Request for Qualification
College and Career Readiness and Planning

COVER SHEET

Organization Information:

Organization name: Treehouse

Organization address: 2100 24th Ave S, Suite 200, 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: Aaron Anderson
(please print clearly)

Title: Corporate and Foundation Relations Manager

Mailing address: 2100 24th Ave S, Suite 200, Seattle, WA 98144

Day/Work phone: 206-267-5183 Email address: aaron@treehouseforkids.org

Signature: A. Ca Date: 2/13/2012

Additional information is provided in Attachment 3.

Key People

1. Lynda Hall, Education Engagement Manager, supervises the planning and activities conducted by the Treehouse Education Engagement Coordinators working in middle and high schools. Her experience includes four years as Logistics Director for Highline and Tukwila Schools at Community Schools Collaboration, where she managed reporting, budgets, stakeholder communications, community outreach, evaluation, and compliance for activities in those districts. Lynda also worked for Solid Ground for five years coordinating and managing the activities of volunteers and AmeriCorps members.

Each Education Engagement Coordinator must meet the minimum qualifications required by Treehouse, which include a Bachelor's degree (we prefer degrees in an education-related field); 2 years of professional experience providing educational support services to foster youth or youth from other vulnerable populations; demonstrated success providing support services to youth from diverse and traditionally underserved populations; demonstrated knowledge of educational and community resources available to promote educational attainment for youth; demonstrated ability to maintain records and data to support effective evaluation processes and analysis; ability to work both independently and collaboratively; and familiarity with technology, especially Microsoft Office, web-based collaboration tools, and databases. Each Coordinator now has experience collecting, entering, analyzing, and synthesizing the data described in "Tracking to Success."

2. Nani Jackins Park, Director of Programs, will continue to lead the work of Treehouse related to this project. Nani has more than 13 years of experience providing dynamic and collaborative leadership, and has held a number of key positions in Washington State higher education. She has served as the director of student services for the Washington State Board for Community & Technical Colleges, and was the founding director of Tacoma Community College's TRIO Student Support Services Program, which provides first-generation, low-income, and students with disabilities with comprehensive resources to support their education attainment. Nani is also known for her work developing the pilot that led to the WA Opportunity Grant Program, which prepares low income adults for high wage, high demand careers, and as the founder of the First Peoples' Undergraduate Scholars Program at The Evergreen State College. Prior to joining Treehouse, she was the Principal of EquityworksNW, a consulting firm focused on promoting equity and social justice through education. Nani's background in educational leadership, program planning and implementation, and data evaluation gives Treehouse capacity to provide the best possible service to clients, and continually improve Treehouse educational and well-being outcomes for foster youth. Nani is a Ph.D. candidate in the Educational Leadership & Policy Studies Program at UW. She received her BA from The Evergreen State College, and her MA in Counseling Psychology from Lewis & Clark College.

Previous Experience

1. Our target population includes the more than 2,000 children in King County that will experience foster care this year. All Treehouse youth have suffered from abuse and neglect and all meet the federal definition of low-income youth qualified for the

free/reduced lunch program. Our students are 60% African American, 13% Multiracial, 13% Caucasian, 3% Native American, 7% Latino, and 4% Asian/Pacific Islander. The Education Engagement Program anticipates serving 385 students this year. Once a student is referred to or recruited into Education Engagement, we will work with them until graduation. We do not discontinue services if a child returns to his or her birth home or other permanent placement. Foster youth experience far more school changes than other students, and typically lag far behind their peers academically (half as likely to meet grade-level testing standards, two grades behind on average), miss twice as many days of school, and have far lower academic outcomes: only 35% of foster youth complete high school on time – less than half the rate of other WA students.

2. The Treehouse Education Engagement Program provides comprehensive support for the educational needs of youth in foster care. Middle School Education Engagement includes education case management and professional school day academic support. The High School Education Engagement Program includes college readiness services, professional education case management and intensive coaching. The Treehouse Learning Center offers after-school, summer and other school break opportunities for academic growth.

Treehouse certified teachers and trained professionals are in ten middle schools in Seattle, Renton, Highline, and Auburn school districts, providing 175 foster kids with necessary academic support this school year. Treehouse is implementing a system based on the nationally recognized Check and Connect model. After an assessment of academic needs that includes the development of specific student-centered goals, students spend 2-3 hours a week with Treehouse staff working on classroom assignments and doing remediation designed to build skills. Treehouse checks with students during the school day and locates students that did not attend school. We also implement lessons from nationally recognized curricula including SOAR, Possible Selves, and Mater Student that address the academic needs identified. When a need is identified that is outside of the services Treehouse offers, we connect youth to appropriate support services. We stay in contact at least monthly with caregivers, teachers, and schools to ensure that the academic needs of each Treehouse youth are understood and are met. Treehouse is currently building our capacity to serve all foster youth in King County. This year we are piloting a new service delivery strategy for middle school youth that do not attend schools that have a concentration of foster youth high enough to serve with dedicated Treehouse staff. Treehouse contracts with the school for one teacher to use a planning period to implement Check and Connect and engage in intensive academic advising.

Treehouse Engagement Coordinators are placed in 16 area high schools in Seattle, Renton, Highline, and Auburn school districts, providing education case management and intensive academic advising to 210 foster youth using the Check and Connect model this school year. We conduct an extensive academic intake including skills assessment and academic history, and then work collaboratively with youth to create a plan that includes steps to complete high school, become college ready, and pursue post-secondary education or other career opportunities – such as credit retrieval, SAT

test prep, enrolling in college preparatory classes, developing specific study skills, and earning service learning hours. Staff meet with youth regularly to monitor and encourage attendance and to provide daily help in overcoming obstacles to high school completion and college readiness. We contact caregivers at least monthly to ensure a strong network of support for foster student success. This year, we are piloting a new service delivery strategy in which two high schools offer a Treehouse class where foster youth can learn about strategies for academic success and develop college readiness skills for credit.

The Treehouse Learning Center (TLC) operates in Seattle's Rainier Valley Monday-Thursday from 2:30-6:00pm and will serve 120 youth this year, including many who are also enrolled in our other Education Engagement Programs. When youth enroll in the TLC, we evaluate them individually to determine their educational needs and create measurable academic goals in consultation with the child and his or her teachers, caregivers, and caseworkers. Because students participate in developing individual goals, they are more committed to the work involved to attain them. TLC staff develop individualized mentoring plans and train volunteers on how to effectively implement those plans, as well as how to address the challenges that foster children face, including poverty, trauma, neglect, and lack of permanency. The consistent adults at the TLC give these students stability that other areas of their lives often lack. At a TLC session, a student may get help with homework, work on skill building in a specific academic area, or formally retrieve missing credits. High school credits are earned through AVENTA online credit retrieval with supervision and instruction from Treehouse staff. At the TLC, foster youth find the resources and help they need to close the gap between where they are and high school graduation.

Summer Academy combines a rigorous academic curriculum with an emphasis on career exploration. 60 middle school and high school students participate in our 6-week, all-day program. Students receive academic support around thematic units incorporating math, reading, writing, and art as well as enrichment field trips. Students can select an art, business, or science track to anchor their summer learning. Business students study marketing and run a profitable business. Art students create portfolios of work including glassblowing, collage, stenciling, painting, and multi-media works. Science students see biology, paleontology, and robotics come alive through experiences such as using a computer-simulated surgery tool, participating in a fossil dig at the University of Washington, or building a working robot. Summer learning is critical for foster youth who often lose ground during the long school break. In addition, Treehouse provides similar one-week programs during winter and spring breaks.

Following the 2010-2011 school year, 86% of Treehouse-engaged high school seniors either graduated or had a plan to complete their high school studies. 73% of all Treehouse-engaged high school foster youth had accumulated at least 5 credits per academic year in high school (our standard for being "on track" to graduate). 87% of Treehouse 8th graders matriculated to high school, with 3% enrolling in an alternative remediation program and 8% with an unknown matriculation status. We have not yet completed our mid-year academic evaluation for this program, but we have met our

2011-2012 standard of having 100% of Treehouse-engaged youth having a needs assessment completed and an education plan developed in collaboration with the youth, our staff, school staff/teachers, and caregivers.

3.

John Munn
Islands Fund
6523 California SW, PMB #137
Seattle, WA 98136
206-283-4790

Sandy Hart
Casey Family Programs
1123 – 23rd Ave
Seattle, WA 98122
206-322-6711

Joel Odimba
Children's Administration
100 W. Harrison, Suite 200
Seattle, WA 98119
206-691-2513

Kalayaan Domingo
Director of Education and Leadership
Cleveland Community School
5511 15th Ave S
Seattle, WA 98108
206-252-7817

4. Trauma and neglect have a significant impact on a child's ability to learn. Further, the nature of the foster care system itself has a negative impact on academics. Frequent changes in home and school placement create inconsistent support for education. The impact of being in the foster care system on students' success is broad. Studies find that each school change means a loss of 4-6 months of academic progress; 65% of foster care alumni report at least 7 school changes. The average 18 year-old foster care alum reads at the 7th grade level. A 2010 study found that WA students in foster care were half as likely to meet grade-level standards as non-foster youth. Foster youth have twice as many absences and are 10 times as likely to be expelled as their peers.

In addition to the Check & Connect, tutoring, and school break activities described above, our Educational Advocacy program directly addresses school placement issues. Treehouse educational advocates are experts who work with schools, social workers, foster families and students to resolve difficult issues and remove barriers to foster kids' school success. Advocates' work includes: helping students access education-related support services, including special education; preventing school changes when students' home placements change; paving the way for seamless transitions when school changes are unavoidable; minimizing the effects of disciplinary actions that keep students out of school; and training caregivers, social workers and the students themselves to advocate for students' educational rights.

Advocates are placed in DSHS offices, allowing them to work closely with Children's Administration staff. The Washington State Institute for Public Policy is conducting an evaluation of the program. Recent evaluation highlights included: students experienced a decline in placement and school changes once they were referred to a Treehouse Advocate, and the graduation rate of participants increased by more than 50% during the three years of the study, attributed to youth having multiple years of advocacy.

Tracking to Success

1. Treehouse tracks: Brigance test scores, AIMS test scores, grades and GPAs, credits accumulated, service learning hours earned, number of absences, high school graduation rates, progress on college application milestones and progress on student developed goals. We administer a Developmental Assets profile and College Spark test, and request in-school testing results. Obtaining non-Source data is a school-by-school process, and our Coordinators have been successful in navigating this process. One barrier to success in this process is when school staff changes occur, which often requires rebuilding the relationships for collecting data. We are in discussions with a number of provider circles, including Youth Development Executives of King County and Community Center for Education Results to determine whether a unified set of data collected and formats exists to facilitate establishing a unified sharing system with Seattle Public Schools. We obtain releases from caregivers to access student information through the Source, and Treehouse staff members enter data into our database for evaluation. The database is also used to track data obtained by our own testing, observation, and evaluation.

2. Treehouse conducts ongoing program evaluations using the ETO "Efforts to Outcomes" database tool. Treehouse Coordinators collect data noted above and enter it into ETO. We conduct mid-year and full-year program-wide evaluations to determine system performance in addition to the continuous individual evaluation conducted by Coordinators through Check & Connect program implementation. Thus far this school year, all Treehouse students have undergone a needs assessment and worked with their Coordinator to create an education plan. 61% of students working with Treehouse Coordinators have a higher GPA in 2011-12 versus 2010-11. One program change informed by data collected and evaluated is that we discovered that the students we work with have significantly more academic challenges versus behavioral challenges than we anticipated. This has led to an increase in Coordinator time spent providing academic support and referrals, which is an intended flexibility within the Check & Connect model. It will also inform our planning process for the 2012-13 school year once we evaluate the impact of Check & Connect during the current school year.

3. Coordinators monitor daily attendance and homework completion as part of the Check & Connect program. Performance is monitored through student check-ins, teacher contact, and review of data in the Source. Coordinators act to provide academic support based on observed or reported performance through direct tutoring or support or referrals to partners. Coordinators contact absent students to either encourage attendance, remove barriers to attendance, or work with students to create a plan to ensure future attendance. Thus far this school year, 61% of students working with Treehouse Coordinators have a higher GPA in 2011-2012 versus 2010-2011.

4. A data sample is attached.

Woman and Minority Inclusion; Non-discrimination

1. We anticipate using existing positions to deliver services under potential levy funding. Treehouse has a nondiscrimination policy in place that conforms to applicable law.

Print Mode: PDF Export Printer

Parameters | 1 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

HIGH SCHOOL INFORMATION

Youth's current school:

Youth's current school:

[X] Cleveland High

Youth's current school district:

Youth's current school district:

[X] Renton School District

Other schools youth has attended:

Other schools youth has attended:

Aki Kurose

Grade in current school year:

Grade in current school year:

[X] High School year 1

Class of (on-time graduation date):

Class of (on-time graduation date):

2014

Youth's educational placement:

Youth's educational placement:

[X] General Ed

Attach IEP or 504 Plan, if applicable:

Attach IEP or 504 Plan, if applicable:

Youth's current education program:

Youth's current education program:

[X] Traditional High

GPA:

GPA:

1.97

Attach high school transcripts:

Attach high school transcripts:

ATTENDANCE & BEHAVIOR

Print Mode: PDF Export Printer

Parameters 2 / 9 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

Attach attendance and behavior reports here:

Attach attendance and behavior reports here:

Total days absent this year:

Total days absent this year:

6

Medical absence days this year:

Medical absence days this year:

0

Other excused absence days this year:

Other excused absence days this year:

0

Unexcused absence days this year:

Unexcused absence days this year:

0

Days suspended this year:

Days suspended this year:

4

Number of expulsions this school year

Number of expulsions this school year

[X] 0

Days late this year:

Days late this year:

5

HIGH SCHOOL LIFE

Has the student engaged in extracurricular, cultural or leadership activities in the past year?

Has the student engaged in extracurricular, cultural or leadership activities in the past year?

[X] No - student does not have recent extracurricular activities

Print Mode: PDF Export Printer

Parameters | 3 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

Describe student's strengths and motivations:

Describe student's strengths and motivations:

Enjoys baseball, frisbee, and music. Would like to job shadow someone who designs and builds computers.

Comments regarding High School Information:

Comments regarding High School Information:

Teachers note improved performance. Family Health teacher suggests Jordan should seek help more often.
7/2011
student raised GPA to 1.97-passed all of his classes
needs to work on getting more SLH

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>

CREDITS

Attach credit calculator worksheet:

Attach credit calculator worksheet:

CREDITS: on track to graduate?

CREDITS: on track to graduate?

[X] Yes - youth is on track to graduate

Number of total credits earned this year:

Number of total credits earned this year:

8.5

TESTS

TESTS: on track to graduate?

TESTS: on track to graduate?

[X] Yes - youth is on track to graduate

Passed/completed the following items?

Passed/completed the following items?

[X] WA State History

SENIOR PROJECT

SENIOR PROJECT: on track to graduate?

SENIOR PROJECT: on track to graduate?

[X] Yes - youth is on track to graduate

Print Mode: PDF Export Printer

Parameters | 4 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

Senior project started?

Senior project started?

[X] No - senior project not started

SERVICE LEARNING

SERVICE LEARNING: on track to graduate?

SERVICE LEARNING: on track to graduate?

[X] Yes - youth is on track to graduate

How many service learning hours has the student earned?

How many service learning hours has the student earned?

20

List service learning completion action steps, if any:

List service learning completion action steps, if any:

Plans to earn service learning hours during Mid-Winter Break. Is interested in feeding the poor, or helping others, but not gardening.
6/2011-youth earned 20 hours during MWB

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>

POST SECONDARY EDUCATION

High school educational goals:

High school educational goals:

[X] High School Diploma

Long-term career goals:

Long-term career goals:

engineering/design

Post-secondary goals:

Post-secondary goals:

[X] Community College AA
[X] 4-Year Univesity BA

Has the student completed the college Common Application?

Has the student completed the college Common Application?

[X] N/A - the student is not a HS senior

Print Mode: PDF Export Printer

Parameters | 5 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

List programs and colleges in which the student is interested:

List programs and colleges in which the student is interested:

Youth needs to research programs he is interested in with staff

Does the student want entrance exam prep classes?

Does the student want entrance exam prep classes?

- [x] Yes - the student would like prep classes

Student could benefit from these post-secondary exploration activities:

Student could benefit from these post-secondary exploration activities:

- [x] College visit
- [x] Job shadowing
- [x] Internship
- [x] Apply to college

Comments regarding Post-Secondary Education Plan

Comments regarding Post-Secondary Education Plan

Although committed to attending college, Jordan is focussed more on his adjustment to High School than his college options at this time. He may be interested in entrance exam prep classes in his junior year.

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>

POST SECONDARY LIFE SKILLS

Independent living checklist:

Independent living checklist:

- [x] Professional Email Address
- [x] Library Card
- [x] ASB Card
- [x] Summer Plan

If summer plan, please explain:

If summer plan, please explain:

SYEP: Treehouse Summer Academy

***Student has these items:
(refer for services if needed)***

***Student has these items:**
(refer for services if needed)*

- [x] Birth Certificate
- [x] Social Security Card

EMPLOYMENT

Print Mode: PDF Export Printer

Parameters 6 / 9 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

Is the student currently employed?

Is the student currently employed?

[X] No - student is not currently employed

Has the student ever been employed?

Has the student ever been employed?

[X] No

Does student want a job?

Does student want a job?

[X] Yes

Where does the student want to work?

Where does the student want to work?

Wants summer work, but not sure where. SYEP

What resources is the student using to find a job?

What resources is the student using to find a job?

Treehouse and Ymca

SUMMER PLAN

Describe youth's plans for the summer AFTER this school year, and action steps necessary to complete those plans:

Describe youth's plans for the summer AFTER this school year, and action steps necessary to complete those plans:

SYEP

Have you referred the student to (or helped the student apply for) any programs for the summer AFTER this school year?

Have you referred the student to (or helped the student apply for) any programs for the summer AFTER this school year?

[X] Yes - I have facilitated access to a summer activity

List summer programs you have helped this student access:

List summer programs you have helped this student access:

SYEP

Comments regarding Post-Secondary Life Skills:

Comments regarding Post-Secondary Life Skills:

Jordan could benefit from help writing a resume.

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>

Print Mode: PDF Export Printer

Parameters | 7 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

SUPPORTS & CONTACTS

Supports & Contacts1

Relationship:

Relationship:

[X] Teacher

Name:

Name:

Steve[redacted]

Phone #:

Phone #:

206-252[redacted]

Email:

Email:

[redacted]t@seattleschools.org

Supports & Contacts2

Relationship:

Relationship:

[X] Treehouse

Name:

Name:

Christian Madruga

Phone #:

Phone #:

206-267-5108

Email:

Email:

christian@treehouseforkids.org

Supports & Contacts3

Supports & Contacts4

Print Mode: PDF Export Printer

Parameters | 8 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

Supports & Contacts5

EDUCATION TEAM

How many education-focused team meetings have you attended for this youth this year? (This includes the student-led conference)

How many education-focused team meetings have you attended for this youth this year? (This includes the student-led conference)

1

Has the student completed a student-led conference this school year?

Has the student completed a student-led conference this school year?

☐ Yes ☒ No

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>

CAREER DEVELOPMENT INVENTORY (CDI) SCORES

Career Planning (CP):

Career Planning (CP):

% 56

Career Exploration (CE):

Career Exploration (CE):

% 32

Decision Making (DM):

Decision Making (DM):

% 1

World of Work (WW):

World of Work (WW):

% 1

Career Development Inventory (CDI) Totals:

Career Development Attitudes (CDA):

Career Development Attitudes (CDA):

% 40

Print Mode: PDF Export Printer

Parameters | 9 / 9 | 100%

CRYSTAL REPORTS 2008

Main Report

Education & Transition Plan (CCP High School)

Treehouse

Assessment Date: 03/14/2011

[redacted]

Career Development Knowledge and Skills (CDK):

Career Development Knowledge and Skills (CDK):

% 1

Career Orientation Total:

Career Orientation Total:

% 1

<FONT COLOR=#FF0000>*Remember to SAVE DRAFT*</FONT>