are achieved or exceeded, deadlines met, stake holders and partners engaged, and organizational priorities met.

Previous Experience

1. While the Parks CLC program is open to all middle school youth, Parks targets students who are, of color, English language learners (ELL), low income, and immigrant/refugee. Additional student characteristics include not meeting standard on achievement tests, poor attendance, homeless, foster care, cultural challenges, behavioral barriers, and family crisis. CLC staff also intake student referrals from school Attendance Intervention Specialist, Grade Level Administrators, Psychologist, Grade Level Counselors, Teachers, Security, Mental Health Counselor, Community Based Program providers, and Parents. *Attachment 3.1* shows Parks intentionality in serving, engaging, and tracking focus students that is inclusive and aligned with FEL priorities.

2. For more than six years, Parks has provided intentional academic interventions for focus students as described in the previous paragraph through its CLC Program. Parks currently operates CLCs at Eckstein, Denny, Mercer, McClure and Whitman Middle Schools. FEL funding is invested in Parks CLC Programs. Through that investment, Parks has agreed to specific performance outcomes and measures in support of overall Levy goals. These goals are; increased student academic achievement and closing the achievement gap. Parks' specific outcome measures for the 2011/12 school year are **1)** 65% of focus students will meet spring to spring typical growth targets on math and reading MAP, **2)** 65% (first semester)/61% (second semester) of focus students will have fewer than 5 school absences (excused or unexcused), **3)** Students who have failed to meet standard in one or more of the MSP tests will participate in CLC programs 3 times/week over a 3 month period. During this time, Parks has met or exceeded these performance targets for each academic school year *(attachment 3.2).* For the 2010/2011 school year, school attendance was added as an outcome measure. While the included data attachment indicates the school absence target was met at 90%, Parks has worked with schools to collaboratively develop and implement school attendance plans such that resulted in meeting this outcome measure for first semester of the 2011/2012 school year. An example of these strategies include, home visits, school-wide and home room attendance challenges, incentives, and the inclusion of CLC staff on the school attendance team.

Parks has formalized relationships with several key partners that include: SPS, The Y of Greater Seattle, Seattle Pacific University, Pacific Science Center, University of Washington – Pipeline and M.E.Ch.A. programs, Seattle Children's Hospital, Special Olympics of

Washington, El Centro De La Raza, Casa Start, Neighborhood House, Compana Quetzal, Vietnamese Friendship Association, Treehouse, Asian Counseling and Referral Service, Filipino Community Center, SEED (Southeast Effective Development), East African Youth Services. In addition Parks has Memorandums of Agreement with Mercer Middle School and Franklin High School for services provided through a 21st Century Community Learning Center grant received from OSPI (Office of the Superintendent of Public Instruction). All of these agreements strengthen ongoing partnerships, leverage resources, define shared goals and outcomes, and affirm a commitment to utilize data to inform best practice and make course corrections as needed. The partnership with SPS provides the CLC's office and program space, and access to student data, school staff meetings and professional development with an ongoing commitment to align the CLC Program to the school day through the SPS Alignment Initiative and Levy goals. CLC Programs are noted in school C-SIP and recognized as critical interventions often identified in student learning plans. Parks also has a strong and ongoing partnership with SPS Administration, Transportation, and Athletics.

In addition to these formal agreements and the strong partnerships, Parks also partners with organizations such as Schools Out Washington and the Raikes Foundation. These partners provide professional development opportunities along with program quality trainings that help Parks maintain highly qualified staff within an outcome based programming environment. Parks staff are also trained in and utilize Youth Program Quality Assessment (YPQA) methodology, a nationally recognized and research validated quality assessment tool to ensure high quality programs. Finally, Parks staff work closely with culturally relevant Community Based Organizations (CBOs) and registered Women and Minority Business Enterprises (WMBEs) to provide services for focus students that address a range of interventions that include, math, reading, homework completion, tutoring, enrichment, and recreation opportunities. These CBOs are included in professional development opportunities and trainings which are designed to promote positive outcomes for focus students. The combination of a long history in providing quality CLC programming, meeting outcomes and indicators, highly qualified staff, strong community and school partnerships along with the use of data tracking, reporting, monitoring and analysis positions Parks as a uniquely qualified organization to provide extending learning opportunities for focus youth.

3. Partners include:

School Principals - Jeff Clark, Denny, 252.9000; Kim Whitworth, Eckstein, 252.5010; Sarah Pritchett, McClure,252.1900; Susan Toth, Mercer,252.8000, Susan Kleitsch, Whitman, 252.1200

The Y of Greater Seattle- Steve Lewis, 524.1400; **Vietnamese Friendship Association-** James Hong, 760.1573; **Treehouse-**Christen Kundert, 767.7000; **SEED (Southeast Effective Development)-**Mary Coss, 769.1151; **East African Arts and Cultural Services-**Sultan Mohamed, 723.3384; **University of Washington-**Francesca Lo, Pipeline program, 543.5346 and Estella Villareal, M.E.Ch.A. program; **Seattle Pacific University-**Greg Fritzberg, 281.2363; **Pacific Science Center-**Katy McCown, 443.6607; **El Centro De La Raza-**David Reyes, 957.4617; **Casa Start-**Kathryn Murray, 252.9043; **Compana Quetzal-**Jessica Salvador, 478.7800

Funders - OSPI-Rudi Bertschi, 484.1656, **Raikes Foundation-**Jody Rosentswieg, 484.0047

4. Parks has identified the following challenges and barriers (**in bold**), including examples of specific interventions:
Low test scores/below grade level-Intensive academic interventions and tutoring afterschool; **English Language Acquisition**-bilingual/English language tutoring afterschool; **Immigrant and Refugee Families engagement and support**-Family summit to determine needs, language based parent information nights, culturally specific partnerships; **Attendance**-Attendance workshops with language interpreters, family and student incentives, weekly emails, information in 'first language', child care scholarships for younger siblings of students, joint school/CLC attendance teams, team case management; **Transportation**-afterschool program buses, bus tokens; **Poverty-**USDA snack program, holiday food distribution; **Technology access/literacy**-Technology family nights, access to Parks public computer labs, low-cost internet information, basic computer training, social media training, internet safety; **Homelessness-** Partner with Treehouse to provide 1 on 1 counseling, collaboration with shelter social workers; **Gangs and Violence-** Safety summit; **Access to Higher Education-** LEAP Conference, College Bound scholarships; **Student Mental Health-** Partnership with Asian Counseling and Referral service; **Citizenship/Undocumented Students-** Dream Act civic engagement; **Students with disabilities-**Sign language interpreters , transportation; **Cultural connection/identity**-Hire culturally diverse staff, offer relevant programs, tutoring/homework assistance in first language, cultural family events.

Parks CLC interventions utilize four primary strategies, **program quality and design**, **highly effective and diverse staff**, **strategic partnerships** and **intentional recruitment of participants**. Program design elements include the use of data to identify gaps in learning, demographic information, risk factors, student/family needs and interests, program quality assessment, and outcomes. CLC programs collaborate with schools, students, and families in developing program offerings while also using data to determine the most appropriate student interventions. Parks hires and retains qualified and diverse staffs that have a demonstrated track record of achieving academic results with focus students. Parks also manages personal service agreements with high quality, results oriented youth program providers that include individuals and organizations that represent the broad cultural needs of students, families, schools and communities.

Parks' ongoing partnerships shown previously enhance CLC interventions/programs that are relevant, sustainable, innovative, collaborative, effective and data driven. Parks CLC partners are committed to outcomes for focus students.

Tracking to Success
1. Parks tracks and reports on data for focus students that includes: student ID, grade, gender, ethnicity, ELL, low income, WASL/MSP scores, MAP scores, attendance (school and CLC), frequency and type of CLC program participation (ex., cultural, academic, enrichment) and Youth Impact survey results. In addition, Parks tracks family engagement opportunities and participation, volunteer information, and program quality assessment data. Parks also uses a database to register students in CLC programs, create a student profile, and generate reports that connect individual students and/or cohorts with attendance, the types of programs taken, specific interventions provided and family communications.
Example Data Report Attachments: *3.1-Demographics, 3.2-Outcome data, 3.3-FEL report, 3.4-Student school attendance report, 3.5-MAP data tracking report,* 3.6-YPQA report, *3.7-Youth Survey*

2. Parks utilizes data as described above to continuously improve student outcomes. Standardized test scores are used to identify students with specific academic deficiencies from which cohorts are developed, needed interventions are identified, and curriculum is designed to mitigate skill or knowledge gaps. Student progress is monitored through weekly assessments, homework completion, grades, classroom tests, and teacher/CLC staff conferences. Understanding the barriers or gaps in student learning is essential in helping students improve academically. Along with focused assessment of academic data, Parks reviews attendance and behavior data. School attendance is monitored and students who are high risk are targeted for engagement in CLC programs. Daily, CLC attendance is recorded to track student participation including frequency and type of program attended. Focus students are uniquely identified so that CLC data can be compared to additional data related to specific risk factors including school attendance, homework completion, and not meeting standard on MSP. Students are required to attend school in order to participate in CLC programs.

Working together with each school, jointly developed and implemented attendance plans are utilized to focus efforts on strategies to increase school attendance. CLC programs are noted as key interventions and CLC staff develop, fund, and support incentive programs. Additional involvement by CLC staff can include: home visits, case management, and school attendance team member. For evidence of improved student outcomes please see *(attachment 3.2)*. Program quality and student feedback are essential components of improved student outcomes. Research supports that program and instructional quality is a significant indicator to student success. Additionally, research shows that building '21st Century' Skills is critical as well. These skills are uniquely developed and enhanced through enrichment and recreation programs offered through Parks' CLCs. Characteristics include sense of belonging, critical and creative thinking, self efficacy, and collaboration skills to name a few. Students must also feel engaged in the learning process. The YPQA tool is utilized to inform instructional practice and program quality *(attachment 3.6)*. Yearly, programs are assessed and improvement plans are developed and supported by staff professional development and training. Students complete a survey yearly which is based on a developmental assets model which provides insight into student acquisition of 21st Century Skills. Responses inform staff of impacts of CLC participation and provide an opportunity for youth voice to affect services *(attachment 3.7).*

3. Parks uses a wide variety of school data accessed through eSIS, the Source, and the Data Warehouse plus data collected directly through our data base on a daily and weekly basis. This data allows staff to monitor cohort students identified as at risk due to school attendance. Specific interventions are selected and staff work with students, school staff, and parents to increase days in school. Interventions can include home visits, incentives, afterschool programs, parent education, student goal setting, and on a broader scale homeroom and school-wide attendance challenges. Bi-weekly meetings are held with cohort students to review attendance goals and discuss successes, challenges and barriers. Daily, CLC attendance is recorded to track student participation including frequency of participation and type of programs students attend with identifiers for cohorts of students based on specific risk factors including school attendance, homework completion, and not meeting standard on MSP. Efforts have resulted in improved school attendance and focus students have an average 27% decrease in 1st semester school absences compared to last school year. Through daily afterschool homework/tutoring and academic programs staff work with students in using the Source to review grades, missing assignments, and upcoming assignments. Teachers will also refer students to CLC staff for one on one review. For homework programs students are required to attend either afterschool or during lunch periods until all assignments are completed satisfactorily and are up to date. One CLC program saw a 30% increase in on time

homework completion rates for focus students. Academic data and MSP/MAP scores are reviewed as new data is available. MSP scores are reviewed yearly to initially identify struggling students and to focus interventions. MAP data is typically available two to three times per year and is reviewed with school staff and administration to assess student growth and areas needing additional support. Map data is useful in refining interventions. Both MSP and MAP data shows improvement for focus students as noted in *attachment 3.2.*

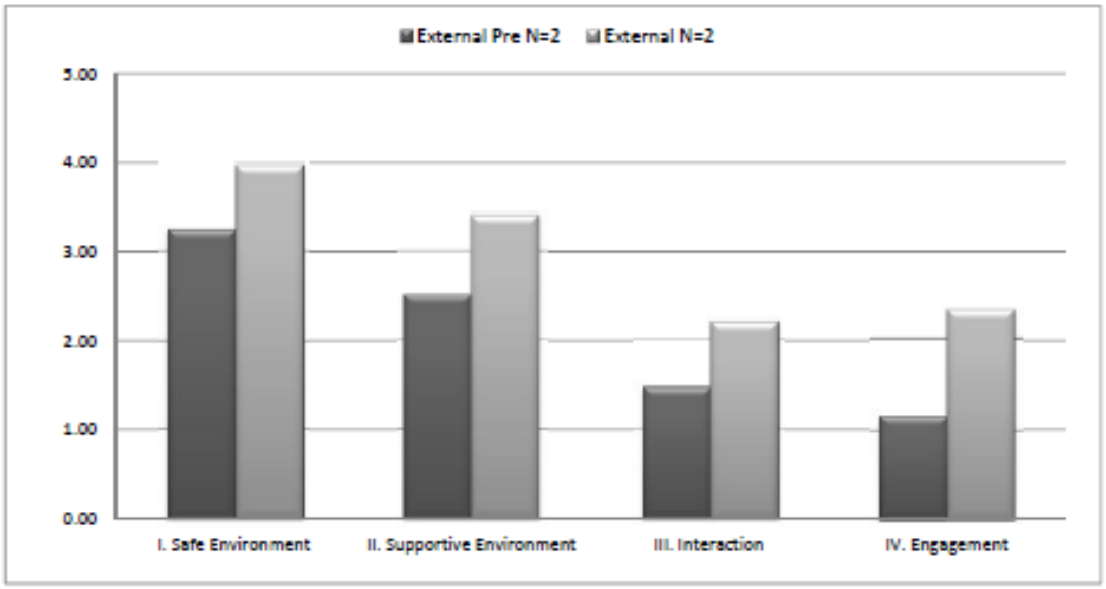
4. Sample data reports listed on the cover sheet are provided in attachment 3.

Woman and Minority Inclusion; Non-discrimination Hiring

1. The City of Seattle is an Equal Employment Opportunity employer and has established anti-discrimination policies guiding hiring and contracting practices. In addition, the City has specific WMBE goals.

Attachment 3.6 – Parks YPQA Report

McClure Community Center Pre and Post External Assessments



Item/Scale/Domain	External Pre N=2	External N=2
I. Safe Environment	**3.25**	**3.97**
A. Psychological and emotional safety is promoted.	2.00	4.00
B. The physical environment is safe and free of health hazards.	4.25	4.25
C. Appropriate emergency procedures and supplies are present.	2.00	2.25
D. Program space and furniture accommodate the activities offered.	5.00	5.00
E. Healthy food and drinks are provided.	3.00	4.33
II. Supportive Environment	**2.52**	**3.40**
F. Staff provide a welcoming atmosphere.	3.00	4.33
G. Session flow is planned, presented, and paced for youth.	3.80	4.47
H. Activities support active engagement.	1.75	3.00
I. Staff support youth in building new skills.	1.50	3.00
J. Staff support youth with encouragement.	3.33	3.33
K. Staff use youth-centered approaches to reframe conflict.	1.00	2.25
III. Interaction	**1.48**	**2.21**
L. Youth have opportunities to develop a sense of belonging.	1.25	3.00
M. Youth have opportunities to participate in small groups.	1.33	2.00
N. Youth have opportunities to act as group facilitators and mentors.	1.33	2.33
O. Youth have opportunities to partner with adults.	2.00	1.50
IV. Engagement	**1.17**	**2.33**
P. Youth have opportunities to set goals and make plans.	1.00	1.50
Q. Youth have opportunities to make choices based on their interests.	1.00	2.50
R. Youth have opportunities to reflect.	1.50	3.00
Total Scores	**2.10**	**2.98**

Youth Program Quality Initiative
Action Plan

(Two goals shown here as example, plans include at least 3 goals)

Date: 06-18-2010 Organization Name: Seattle Parks & Recreation

Program (or Site): McClure CLC Site Lead(s): Mike Browne

Coach: April Miller

GOAL 1: Youth Reflect in Multiple Ways LEAD: Mike & Ramon

What YPQA Item(s) does your goal address? IV-R1, IV-R2

Tasks	Responsible	Support	Deadline
Attend Methods Training on Reflection.	Mike/Ramon	April/Lori	8/10
Establish instructor expectations.	Mike	Lori	10/10
Create a list of reflection exercises.	Ramon	Mike	9/10
Initial implementation for fall 2010 programs.	Mike/Ramon	Lori/April	10/10
Observe Teachers and Students regarding reflection items.	Mike/Ramon	Lori	12/10
Create tool for observing reflection.	Mike/Ramon	April	11/10
Check-in with Teachers regarding reflection items	Ramon/Mike	April	1/11
End of session focus group for students.	Ramon/Mike	April	2/11, 6/11

GOAL 2: Yth Participate in Small Groups LEAD: Mike & Ramon

What YPQA Item(s) does your goal address? III-M2, III-M3

Tasks	Responsible	Support	Deadline
Attend Methods Training on Building Community and/or Cooperative Learning	Mike/Ramon	April/Lori	8/10
Use SOWA training credits to set-up Methods training on building community and/or Cooperative learning.	Mike	April/Lori	9/10
Establish Instructor expectations w/ clear language in CBO contract around small group requirements.	Mike	Lori	9/10
Observe teachers and students regarding small group opportunities.	Mike/Ramon	Lori	12/10
Check-in with teachers regarding small group curriculum opportunities.	Mike/Ramon	Lori	1/11
End of session focus group for students.	Mike/Ramon	Lori	2/11, 6/11

Summer 2011				Reading			Math			24
ID	**Name**	**Grade**	**Fall MAP**	**Sprn MAP**	**Gain +/-**	**Fall MAP**	**Sprn MAP**	**Gain +/-**	**Days Attended**	**Atend %**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
					0			**0**		**0**
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					0			**0**		**0**
					0			**0**		**0**

Attachment 3.5 - MAP Data

Sample 2011 - Cohort MAP data tracking for CLC participants

	Name				Reading			Math			24	
ID	Last	First	Grade	School	Fall MAP	Sprn MAP	Gain +/-	Fall MAP	Sprn MAP	Gain +/-	ays Attende	Atend %
			6			204	**-204**		219	**-219**	22	**92**
			6		201	204	**-3**	220	224	**-4**	24	**100**
			6		226	218	**8**	237	254	**-17**	16	**67**
			6		197	212	**-15**	218	226	**-8**	15	**63**
			7		228	216	**12**	229	226	**3**	21	**88**
			7		211	217	**-6**	219	219	**0**	22	**92**
			6		198	205	**-7**	219	219	**0**	23	**96**
			7		218	217	**1**	224	227	**-3**	17	**71**
			6		215	218	**-3**	231	240	**-9**	24	**100**
			6		218	231	**-13**	251	253	**-2**	21	**88**
			6		205	203	**2**	225	226	**-1**	23	**96**
			6		208	209	**-1**	218	217	**1**	24	**100**
			6		214	207	**7**	220	226	**-6**	21	**88**
			7		159	160	**-1**	169	145	**24**	22	**92**
			7		211	212	**-1**	226	227	**-1**	20	**83**
			6		200	200	**0**	219	213	**6**	22	**92**
			6		204	209	**-5**	227	226	**1**	14	**58**
			6		212	213	**-1**	239	231	**8**	17	**71**
			6		217	215	**2**	237	237	**0**	23	**96**
			7		228	227	**1**	257	252	**5**	24	**100**
			6		230	226	**4**	236	228	**8**	22	**92**
			6		211	210	**1**	246	244	**2**	24	**100**
			7		229	229	**0**	251	240	**11**	22	**92**
			6		212	212	**0**	234	236	**-2**	22	**92**
			7		224	220	**4**	237	236	**1**	24	**100**

Data redacted for purpose of this sample report

Data redacted for purpose of this sample report

GROUP A 10th: Math 9am 11th: Reading 1pm

				2nd	6th
			7		
			7		
			7		
DATA redacted by OFE because of student identifiers			7		
			7		
			7		
			7		
			7		
			7		
			7		
			7		
			6		
			7		
			7		
			6		
			7		
			7		

GROUP B 10th: Reading 1pm 11th: Math 9am

			7		
			6		
			6		
			7		
DATA redacted by OFE because of student identifiers			6		
			7		
			7		
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			7		

ID	Last	First	Attendance	Grade		
			100	7	24	24
			88	8	21.12	21
			88	7	21.12	21
			96	7	23.04	23
			96	7	23.04	23
Data redacted by OFE because			96	7	23.04	23
of student identifiers			96	7	23.04	23
			96	7	23.04	23
			100	7	24	24
			88	7	21.12	21
			58	7	13.92	14
			70	6	16.8	17
			96	7	23.04	23
			96	7	23.04	23
			92	6	22.08	22
			84	7	20.16	20
			100	7	24	24
			100	7	24	24
			92	6	22.08	22
			100	6	24	24
			92	7	22.08	22
			92	6	22.08	22
			100	7	24	24
			67	7	16.08	16
			100	7	24	24
			96	7	23.04	23
			88	7	21.12	21
			79	7	18.96	19
			88	7	21.12	21
			100	7	24	24
			96	7	23.04	23
			92	7	22.08	22
			67	7	16.08	16
			92	7	22.08	22
			96	7	23.04	23
			96	7	23.04	23

Seattle Public Schools - Academic Data Warehouse

ATTEND400 - Student Watch List

XXX Middle School

Grade: (All Grades)
Attendance Risk Category: Red, Orange, Yellow, Green, Blue, Unknown
Attendance Risk Trend: Getting Worse, About the same, Improving, Unknown
Suspend or Sickness: (All)

Basic Student Info			Attendance Rate			Unexcused Absences		Total Lates				
Student Name	Student ID	Grade	Last 7 Days	Last 28 Days	YTD	Last 28 Days	YTD	Last 28 Days	YTD	Attendance Risk Category	Attendance Risk Trend	Suspend or Sickness?
		6th grader	100%	34%	77%	1	2	0	2	Very Severe		No
		8th grader	100%	91%	93%	2	4	7	38	Very Severe		No
		6th grader	100%	81%	89%	3	7	1	9	Very Severe		No
		6th grader	100%	94%	86%	1	7	1	4	Very Severe		No
		7th grader	60%	53%	73%	5	17	4	15	Very Severe		No
		6th grader	100%	100%	91%	0	1	10	42	Very Severe		No
		7th grader	60%	63%	56%	0	9	3	28	Very Severe		Yes
		7th grader	100%	94%	99%	0	0	6	37	Very Severe		No
		7th grader	80%	88%	86%	0	1	4	45	Very Severe		No
		6th grader	100%	100%	93%	0	1	1	31	Very Severe		No
		7th grader	80%	81%	89%	1	3	7	26	Severe		No
		8th grader	100%	69%	85%	0	0	0	6	Severe		Yes
		7th grader	100%	97%	91%	1	2	3	15	Severe		Yes
		8th grader	100%	94%	94%	1	1	10	14	Severe		No
		7th grader	90%	91%	95%	2	2	2	4	Severe		No
		8th grader	90%	88%	93%	0	0	5	19	Severe		No
		8th grader	100%	94%	94%	0	4	0	4	Severe		No
		6th grader	80%	94%	98%	0	0	1	9	Moderate		No
		6th grader	100%	75%	89%	0	0	1	10	Moderate		Yes
		6th grader	100%	100%	97%	0	2	0	1	Moderate		No
		8th grader	100%	94%	94%	0	0	0	3	Moderate		Yes

Attachment 3.3 - FEL Report

Excerpt sample of Monthly Combined Parks CLC data

Year	Month	Student ID Number:	CLC Atten	Met atten target	In CLC Academic	In CLC Sport	In CLC Cultural	In CLC Art	In CLC Tech	In CLC Family	In CLC Phys. Dev	In CLC P/S Dev	In OST Program	Ldrshp Program	In MS Sports	Site
2011	10	656xxxx	18	y	n	y	n	n	n	y	y	y	n	n	y	whitman
2011	10	659xxxx	12	y	y	n	n	y	n	n	n	y	n	n	n	whitman
2011	10	627xxxx	12	y	n	y	y	y	n	n	y	y	n	n	y	whitman
2011	10	665xxxx	18	y	y	n	n	n	n	y	n	y	y	n	y	mercer
2011	10	687xxxx	16	y	y	n	n	n	n	y	n	y	y	n	y	mercer
2011	10	668xxxx	14	y	n	n	n	n	y	n	n	y	y	n	n	mercer
2011	10	665xxxx	13	y	n	n	n	n	n	y	n	y	y	n	n	mercer
2011	10	641xxxx	12	y	n	n	n	n	n	n	n	y	y	n	n	mercer
2011	10	660xxxx	14	y	n	y	n	n	n	n	y	y	n	n	y	mcclure
2011	10	647xxxx	15	y	y	n	n	n	y	y	y	y	n	n	n	mcclure
2011	10	700xxxx	12	y	y	n	n	y	n	n	n	n	n	n	n	mcclure
2011	10	708xxxx	18	y	n	y	n	y	y	n	y	y	n	n	n	eckstein
2011	10	721xxxx	15	y	n	y	y	y	n	y	y	y	n	n	n	eckstein
2011	10	657xxxx	14	y	n	n	y	y	y	n	n	y	n	n	n	eckstein
2011	10	665xxxx	12	y	n	n	n	n	y	n	n	y	y	n	n	denny
2011	10	671xxxx	16	y	y	n	y	y	n	n	y	n	y	n	n	denny
2011	10	711xxxx	16	y	y	n	y	y	n	n	n	n	y	n	n	denny

Total Students Served	1857
Total duplicated visits	14856

Total # New Volunteers	18
Total # Volunteer Hours	768

Meetings/Training		
Date	Activity	Hours
13-Oct	Standards based grading	2
14-Oct	Attendance Workshop	4

Organization/Individual	New	Culturally Spec
Elaine Webster	n	y
Monique Franklin	y	y
Aaron Johnson	n	n
Sonny Byers	y	y
Eden Tumbaga	n	y
Bashi Adan	n	y
Joseph Kido	n	n
Mr. Lam	y	y
Sultan Mohammed	n	y
Austin Foundation	n	n
Campana Quetzal	y	y
Right Brain	n	n

Family Engagement Activities			
Date	Activity	Adult	Youth
8-Oct	Solid Ground Cooking class (4 wks)	10	2
11-Oct	Strengthening Families program (8 wks)	18	11
15-Oct	Latino Family Night	185	70

Attachment 3.2 – Outcome Data

Seattle Parks and Recreation
2005/06 SY through 2010/11 SY Outcome Data

2005/06 SY	**Target**	**Actual**	**2006/07 SY**	**Target**	**Actual**
WASL	28	244	WASL	60	142
CLC Participation*	300	2420	CLC Participation**	120	279
2007/08 SY	**Target**	**Actual**	**2008/09 SY**	**Target**	**Actual**
WASL	151	216	WASL	187	219
CLC Participation**	200	257	CLC Participation**	250	269
2009/10 SY	**Target**	**Actual**	**2010/11 SY**	**Target**	**Actual**
WASL	250	353	MSP Test***	650	973
CLC Participation**	279	637	CLC Participation	250	804
			School Absences 60% 1st Semester 56% 2nd Semester	60% 56%	57% 48%
			MAP Test 61% Math growth 57% Reading growth	61% 57%	63% 52%

**Count included all CLC participants that had not met standard*
***Methodology changed in the counts in these school years to a smaller subset of participants*
****Combined target for SPS, YMCA, Parks*

Attachment 3.1 - Demographics

Sample School Year Demographic comparison for Parks CLC sites

		Grade			Gender		Ethnicity					FRL		LEP Status		SpEd	
CLC Participation Data by School	Total CLC Students	06	07	08	F	M	Asian	Black	Latino	Native Am	White	Not FRL	Free Lunch	EEP/ LEP	Not LEP	N	Y
Denny Middle	393	170	130	93	186	207	46	105	94	16	132	150	243	97	293	334	59
Eckstein Middle	949	290	281	378	431	518	156	65	74	13	641	791	158	78	863	838	111
McClure Middle	414	150	126	138	214	200	93	95	41	8	177	213	201	105	303	364	50
Mercer Middle	509	160	164	185	237	272	261	151	60	9	28	140	369	290	202	436	73
Whitman Middle	818	286	283	249	402	416	112	63	85	22	536	615	203	77	727	728	90
Total	3083	1056	984	1043	1470	1613	668	479	354	68	1514	1909	1174	647	2388	2700	383
Average %	100.0%	34.3%	31.9%	33.8%	47.7%	52.3%	21.7%	15.5%	11.5%	2.2%	49.1%	61.9%	38.1%	21.0%	77.5%	87.6%	12.4%

Total all School Data Average %	100.0%	34.0%	34.0%	32.0%	48%	52%	25%	18%	13%	2%	42%	56%	44%	10%	90%	88%	12%
Denny Middle	858	303	298	257	48%	52%	16%	27%	23%	4%	30%	38%	62%	12%	88%	83%	17%
Eckstein Middle	1296	458	453	385	48%	52%	18%	6%	7%	1%	68%	85%	15%	3%	97%	90%	10%
McClure Middle	480	147	152	181	48%	52%	26%	19%	10%	2%	43%	53%	47%	9%	91%	90%	10%
Mercer Middle	929	320	317	292	47%	53%	51%	28%	14%	1%	5%	28%	72%	20%	80%	87%	13%
Whitman Middle	986	342	342	302	49%	51%	14%	8%	10%	3%	66%	77%	23%	4%	96%	91%	9%

CHOOL_NAM	<>
Aki Kurose Middle School	346
David T. Denny Intl MS	290
Eckstein Middle School	861
Hamilton Intl MS	620
Madison Middle School	534
Madrona K-8 School	145
McClure Middle School	300
Mercer Middle School	202
Washington Middle School	555
Whitman Middle School	726

Parks Teen Programs Survey 2009-2010 School Year

Standard report with the ability to add filters

What program(s) do you attend? (check all that apply)	Response Percent	Response Total
Academic - Math	22.1%	77
Academic - Reading	10.6%	37
Sports/Fitness	28.1%	98
Arts	24.4%	85
Music	18.1%	63
Dance	14.3%	50
Tutoring/Homework Help	21.8%	76
Leadership/Clubs	9.2%	32
Cultural	5.2%	18
Technology	7.7%	27
Cooking	9.5%	33
Science/Environmental	6.9%	24
Other	20.3%	71
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

What school do you attend?	Response Percent	Response Total
McClure	18.6%	65
Whitman	24.4%	85
Mercer	21.5%	75
Eckstein	2.9%	10
Denny	32.1%	112
Other	0.6%	2
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

What grade are you in?	Response Percent	Response Total
6th	47%	164
7th	33.2%	116
8th	19.8%	69

Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.

How often do you attend your CLC?	Response Percent	Response Total
Less than 2 times a month	2.3%	8
2-3 times a month	6.3%	22
1-2 times a week	53%	185
3 or more times a week	38.4%	134

Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.

On a scale from 1 to 10, where 10 = definitely would recommend and 1 = definitely would not recommend, how likely are you to recommend this program to a friend?	Response Percent	Response Total
1. Definitely would not recommend	2.6%	9
2	1.4%	5
3	1.7%	6
4	2.9%	10
5	9.7%	34
6	4.3%	15
7	7.4%	26
8	13.5%	47
9	17.2%	60
10. Definitely would recommend	39.3%	137

Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.

Please explain why you are likely to recommend this program. Please try to be as specific as possible and explain carefully what you mean.	Response Total
	197

Total # of respondents **349**. Statistics based on **197** respondents; **0** filtered; **152** skipped.

Please explain what changes or improvements would make you more likely to recommend this program. Please try to be as specific as possible and explain carefully what you mean.	Response Total
	79
Total # of respondents **349**. Statistics based on **79** respondents; **0** filtered; **270** skipped.	

How much do you believe this program will help you in the future? On a scale from 1-10, where 10 = will help greatly and 1 = will not help at all, how would you rate this program experience in terms of helping you in the future?	Response Percent	Response Total
1. Will Not Help at All	2.3%	8
2	2.6%	9
3	2.6%	9
4	2%	7
5	10.9%	38
6	7.7%	27
7	11.7%	41
8	16.9%	59
9	12.3%	43
10. Will Greatly Help	30.9%	108
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

Please explain why you believe this program will be a great help to you in the future. Please try to be as specific as possible and explain carefully what you mean.	Response Total
	151
Total # of respondents **349**. Statistics based on **151** respondents; **0** filtered; **198** skipped.	

Please explain why you believe this program may not be of much help to you in the future. Please try to be as specific as possible and explain carefully what you mean.	Response Total
	98
Total # of respondents **349**. Statistics based on **98** respondents; **0** filtered; **251** skipped.	

One aspect of this program is to teach the core Seattle Parks and Recreation values of caring, respect, responsibility, community, diversity, and fun. In your opinion how successful was this program in teaching you the importance of these core values?	Response Percent	Response Total
Very successful	49.3%	172
Somewhat successful	40.7%	142
Not very successful	4.3%	15
Not at all successful	1.7%	6
Do not know	4%	14
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

Using a 5-point scale where 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree and 1 = strongly disagree, how much do you agree with the following statements about your CLC program?

Participating in this Seattle Parks program has:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Response Total
helped me to form positive relationships with friends.	41% (143)	36.1% (126)	17.8% (62)	3.2% (11)	1.4% (5)	0.6% (2)	349
helped me to form positive relationships with adults.	33% (115)	37% (129)	23.8% (83)	3.7% (13)	1.4% (5)	1.1% (4)	349
made me feel good about who I am.	39% (136)	31.2% (109)	21.8% (76)	4.6% (16)	1.7% (6)	1.7% (6)	349
had a positive impact on my health and safety, because it has taught me to make better decisions.	31.5% (110)	32.4% (113)	25.8% (90)	4.6% (16)	2% (7)	3.7% (13)	349
taught me to listen to and respect what others have to say.	35.2% (123)	37% (129)	20.1% (70)	4.9% (17)	1.4% (5)	1.4% (5)	349
challenged me to do something new or different.	47.9% (167)	29.2% (102)	16.3% (57)	2.9% (10)	1.7% (6)	2% (7)	349
taught me, when faced with a problem, to think about my options and their consequences before making a decision.	33% (115)	33.2% (116)	24.6% (86)	4.9% (17)	1.7% (6)	2.6% (9)	349
helped me feel more comfortable at school.	39.5% (138)	33.8% (118)	17.2% (60)	5.7% (20)	1.7% (6)	2% (7)	349
helped me to want to be successful in school.	41.5% (145)	33.2% (116)	18.6% (65)	3.4% (12)	1.1% (4)	2% (7)	349
made me believe that I can be successful at school.	42.7% (149)	33% (115)	16.9% (59)	3.7% (13)	1.1% (4)	2.6% (9)	349
helped me feel prepared for my class work.	36.1% (126)	33.2% (116)	21.8% (76)	4.6% (16)	1.7% (6)	2.6% (9)	349

Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.

For classification purposes only, please indicate whether you are:	Response Percent	Response Total
Male	47.9%	167
Female	45.6%	159
I'd prefer not to answer	6.6%	23

Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.

What is your race/ethnicity?	Response Percent	Response Total
Black (African) or African American	16%	56
Asian (not Pacific Islander)	20.1%	70
Hawaiian Native or Pacific Islander	5.7%	20
Hispanic or Latino/Latina	7.7%	27
American Indian or Alaska Native	0.6%	2
White or Caucasian	24.4%	85
Multi-racial	9.2%	32
Not Sure	1.4%	5
I'd prefer not to answer	6.9%	24
Other	8%	28
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

In which part of the world were you born?	Response Percent	Response Total
United States	77.7%	271
Canada	0.9%	3
Mexico	2.6%	9
Central or South America	0.9%	3
Africa	3.2%	11
Asia or Pacific Islands	7.7%	27
Middle East	1.1%	4
Western Europe	0%	0
Eastern Europe	1.1%	4
Australia or New Zealand	0%	0
I'd prefer not to answer	4.9%	17
Total # of respondents **349**. Statistics based on **349** respondents; **0** filtered; **0** skipped.		

Please use the space below for any additional comments.	Response Total
	113
Total # of respondents **349**. Statistics based on **113** respondents; **0** filtered; **236** skipped.	