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

COVER SHEET

Organization Information:

Organization name: YMCA of Greater Seattle

Organization address: 909 Fourth Avenue, Seattle, WA 98104-1194

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: Erica Mullen
(please print clearly)

Title: Associate Executive Director

Mailing address: West Seattle & Fauntleroy YMCA, 3515 36th Ave SW, Seattle, WA 98126

Day/Work phone: (206) 351-1998 Email address: emullen@seattleymca.org

Signature: Date: 2/10/2012

Additional information is provided in Attachment 3.

Key People: The YMCA utilizes full and part time staff, as well as community partners to implement our school based programs. Each site is led by a full time Director of Education and Leadership. Staff in these roles have experience in: school based programming and collaboration with school teams, youth development principles and practices, working with diverse populations with an understanding of the achievement gap, monitoring student assessments (MSP, MAP, grades, etc.), developing and implementing programs to meet needs of focus populations, coordinating family engagement activities, volunteer management and data collection. Lead staff have received training at their school sites through the YMCA and community organizations in: literacy and math improvement strategies, attendance improvement strategies, best practices in Out of School Time (OST) programming, program quality improvement practices and diversity, inclusion and equity.

To lead the Elementary School Community Learning Center (CLC) programs, the YMCA employs part time staff, recruits certificated teachers and partners with community based organizations. Staff and organizations are selected based on a proven track record with developing and implementing high quality, culturally relevant programs that are aligned with the academic and social/emotional goals for the program's focus students.

Erica Mullen, Associate Executive Director, YMCA of Greater Seattle, is the YMCA's Lead staff for school based programming in the City of Seattle. Responsibilities include management for early learning, licensed school age care and Community Learning Center (CLC) Programs at 15 Seattle Schools. She has 18 years of experience in youth development, with 11 years managing school based programming in Seattle. She was the director of the CLC program at Meany Middle School for 5 years and for the past 6 years has led a dynamic staff team implementing school based programs in partnership with Seattle Public Schools and the Families and Education Levy. Under her leadership the Y has embraced the use of academic outcomes and indicators to drive program improvement and has transformed its methodology in working with students and families to increase student academic success.

Previous Experience: At The YMCA's Community Learning Centers (CLCs) at Concord International and West Seattle Elementary Schools, students are identified to participate in CLC programs based on academic achievement (Level 1 or 2 on MSP, not at standard in classwork, low RIT score on MAP) as well as a variety of social and emotional factors, such as chronic absenteeism, home or familial issues, home language, and teachers' recommendations based on social, emotional or behavior issues and need for assistance with homework support. 85-95% of students served qualify for free and reduces lunch and 40-60% are classified as English Language Learners.

The YMCA has been a partner with Seattle Schools and the City of Seattle through the Families and Education Levy for the past 10 years. Through our CLC Model a YMCA Director of Education and Leadership is based in the school to serve as a resource for students and families and provide educational and enrichment activities during and after the school day. The infusion of youth development activities that align with academic

coursework increases students' connection to and level of engagement with school. Participation in high quality enrichment programs after school helps increase school day attendance and provides opportunities for extended learning and homework support.

In addition to providing extended learning opportunities, Y staff play an "academic case management" role for students in the CLCs. They develop a file for each child that includes academic data, attendance information, behavior issues/plan and other information critical for their success. They work closely with the school day teachers to provide support for students while they are in class, often sitting in with them or being resources to students who are struggling in class. Successful attendance strategies involve incentives and motivational activities, supporting students and families in removing barriers to getting to school on time and ready to learn and creating a culture that encourages high expectations for student attendance. Y staff also build a culture of family engagement through the coordination and implementation of numerous family events at the schools. Staff also spend time with parents, teaching them how to understand test scores and supporting their students' academic needs at home. **Below are selected results of YMCA Elementary School programs within the last two years:**

CLC Attendance Results

Elementary CLC program attendance – 65% of students participate 75% of days offered (5 days per week), reported by month achieved

2009-2010	Target	Actual	2010-2011	Target	Actual
Concord International	6	6		6	6
West Seattle Elementary	6	6		6	6

Number of students with fewer than 5 absences per semester

2010-2011	**Target**	**Actual**
Concord International	N/A	63
West Seattle Elementary	N/A	45
Total	101	108

Percent of students meeting typical growth on MAP Test

2010-2011	**Target Math**	**Actual Math**	**Target Reading**	**Actual Reading**
Concord International	75%	55%	N/A	51%
West Seattle Elementary	75%	65%	N/A	60%
Total	75%	59%	63%	55%

Target pecentages were based on 5% increase from baseline data (2009-2010) for the total student population at Concord International and Van Assalt Elementary, as West Seattle Elementary had no MAP Data for 2009-2010.

We are working with our school administrators and data coaches to make course corrections to increase the number of students making typical growth for 2010-2011.

References

Contact Name, Title	Contact Information	Relationship to Organization
Dr. Norma Zavala, Principal Concord Intl. Elem.	ngzavala@seattleschools.org 206.252.8100	School Partner
Erin Lawrence Cook Dir., High Point Promise Neighborhood House	erinlc@NHWA.ORG 206.588.4900 ext 607	Community Partner
Pam Conyers, School Business Officer West Seattle Elementary	pkmccowancon@seattleschools.org 206.252.9450	School Partner

Challenges & Barriers: To address challenges and barriers, Y staff work in collaboration with our schools to develop a clear strategy for engaging our focus students. Y staff bring a youth development perspective to the school's work which provides flexibility and the ability to adapt models and innovative strategies to drive academic success.

Challenges & Barriers for Students	YMCA Activities to Address Challenges
Low skill level, parents with limited language and academic skills.	• Recruit employees, volunteers or staff within the school to assist with culturally relevant tutoring and enrichment activities. • Provide literature and materials in a variety of languages.
Students are not academically prepared for their grade level.	• Offer Out of School Time academic enrichment program to deepen students' connection to school and offer additional support and concentrated time for students to focus on academics.
Students have trouble getting to school on time, or getting to school at all.	• Instill value of attending school on consistent basis with students and parents. Meet with families to discuss barriers for on time attendance. Work with students, teachers and staff to build a culture of strong attendance within the school through focused activities and positive messaging.
Low Level of Student Engagement	• Provide high quality programs with engaging staff that help youth develop interests and hobbies. • Develop relationships with students so they know people care about them and want them to succeed. • Allow youth to provide leadership and play a role in selecting programs offered (youth choice).
Poverty / Hunger/Financial Barriers	• Provide healthy snacks to engage and energize students to concentrate on homework.

	• We are currently piloting a "4th meal" program at Concord offering students a more substantial snack during participation. We hope to expand this to our other programs in the future. • Break down financial barriers by making all CLC programs and supplies available at no cost to students.
Lack of Family Support & Engagement	• Hold family nights to build community among families and school staff and to disseminate information. • Serve as a liaison between parents/SPS staff/students.

Tracking to Success: YMCA staff utilize the following data to target students and identify their needs, assess program offerings, identify interventions, make necessary course corrections and collaborate with schools to meet outcomes and indicators.

Data/data source	Use by YMCA staff/teams
MAP scores	Target students for programs and services, assess areas of emphasis throughout the school year and identify concentrated strategies for academic support/intervention programs.
CLC Attendance	Assess attendance for CLC students, increase the number of students attending programs "regularly" (Elementary school – 75% of days offered)
School Day Attendance	CLC students with attendance concerns, monitor/support students who are beginning to have attendance issues, monitor short term and long term student and school level attendance goals
Program Quality Assessment (SAPQA)	Continuous Program Quality Improvement process. Assess point of service program quality, identify areas for improvement, implement changes and re-assess.
Student interventions	Y staff work with school teams to track and monitor the range of interventions that students are receiving to ensure they are appropriate for the range of providers/partners in the school.
Youth Program Surveys – completed by family members.	Staff use information about student satisfaction, perceived impact and program climate to make program level decisions and adjustments. Used for aggregate information on student/program needs, successes and challenges.

Utilization of data is integral to our program planning and continuous improvement process. On the site level, Y staff work with school teams to identify focus students and appropriate interventions. Y and school staff meet regularly to assess student progress, using academic, attendance and other data available and make adjustments to their plans as appropriate. On an organizational level, we have embraced the use of data to steer our program delivery model and method. Throughout our work with the Families and Education Levy we have seen growth in the number of students meeting the target participation level as well as yearly increases in the number of students meeting standard. Based on concerns from staff at our sites about school day attendance

issues, we launched a new emphasis on attendance for 2011-2012. YMCA and school staff participated in an attendance training session, created site level plans and are implementing new strategies, including the Mayor's city wide attendance campaign, to increase the number of students meeting the school district's attendance target. YMCA staff are working with school staff to monitor the impact of the strategies and will continue to make course corrections throughout the school year.

YMCA staff have utilized daily and weekly data in several areas. Y staff working in collaboration with schools have access to the Source, school teams and individual teachers to assess student progress and address areas of concern. Based on this information, individual plans are developed for each student for focus areas during their CLC programs. Staff adjust interventions often, based on weekly and monthly data. Y staff monitor OST participation levels and work with students to remove any barriers keeping them from participating in programs.

Women and Minority Inclusion: The YMCA of Greater Seattle is an equal opportunity employer. This policy applies to all terms, conditions and privileges of employment including hiring, training and development, promotion, transfer, compensation, benefits, layoff, social and recreational programs, termination and retirement. This includes an emphasis on recruiting practices geared toward engaging individuals of all backgrounds, including women and minority staff, contractors and subcontractors to work in our programs. Our recruitment process for staff and contractors involves reaching out into our schools and broader communities to publicize partnership opportunities to a wide variety of groups and individuals. Our goal is to select contractors that provide quality services with an emphasis on utilizing cultural and minority groups that reflect our student population whenever possible.

YMCA Elementary, Middle and High School
Sample Data Reports

CLC Data tracking form – Track participation data (demographics, program attendance) and student assessments (Homework completion, MAP, MSP)

MAP Students Detail – Track student MAP results with growth information

Monthly Stats Report – Track monthly activity including: participation, school day attendance strategies, Volunteer hours, family activities and community partners.

Youth Program Quality Assessment (YPQA) report – Program quality scores, compares scores from 2010 and 2011. Each site does a yearly YPQA assessment.

Program Improvement Plans – Used for site improvement planning. Utilizes YPQA data and Youth Program Surveys to identify 1-3 goals to improve overall program quality and effectiveness.

Sample CLC data tracking form

Year	Month	Student ID	Site	First Name	Grade	Ethnic	ELL	Enrollment Date	Termination Date	CLC Days Participated	CLC Days of Service in Month	% Participation in Month	Attended at least 75% of the time for the month	School Absence in Month (# Days)
2011	9		25		1	SP		21-Sep	NA	4	4	1.00	Y	
2011	9		25		1	SP		20-Sep	NA	4	4	1.00	Y	
2011	9		25		2	SP		26-Sep	NA	3	4	0.75	Y	
2011	9		25		2	SP		21-Sep	NA	4	4	1.00	Y	
2011	9		25		2	SP		28-Sep	NA	0	4	0.00	N	
2011	9		25		2	BL		28-Sep	NA	3	4	0.75	Y	

School Absence 4 Days or Less (1st Semester)	School Absence 4 Days or Less (2nd Semester)	In CLC Homework	In CLC Literacy	In CLC Math	In CLC-Tutoring	CLC-Teacher led academics	CLC-Teacher-led Enrichment	In CLC Culture	In CLC Arts	In CLC Science/Tech	In CLC Family Enrichment	In CLC Health/Phy	Social Devt	Comm Service	FEL Teacher Assessment Form (Fall)
		Y													
		Y													
		Y													
		Y													
		N													
		Y													

Increased Homework Mid Yr (Wtr)	Increased Homework End Yr (Spr)	CLC Student Services Plan (Fall)	CLC Student Services Plan (Wtr)	MAP READING (Fall)	MAP READING (Spr)	MAP MATH (FALL)	MAP Math (Spring)	MSP /DRA /WLPT 09-10	MSP 10-11	WLPT 10-11

Seattle Public Schools

Fall 2011 MAP Student Detail with Winter 2011-12 RIT Comparison

									SPRING 2011 & FALL 2011 MAP RESULTS									
Student Name	Grade	Sex	SPED	Option Code		R_Score	R_Level		Spr 11 RIT Score	Fall 11 RIT Score	Spr 11 Percentile	Fall 11 Percentile	Spr 11 Test Duration	Fall 11 Test Duration	Spr 12 Target Typical Growth based on Spr 11 if avail	Winter 2011/12 RIT Score	Actual Growth Since Previous Assessment	Actual Growth: Target Typical Growth Ratio
	5	M	N	80 - Bilingu	R	393	L2	R	196		22		50		12	204	8	0.67
	5	M	N	65 - Regula	R	407	L3	R	207		51		34		12	210	3	0.25
	5	F	N	65 - Regula	R	439	L4	R	219	211	85	61	26	22	12	221	10	0.83
	5	F	N	80 - Bilingu	R	378	L2	R	191		14		77		12	193	2	0.17
	5	F	N	80 - Bilingual				R		182		4		14	9	162	-20	-2.22
	5	F	N	80 - Bilingual				R		152		1		11	9	177	25	2.78
	5	F	N	80 - Bilingu	R	364	L1	R	188	171	11	1	71	39	12	170	-1	-0.08
	5	M	N	80 - Bilingu	R	388	L2	R	201	192	34	14	43	33	12	201	9	0.75
	5	F	N	65 - Regula	R	411	L3	R	200	201	31	33	50	38	12	211	10	0.83
	5	M	N	80 - Bilingu	R	385	L2	R	189	194	12	18	63	27	12	206	12	1.00
	5	F	N	80 - Bilingu	R	419	L3	R	211		64		43		12	216	5	0.42

YMCA CLC
Monthly Stats
October 2011

Students
Number of students served Unduplicated: ____234_____
Number of Levy Target students served: _____43_____
Total duplicated Visits (from FEL report): _____1794_____
This month, 3 times a week or more = ____12_____ visits for the month. Number of students who participated at this dosage level: _____56_____
Number of MSSP Target students who participated at dosage level: _____14_____
Leadership Activities – number of new students in leadership programs this month _____

Did participation meet your goals for all students and for target students?

No, we did not for the first month of programming; we right now have about 43 of 75 students from our levy list in programs right now which is about 56%.

What course corrections do you need to make next month?

We as a support staff is now managing case loads for the remaining students to get them all plugged into after-school programs by years end. Also through this process we will be doing grade, attitude, check ins and also setting small milestones for their accomplishments. We as CLC have about 30 students on our caseload between me and Kristin.

Strategies to increase attendance –
Please list the strategies that you are currently using to increase student school day attendance.

We work in collaboration with Diplomas Now, City year on a school wide effort to increase school day attendance. We have incentive we do as a part of a regular 4-6 week reward system called Crane Cash, which is tied into the schools' Big 5. Students will be able to spend their crane crash at a store specifically for this currency. The Store is located in the Y room and open two days a week (Tuesdays and Thursdays). We also do give prizes out to the Homerooms with the top weekly attendance average for the week. We also are helping with the attendance room in the attendance office to make sure that when kids are late, we call home, asks the student to write a reflection and also we see how we can help aid the student to make sure they are not late. This process is still in motion and in September we have 97% attendance rate and in October it was about 96%. So we are doing better and keeping a steady average.

Volunteers
Number of Volunteers active this month: 12
Number of New Volunteers this month: 10
Total number of Volunteer hours this month: 65
Any new strategies for recruiting/retaining or recognizing volunteers:

Families:
Number of Family Events the CLC supported this month – families must be present to be counted here
Attendance at Family Events: _____Youth _____Adults
List Family Events for the month & category (academics for youth, social, cultural, adult ed.) please list dates:

October 20, 2011 Math Night: We were able to serve about 50 families, and also cover child care for youth ages 0-10 years old.

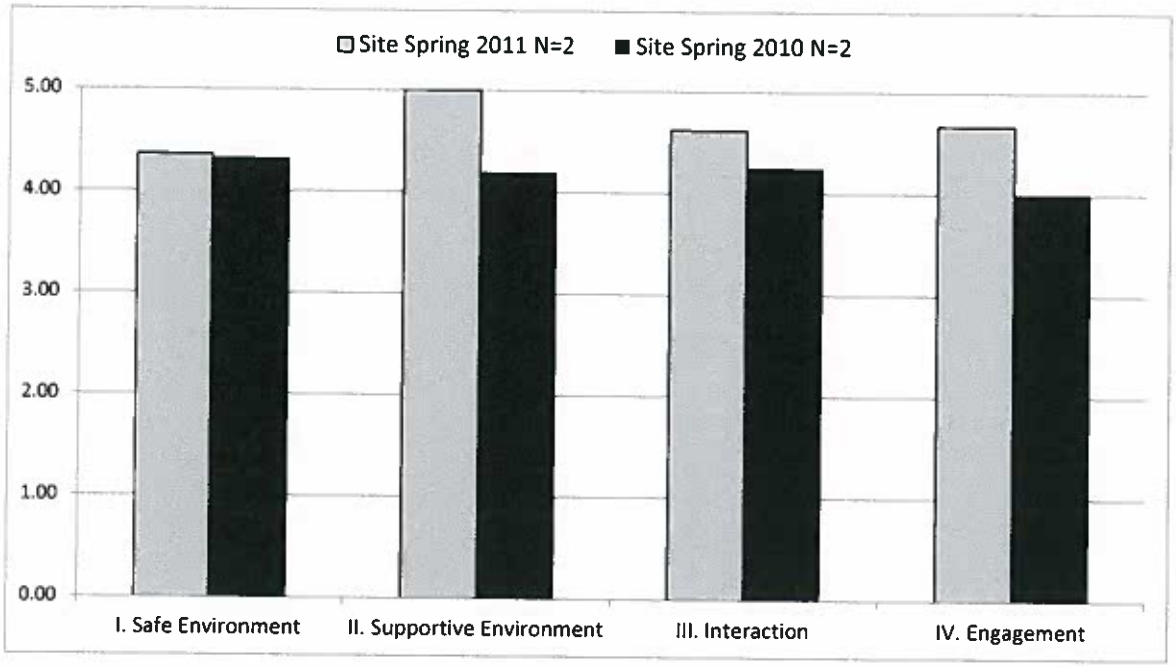
Community Partners:
Please list any new community partners during the school day and OST,

ArtsCorp
Union Gospel Mission Youth Reach Out Center
Rainier Valley Eats

Narratives – Kids, Families or Communities – Please share a story or two.

I am excited about the fact that we have individual students on our caseloads to check in with. One victory to me is a student who last year used to always be late and never get his grades together enough to pass his classes. This year has been complete change, with a collective check in effort from our support staff we were able to keep this young man on track and to curb his absences from school and when we pulled up his grades they read A, A, A, B, B, D!!! Wow!! So I came up with an incentive if he can get that D to B grade, I would buy him lunch. I say all this to be excited about the minor victory's in the grand scheme of collectively working with students to ensure success.

CLC Spring 2011 vs 2010



Item/Scale/Domain	Spring 2011 N=2	Spring 2010 N=35
I. Safe Environment	**4.36**	**4.32**
A. Psychological and emotional safety is promoted.	5.00	5.00
B. The physical environment is safe and free of health hazards	5.00	5.00
C. Appropriate emergency procedures and supplies are present	4.09	3.80
D. Program space and furniture accommodate the activities offered	3.40	5.00
E. Healthy food and drinks are provided.	4.33	4.67
II. Supportive Environment	**5.00**	**4.19**
F. Staff provide a welcoming atmosphere.	5.00	4.67
G. Session flow is planned, presented, and paced for youth	5.00	5.00
H. Activities support active engagement.	5.00	3.00
I. Staff support youth in building new skills.	5.00	3.50
J. Staff support youth with encouragement	5.00	4.00
K. Staff use youth-centered approaches to reframe conflict	5.00	5.00
III. Interaction	**4.62**	**4.25**
L. Youth have opportunities to develop a sense of belonging	4.50	4.00
M. Youth have opportunities to participate in small groups	4.33	3.67
N. Youth have opportunities to act as group facilitators and mentors	4.67	4.33
O. Youth have opportunities to partner with adults	5.00	5.00
IV. Engagement	**4.67**	**4.00**
P. Youth have opportunities to set goals and make plans.	4.50	3.00
Q. Youth have opportunities to make choices based on their interests	5.00	5.00
R. Youth have opportunities to reflect.	4.50	4.00
Total Scores	**#REF!**	**#REF!**

YMCA of Greater Seattle

Program Improvement Plan – Spring 2011

PQA & Youth Program Survey Results

BRANCH: PROGRAM:

LEAD STAFF:

I. PROGRAM QUALITY MEASURE: 2010 YPQA SCORES SUMMARY

Input your program name & the scores you received in each area. Add rows if you assessed multiple programs or have external assessor data.

Site / Program	Safe Environment	Supportive	Interaction	Engagement
	4.41	4.34	3.08	2.61

II. PARTICIPANT OUTCOMES & SATISFATION MEASURE: ONLINE SURVEYS

(See last page of document for links to data)

Branch/Program Net Satisfaction Score: 63 Last Year: ____ Association Average: 53

Top 3 strengths – Satisfaction

1. *Fun*
2. *Learn New Things*
3. *Taught Life Lessons*

Branch/Program Net Outcome Score: 16 Last Year: ___ Association Average: 26

Top 3 strengths – Outcome

1. *Taught Life Skills*
2. *Learned Responsibility*
3. *Career Help*

YMCA of Greater Seattle

Program Improvement Plan – Spring 2011

PQA & Youth Program Survey Results

I. PREVIOUS GOALS REVIEW

2010 GOALS – Site/Program(s) Assessed:

Goal 1:

Progress Made:

☐ Goal Complete ☐ Goal in Progress ☐ Need Support

Goal 2:

Progress Made:

☐ Goal Complete ☐ Goal in Progress ☐ Need Support

SPRING 2011 GOALS

GOAL 1 (specific, measurable, doable):
Increase student engagement by providing training for staff on successful student engagement and strategies to improve engagement.

Corresponding PQA Item(s): IV-P, Q, R

Corresponding Youth Program Survey Data / Scores & "Verbatims" from Survey Respondents:

Scores: Overall- 2.61

P-3.00, Q-2.33, R-2.50

Staff responsible: _____

Progress Check-in date: September 2011

Progress monitoring (check box and enter month as date):

☐ External Youth PQA date: _____

☐ Observation/reflection date(s): _____

Other: _____

☐ Self-assessment date: _____

x Staff meeting check-in(s): Spring and Fall 2011

Steps toward reaching goal:

1. Spring 11' meet with providers to discuss YPQA indicators of student engagement and brainstorm ways that providers are currently integrating these into program structure and areas to improve upon.
2. Fall of 11' provide a training for staff on Youth Voice and Choice
3. Meet with staff before the start of program to look at structure of program/curriculum and identify an opportunity in each program where students are able to set a goal, make choices and reflect. This should take place in individual activity and in program

overall. _____

_____

When and how will you discuss and/or evaluate progress toward meeting this goal? How will you know you are making progress toward meeting the goal?
I will meet with program providers in the spring after they complete program session then again in the fall before program session starts, I will also find a time during the session to meet with providers to check in.

Desired support:

Leader to provide Voice and Choice training in the fall.