

Middle School and High School Social, Emotional and Behavioral Support

COVER SHEET

Organization Information:

Organization name: Chinese Information & Service Center (CISC)

Organization address: 611 South Lane Street, 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 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: Hueiling Chan

(please print clearly)

Title: Case Management Clinical Director

Mailing address: 611 South Lane Street Seattle, WA 98104

Day/Work phone: (206)624-5633 x 4139 Email address: hueilingc@cisc-seattle.org

Signature: _____



Date: _____

2/14/2012

Additional information is provided in Attachment 3.

RFQ- Middle & High school Social, Emotional, Behavioral and Family Support

Key People

Hueiling Chan has contributed her extensive skills to the Seattle Asian immigrant community for 32 years. With a Master of Social Work from the University of Washington, she worked as a mental health counselor for four years before joining CISC in 1986. In 1995, Ms. Chan developed CISC's Parenting Education program, which has grown from its initial focus on parenting classes into the comprehensive family support case management program that it is today. She maintains an active presence in community advisory groups, and has built collaborative partnerships with a host of organizations in the King County area. Ms. Chan's expertise in project management, and program development and evaluation, is evident as she consistently fulfills obligations to CISC's funders, such as United Way, the State of Washington, the City of Seattle, and The Children's Foundation. Ms. Chan will lead our project to achieve its successful results.

Peggy Kwok has 12 years' experience in family-centered social work and an additional eight years' experience as a youth counselor. Educated in Hong Kong with an equivalent to a BS in Social Work, Ms. Kwok is an indispensable part of CISC's family support service team. In her four years working with CISC, Ms. Kwok has created dynamic partnerships with an array of local organizations including other non-profits, Seattle Public School teachers, principals, and counselors, and government agencies. Through these partnerships, she facilitates the academic success of both general and special needs students by acting as a bridge between parents, children, schools, and community services.

Additional Staff support the work of Hueiling Chan and Peggy Kwok as needed. These staff members are all bilingual and bicultural, assisting families to access services identified by Ms. Kwok as being instrumental in aiding students' academic success, including information & assistance services, immigration and legal assistance, employment services, interpretation and translation, after school program and summer activities, and ESL classes.

Previous experience

Demographics and Characteristics: CISC serves primarily low-income Chinese families that are limited in English proficiency, by providing information, referral, advocacy, social and support services. The middle and high school students CISC serves face academic challenges like many other newly arrived immigrant youth and may also experience emotional and behavioral problems, cultural conflict, discrimination, domestic violence, or mental health issues due to immigration and family separation. At any time, CISC handles between 15 and 20 of these challenging cases each year.

Experience and Results: Founded in 1972 by student volunteers to meet the needs of Chinese immigrant families, CISC has grown to become one of the area's largest and most effective providers of referral and direct services to bilingual/bicultural individuals and families. Our family support case management program, established in 1996,

focuses on working with the entire family. This is crucial to ensuring the success of the individual student, particularly within the immigrant communities. While recognizing the unique challenges that face Chinese immigrant families, we also build on the strengths inherent in the Chinese community, including strong family relationships, maintenance of cultural connections, commitment to rebuilding supportive communities, and an emphasis on children's education and achievement. For the past fifteen years, our program has been found to be effective in the following areas:

- *Improving student's emotional and social development:* Family and student counseling focuses on improving parenting skills and improving student behavior. We work closely with other service providers such as Child Protective Services, Department of Social and Health Services, and a network of medical and mental health professionals. Our holistic approach to improving family functioning has resulted in stronger family relationships. 81% of the parents receiving program services report that they are better equipped to deal with family conflict. 79% report that their relationship with their child has improved, and 88% report improved family communications. 91% reported that they have changed their parenting practices to support child social and emotional development. Our students have demonstrated improvement in emotional and social relationship performance by 80%.
- *Increasing communication and collaboration with teachers, counselors, and principals:* Knowing that parental involvement is not commonly sought in the Chinese school system, our program works to raise our parents' awareness of their rights to be involved, the benefits of involvement, and even how to be involved. Our staff facilitate parents' communication with school staff by providing sample scripts of questions that parents may ask teachers, assisting with scheduling conferences, providing support and interpretation, and following up with parents about their experiences. Our parents have embraced the opportunity to be involved with their students' school life unanimously. Out of 15 sets of parents all 15 have increased involvement in their children's education. 95% of the parents report improved communication with teachers, counselors and principals.
- *Navigating the school system and accessing its resources:* We provide parents with basic information on school programs, policies, staff and how to advocate effectively for their children. Family support staff also works with the schools, helping them to understand how to work effectively with immigrant parents and students. Transitional support is provided for students entering middle school, and again when students enter high school. This information and support has also been wholeheartedly embraced by our parents with 100% reporting improved knowledge and skills relating to navigating the educational system. Our strong partnerships with school staff have been instrumental in creating an atmosphere of encouragement, open communication and participation in school engagement for our parents.

- *Identifying and decreasing obstacles to school success:* We work with parents to identify obstacles that might adversely affect their student's academic achievement. We link families to community resources offering services such as transportation, employment and legal services, financial assistance, housing, medical care, and ESL classes. Our established community presence and strong partnerships with other social service agencies allows CISC to provide our clients with the most comprehensive network of referrals available to immigrant families in Seattle. 100% of our families and students have reported back that they have received adequate information and referrals for their needs. 100% of our families have also reported that our service was responsive and respectful of their needs and cultural or language background.
- *Improving student's academic performance and be school success:* CISC provides comprehensive case management and integrated services to help students thrive in the educational system and overcome the formidable barriers they face as immigrants. Barriers to learning are addressed; parents increase their involvement in school and initiate behaviors that support their children's education. They communicate more frequently with staff and increase adaptive parenting strategies in monitoring their children's academic performance at home. These positive changes in parental skills and the home environment yield positive outcomes in their children's academic performance. Our students have shown progress in both MAP and WLPT tests (see attached data report).

Funder:

City of Seattle - Human Services Department, Immigrant & Refugee Family Support Program:

Sindy Nguyen (206)-684-0417

Seattle Public Schools:

Brita Hulst, Psychologist (206)252-9454

Seattle World School

Martin O'Callaghan, Principle (206)252-2200

Ngoc Shou, Instructional Assistant (206)252-2208

Tops K-8:

BiHoa Caldwell, Principal (206) 252-3510

Jennifer Murray, School Counselor (206) 252 3529

Ellen Riggs, ELL Teacher (206)252-3510

Service Center:

Michael Chan, Bilingual Facilitator (206)252-0013

Organizations:

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Kathy Beckman, Case/Resource Manager (206)568-5644

Department of Social and Health Services:

Jennifer Johnson, Social Worker (206)760-2334

King County Superior Court

Barbara McGrath, Court Appointed Special Advocate, (206)296-1120
International Community Health Services
Wai Wong-Miller, Behavioral Health Specialist (206)788-3718
Department of Children and Family Services
Romy Garcia, Caseworker (206)691-2460
Asian Counseling & Referral:
Ling Chua, Child and Family Therapist (206)6957628
Children's Hospital:
Dr. Ray Hsiao, Child and Adolescent Psychiatrist (206)987-3287

Addressing Challenges and Barriers: Recently arrived immigrant families with children face the most difficult challenges. As students it may be difficult to focus on learning because they have to manage an array of social and cultural adjustments. Their parents, many of whom are low-wage workers, are struggling to help their children while they are working hard to make ends meet and adjusting to a new culture and language themselves. Immigrant parents typically do not have the skills to access the resources necessary to support their children's academic development, and may not be aware of the importance of parental involvement in their children's learning. Bi-cultural stress, social isolation and limited opportunities to participate fully in school and society are among the complex issues faced by immigrant families. To comprehensively address challenges that Chinese immigrant youth face, we follow a Wraparound model of service delivery, developing individualized plans centered on the unique strengths and needs of the student and family. Our practices are:

- Child Focused, using the child's wellbeing as the main criteria for decision.
- Family Centered, involving all family members as partners.
- Strength Based, emphasizing family assets and resources.
- Individualized, addressing the unique needs of the child.
- Culturally Competent, creating solutions within the context of the child's home culture
- Community Based, implementing plans in partnership within the child's school and community.

In addition, our program staff uses their bilingual/bicultural expertise and professional training to facilitate a partnership between the school and family to advance the focus student's academic achievement.

Through CISC's services, families are able to develop an effective support network, increase their sense of competence, acquire new skills for managing the special needs of their child, and have access to supportive resources needed to improve their children's academic performance. Overall, our agency has a proven track record of assisting Chinese immigrant students to address both academic and non-academic challenges and supporting their immigrant parents to realize goals for their children's success.

Tracking to Success

Data Points Tracked: The results of our family support program activities are carefully monitored and evaluated. Our data directly link the above mentioned services to increased academic achievement and the improved social and emotional development of our students. We track students' report cards, MAP test scores, and Washington Proficiency Language test scores. We maintain frequent contact with teachers via telephone and email, monitoring absences, and academic and behavioral progress. Data is collected to measure improvement of parent's knowledge of the public school system and their involvement in their student's education. We track individualized goals with every family and monitor progress.

Data Points and Student Outcomes: We submit monthly data to the City listing the number of parents participating in parent teacher meetings, school activities and evaluating their understanding of the public school system. The data points tracked by CISC help to identify learning, behavior, emotional, and family problems. We analyze student performance data with students, parents and teachers, and develop strategies to identify barriers to school success. Our data collection has helped us improve student outcomes by identifying the areas of achievement gaps. For example, our data collection helped us identify an increased need to focus on families with special needs children. The outcomes for improving academic performance, social and emotional development of the child, and improving family functioning were lower for families with special needs children than we had anticipated. We realized that immigrant parents of children with special needs required more targeted and intensive services. We have increased our parental support to include more information on understanding the needs of their child and the child's Individualized Education Program. Individual coaching on advocacy skill is provided to parents so they can be effectively advocating for their child's learning needs.

Attendance/Academic Data and Student Outcomes: Our close contact with teachers and school staff has allowed us to follow up quickly with parents if a student is absent. CISC monitors students' MAP and WLPT scores to assess the student's academic progress. In the interim, CISC social workers discuss student performance with teachers on a regular basis, and attend parent-teacher conferences with parents. Working one-on-one with each student and parent and using teacher and parent reports of student academic performance and behavior as a gauge, social workers are constantly addressing problems as they arise. They change tactics as needed to improve each student's performance. These efforts have resulted in a 6.2% average increase in MAP reading test scores and 6.1% average increase in MAP math test scores for students who participated in our program in the 2010-11 school year.

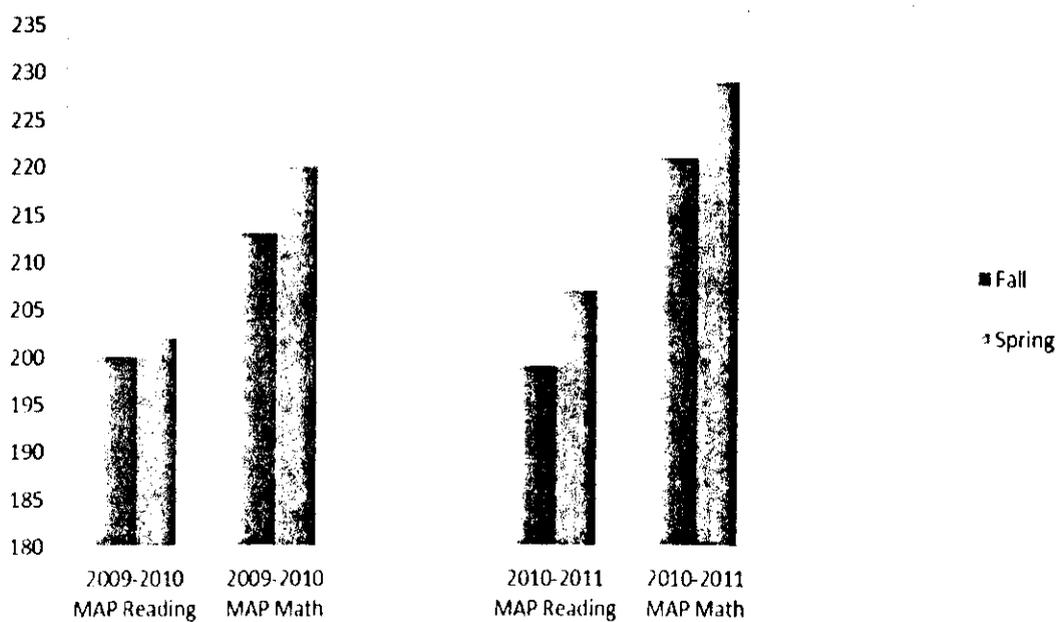
Women and Minority Inclusion; Non-discrimination

CISC does not anticipate subcontracting or hiring additional staff because we currently have bilingual and bicultural minority staff that represents our target client population on board.

Data Report

CISC – MAP for Middle & High School Students, 2009-2010

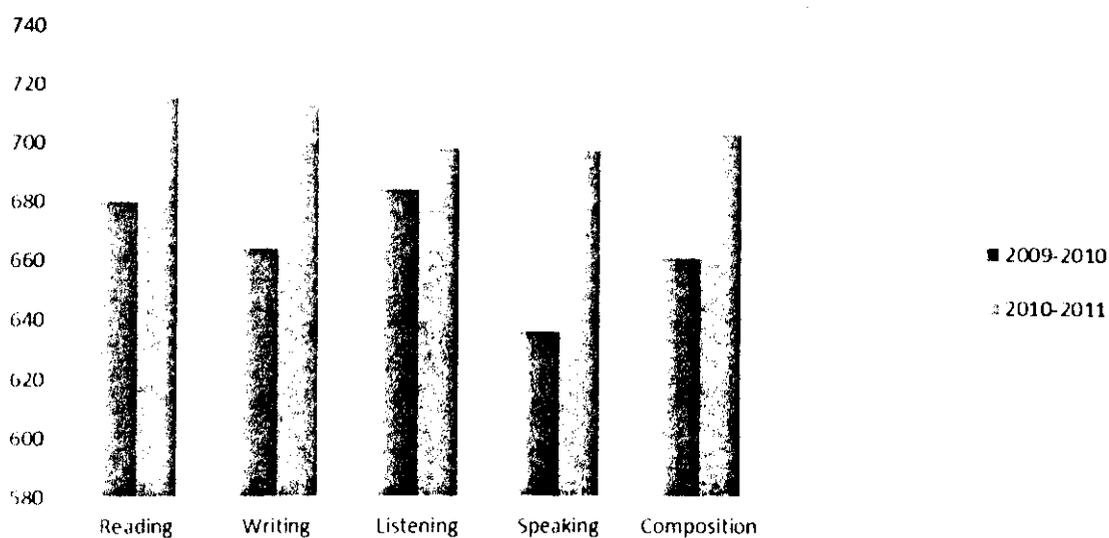
Year/Domain	Fall Mean	Spring Mean	Difference	% Change
2009-2010				
MAP Reading	200	202	+2	+1.00%
MAP Math	213	220	+7	+3.29%
2010-2011				
MAP Reading	199	207	+8	+4.02%
MAP Math	221	229	+8	+3.62%



Data Report

CISC – WLPTII for Middle & High School Students, 2009 - 2010

Domain	2009-2010	2010-2011	Difference	% Change
Reading	680	715	+35	+5.15%
Writing	664	713	+49	+7.38%
Listening	684	698	+14	+2.05%
Speaking	636	697	+61	+9.59%
Composition	661	703	+42	+6.35%



SAMPLE TRACKING TOOL

Outcomes	Objectives	Indicators	Data		
<ul style="list-style-type: none"> • Children and families have the knowledge and skills for academic success • Families function well in nurturing and safe environments • Families, including children, especially those who are vulnerable or disadvantaged, benefit from better social inclusion and reduced disadvantage • Organizations provide integrated services and work in collaboration with other services and the community 	To improve child's academic performance and be school success	Parents reporting Improved knowledge & skills related to:	parental involvement in their children's education	100%	
			navigating educational system	100%	
			communication & collaboration with school teachers, counselor, and principles	92%	
			parenting practices	92%	
			establishing and maintaining a supportive home learning environment	92%	
			seeking help / articulating problems	88%	
		Parents demonstrating that they can apply new knowledge & skills	Increased parental participation in parent/teacher conference	100%	
			increased parent and school staff communication	80%	
			Children demonstrating improved academic performance	Improved homework completion and accuracy	85%
				Increased reading at home	80%
	Improved MAP score	96%			
	Improved WLPT score	100%			
	To improve child social and emotional development	Parents reporting they are better able to support their child's development e.g.	increased knowledge of child developments	92%	
			better use of services to support their child's developmental needs	80%	
			changed parenting practices that support child development	93%	
Children demonstrating improvement in emotional and		increased skills in managing emotions and behaviors	80%		
		increased social skills	81%		

SAMPLE TRACKING TOOL

		social relationship performance e.g.,	Increased problem solving skills	82%
To improve family functioning	Parents reporting they are better equipped to deal with family issues e.g.		family conflict	83%
			relationship with children	84%
			improved communication	92%
To provide services in a manner appropriate to the clients which satisfies their needs	Families expressing that they received adequate information/referrals for their needs			100%
	Families reporting that the service was responsive/respectful of their needs and /or cultural/language background			100%
To improve the client's access to and engagement with support services	Families can access to services when needed			88%
	Families can navigate systems e.g.,	social services	96%	
		health care	90%	
		mental health	85%	
		legal	86%	
To increase integration and collaboration between service providers and with the community	<ul style="list-style-type: none"> Partner schools and agencies reporting satisfaction with the contribution of the service providers to integrated service delivery/coordination Seattle Public School : Bilingual Family Center, Tops, Kimball, Beacon Hill Elementary, Wing Luke and Maple Organizations: CPS, DDD, ACRS, ICHS and Children's Hospital 		Feedback from service providers.	

** Data collection via a client self-report, teachers' feedback, service provider's observation and evaluation (case notes), an anonymous survey of clients, and MAP and WLPTII test results.