

COVER SHEET

Organization Information:

Organization name: Chinese Information and Service Center

Organization address: 611 S Lane St, Seattle WA 98104

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

Washington State non-profit corporation

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: Ida Lam

(please print clearly)

Title: Family and Youth Program Director

Mailing address: 611 S Lane St, Seattle WA 98104

Day/Work phone: 206-624-5633 x 4103 Email address: idal@cisc-seattle.org

Signature: 

Date: 2/14/12

Additional information is provided in Attachment 3.

Key People

Jennifer Jan – Youth Development Specialist. After earning her BA from Brigham Young University, Ms. Jan taught and designed curriculum for children in the Chinese heritage program in Ontario, Canada before coming to CISC. Ms. Jan's commitment to CISC's youth program for the past eleven years has been instrumental to its success. Her curriculum design and instruction is perfectly tailored to the thirty Chinese-American children enrolled in our after school programs, succeeding at improving academic performance while providing culturally appropriate expanded learning activities. Ms. Jan acts as a bilingual/bicultural resource for teachers and parents alike, lending insight into the cultural concerns of both groups to facilitate communication, tracking academic progress, attending parent-teacher meetings, and referring families to our social workers as needed. Reaching out into the community, Ms. Jan recruits volunteers from local colleges and universities, and trains them in effective tutoring techniques to contribute to our students' success. In addition to the expertise that she has amassed through years of experience, Ms. Jan also participates in professional development, attending workshops and conferences to enhance her skills. Her organization and creativity have been essential to the success of many students served by CISC.

Ida Lam – Family and Youth Program Director. Ms. Lam has worked extensively with immigrant communities of Asian descent during the past 15 years at Chinese Information and Service Center. As the Director of Family and Youth Services, Ms. Lam leads two International Family Centers (Seattle and Kent), which provide referral and advocacy assistance, new immigrant orientation workshops, health workshops, ESL and naturalization classes, children and youth development activities, support groups, and cultural activities to many immigrants with limited English proficiency (LEP). Ms. Lam has substantial knowledge, experience, and expertise in implementing, managing, and overseeing projects and programs at CISC, and she will contribute to the quantitative and qualitative phases of the proposed project.

Previous Experience

Demographics and Characteristics:

The Chinese Information and Service Center (CISC) Afterschool Program has been serving ethnic Chinese immigrant youth who are at risk of academic failure, and who need additional support and opportunity for healthy youth development for the last 12 years. Youth typically come from low income, limited or non English-speaking immigrant families and reside in the Greater Seattle area. Most of these youth also have limited English proficiency. Due to limited English proficiency and unfamiliarity with school expectations and systems, youth have difficulties in keeping up with schoolwork.

Parents also lack knowledge of the language and systems, are not able to effectively guide their children or seek out available resources for assistance.

Experience and Results:

CISC's Afterschool Program provides youth with academic assistance and additional educational learning opportunities that support both students and parents in understanding and navigating through the school and other public systems. The program helps them acquire the necessary English language skills they need to succeed in school.

Homework Time and Assistance, provided 5 days a week during the school year. The first hour of the daily program schedule is designated for youth to work on their homework or school project assignments, or to review lessons taught in school. On some days, depending on their workload, some youth may take up to 2 hours to complete their schoolwork or to prepare for tests. Adult or peer assistance in Chinese or English is available from volunteers, staff and other youth. In some quarters, depending on the need, staff members conduct a series of workshops to build good study skills. Our staff and volunteers will also monitor students' progress in gaining independence in maintaining good study skills. Homework time also allows staff to talk with youth about school to understand their experiences, and to work on strategies for them to do well.

Homework guidance is often individualized; and on an as-needed basis, it is conducted in the youth's native language, taking into consideration their own particular cultural background. Reading and writing skills are facilitated through journal writing, sustained silent reading and other literacy-based projects. There is also a designated station for math and/or science enrichment activities.

Once a quarter, we have a series of workshops to build good study skills. Staff and volunteers will provide youth with techniques and support in applying these skills. The staff and volunteers will also monitor students' progress in gaining independence and maintaining good study skills.

To monitor the school performance of each youth, the program also offers a school collaboration component. Upon registration and placement of a youth into our classes, the CISC coordinator will inform the designated school teacher(s) that the youth is enrolled in CISC's youth program. School performance information and other relevant information are requested from the teacher(s) so that our program can tailor tutoring and other services to the student's needs based on the teacher's input. Ongoing communication and feedback from teachers is maintained throughout the school year. CISC will also send a quarterly feedback form to the teacher to assist in the evaluation

of the student's school performance and progress. This ongoing communication helps us to ensure that students are achieving their goals in the academic and social arenas.

In the 2009-10 school year, participants in our Afterschool program showed an overall improvement in MAP Reading scored from a mean score of 175 in the Fall of 2009 to a mean score of 190 in the Spring of 2010. That is an 8.57% increase. MAP math had an 8.79% increase from mean scores of 182 to 198.

In the 2010-11 school year, the result of MAP Reading was an 5.43% increase and MAP math was an 6.70% increase. Our Afterschool program has demonstrated effective and successful outcomes in the past two years.

(Please see attached data reports for more details and positive results.)

Contact information:

City of Seattle Human Services Department: Sr. Grants and Contracts Specialist-
Lauren Lee, Lauren.Lee@seattle.gov

Kimball Elementary: Principal Ann Fitzpatrick, aefitzpatrick@seattleschools.org

Kimball Elementary: Bilingual Instructional Assistant- Karen Wong,
kswong@seattleschools.org

TOPS at Seward: Principal BiHoa Caldwell, bcaldwell@seattleschools.org

TOPS at Seward ELL teacher: Ellen Riggs, ecriggs@seattleschools.org

Beacon Hill International School: Kelly Aramaki, kearamaki@seattleschools.org

Bilingual Instructional Assistant - Agnes Wong, amwong1@seattleschools.org

School's Out WA: Educational Services Director - Zach Wilson
zwilson@schoolsoutwashington.org

School's Out WA: Quality Initiatives Director - Jackie Jainga-Hyllseth
jhyllseth@schoolsoutwashington.org

Partnership

UW College of Education Teacher Education Program (TEP): Morva A. McDonald,
Ph.D. Morva@u.washington.edu

UW Carlson Center: Kathryn Pursch – Community Partnership Co-coordinator,
serve@uw.edu

Seattle University Community service Center: Elizabeth O'Brien - Service-Learning Coordinator, obriena@seattleu.edu

The Seattle Public Library: Wei Cai – Regional Manager, Wei.cai@spl.org

Pratt Arts Center: Myra Kaha - Youth and Education Programs Associate, mkaha@pratt.org

Public Health-Seattle & King County: Elizabeth Kimball – Program Coordinator, Elizabeth.kimball@metrokc.gov

Challenges and Barriers:

Language barriers and cultural differences often keep immigrant youth from participating fully in school and American society. Diverse and inherent strengths and abilities are often overlooked by mainstream society, stifling their ability to acquire new skills, new responsibilities and basic necessities to become contributing members of the community. Too often, these youth become isolated and find it difficult to participate in, and contribute to, the processes and community-wide interventions that improve our society. CISC's Afterschool Program provides culturally relevant activities and opportunities that youth need to build their social, cultural and leadership competencies and their community awareness in order to participate fully in school and all aspects of American society.

To support our program participants, we utilize the approach of working with the families, schools, and community partners. Activities designed around this approach directly benefit youth and their families with immediate awareness, education, and training so that they can achieve independence in functioning well in school, at home and in the community.

Tracking to Success

Data Points:

Our afterschool program uses quarterly (10 week) progress reports to track our students' academic performance in the classroom. The progress reports are given to the students' teachers who then complete the form by answering questions pertaining to the students' ability to complete homework accurately and on time, as well as their current level of skill in core subjects such math, reading, and writing. The form also requests additional information and suggestions from the teachers in regards to how our program can best utilize the afterschool program's time to mentor students in areas they need assistance in.

Student Outcomes:

Our close contact with teachers has allowed us to follow up quickly with parents if a student is occasionally absent.

CISC monitors students' yearly MAP scores to assess student progress. In the interim, CISC caseworkers discuss student performance with teachers on at least a biweekly basis, and attend parent-teacher conferences with parents; often multiple times per school year. Using teacher and parent reports of student academic performance and behavior as a gauge, caseworkers are able to quickly address any problems as they arise, and change tactics as needed to improve student performance. This adaptability is made possible by utilizing an individualized approach to serve small numbers of students, all guided by caseworkers who intimately know each family's goals and strengths.

Data Report: See Attached

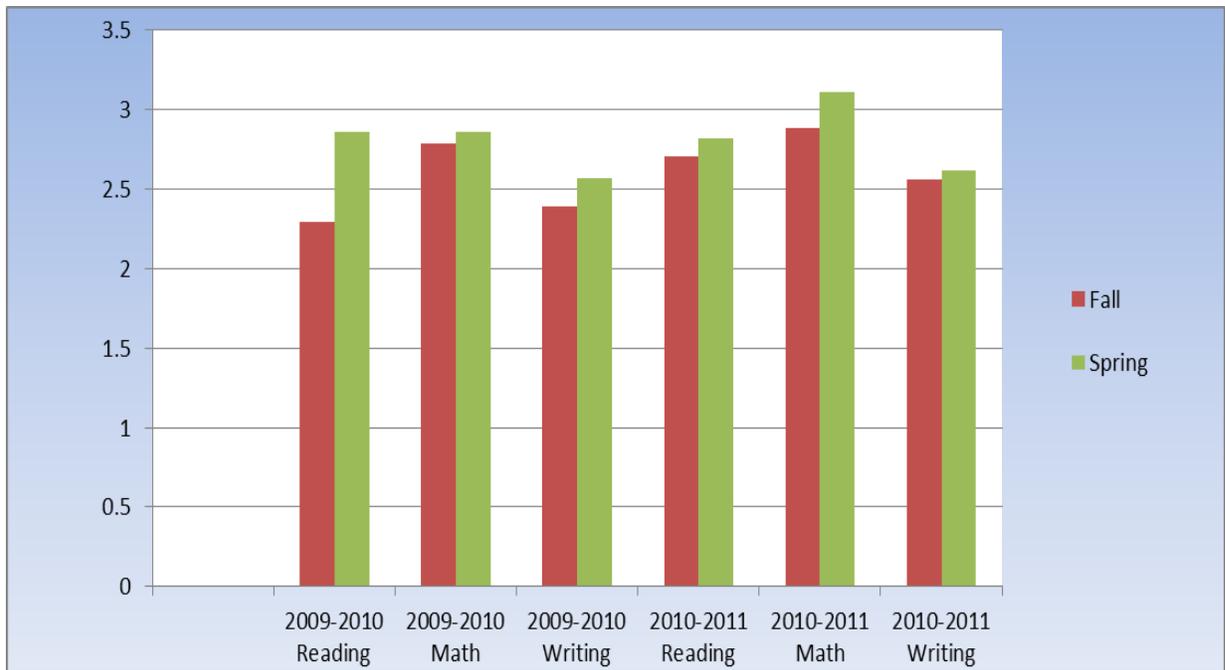
Woman and Minority Inclusion; Non-discrimination

We do not anticipate subcontracting or hiring additional employees. CISC is staff by bilingual/bicultural employees only..

Chinese Information and Service Center – After School Program Progress Report Data

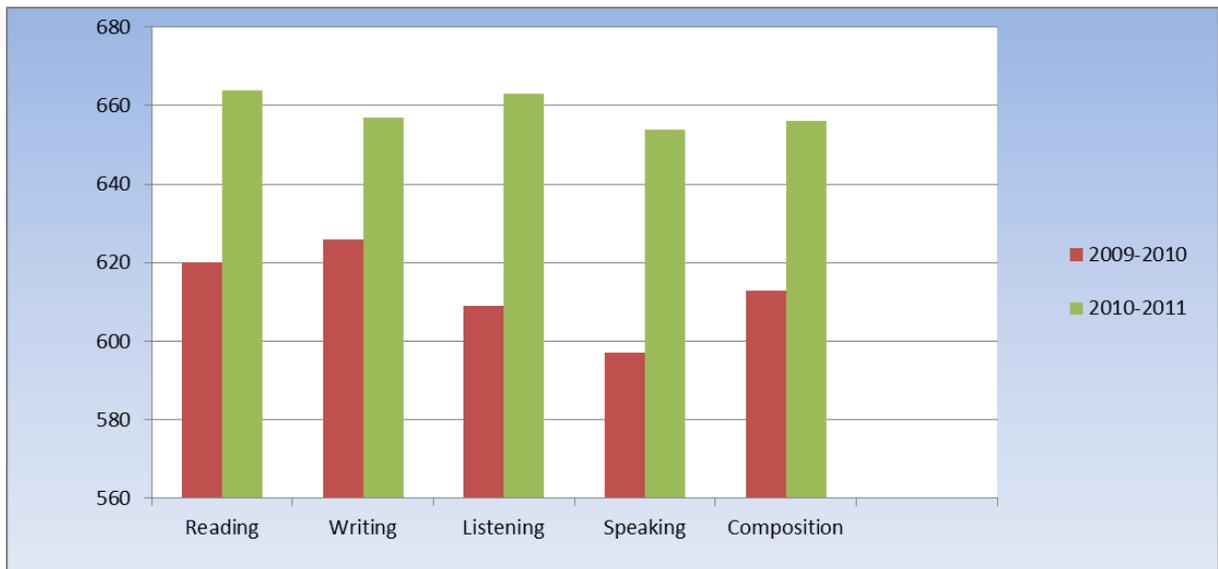
<i>Year/Domain</i>	<i>N</i>	<i>Fall Mean</i>	<i>Winter Mean</i>	<i>Spring Mean</i>	<i>Difference</i>	<i>% Change</i>
2009-2010						
Reading	14	2.29	2.86	2.79	+0.50	+17.92%
Math	14	2.79	2.86	3.00	+0.21	+7%
Writing	14	2.39	2.57	2.64	+0.25	+9.47

<i>Year/Domain</i>	<i>N</i>	<i>Fall Mean</i>	<i>Winter Mean</i>	<i>Spring Mean</i>	<i>Difference</i>	<i>% Change</i>
2010-2011						
Reading	17	2.71	2.82	2.91	+0.20	+7.38%
Math	17	2.88	3.11	3.09	+0.21	+7.29%
Writing	17	2.56	2.62	2.71	+0.15	+5.86%



Chinese Information and Service Center – Assessment of After School Program ELL Students
Data, 2009-2011.

Domain	N	2009-2010	2010-2011	Difference	% Change
Reading	18	620	664	+44	+7.10%
Writing	18	626	657	+31	+4.95%
Listening	18	609	663	+54	+8.87%
Speaking	18	597	654	+57	+9.55%
Composition	18	613	656	+43	+7.01%



Chinese Information and Service Center – Assessment of After School Program Data, 2009-2011.

Year/Domain	N	Fall Mean	Spring Mean	Difference	% Change
2009-2010					
MAP Reading	21	175	190	+15	+8.57%
MAP Math	21	182	198	+16	+8.79%
2010-2011					
MAP Reading	28	184	194	+10	+5.43%
MAP Math	28	194	207	+13	+6.70%

