

City of Seattle Families and Education Levy Attachment 1
Request for Qualifications
Elementary, Middle and High School Expanded Learning Opportunities

COVER SHEET

Organization Information:

Organization name: El Centro de la Raza – Luis Alfonso Velásquez After School Program

Organization address: 2524 16th Ave S, 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)

- X Cover Sheet
- X Key People
- X Previous Experience
- X Tracking to Success
- X Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Hilda Magaña
(please print clearly)

Title: Program Director

Mailing address: 2524 16th Ave S, Seattle, WA 98144

Day/Work phone: (206)957-4627 Email address:
hmagana@elcentrodelaraza.org

Signature: *Hilda del Socor Magaña* Date: 2/14/12

Additional information is provided in Attachment 3.

Key People

1) A three-person team will deliver expanded learning opportunities in our After School Program, which serves children ages 5-12. Teacher Carmen Miranda has nearly completed her AA with a bilingual/bicultural specialization and has worked in education for 38 years, with 11 years in the program. The assistant teacher, Elvia Guzman, has five years experience working with school-aged children and 30 college credits toward her CDA. They are supervised by Maria Rico, the After School Coordinator, and supported by volunteers from the University of Washington's School of Education through an established long-term partnership. All staff members have extensive experience working with school-aged children and their families, especially English language learners, as well as collaborating directly with Seattle Public Schools (SPS) to ensure that students progress and meet grade-level standards. The teachers have ample experience delivering the following outcomes and indicators:

Children meet age-level expectations on WaKIDS: Since WaKIDS is a pilot project that began in 2010-11, we are not formal participants, but are familiar with the program and already implement many of its goals and strategies. We have a thorough kindergarten transition plan that begins with preschool students in our José Martí Child Development Center; it includes attending enrollment nights with families, one-on-one assistance with enrollment forms and visits to kindergarten classrooms. While we have only some initial experience working with WaKIDS, we will continue to implement the program.

Students meet grade level standards on state tests: Our teachers are well versed in Seattle Public School procedures including state tests and assessments, so they can appropriately track each child's progress and implement strategies to help them pass all courses and meet age-level expectations and grade-level standards in math, reading, and writing.

Students make annual typical growth on reading and math on MAP; ELL Students make gains on WELPA: Staff use teacher surveys and progress reports to monitor math and reading MAP scores, as well as language proficiency test scores for ELL students.

Students having fewer than 5 absences per semester; students entry after beginning of the year: To ensure regular attendance in both school and our program, we maintain frequent contact with families and schools, especially if there are excessive absences. We also provide transportation to and from Beacon Hill International School and Kimball Elementary to ensure regular attendance at school and in our program. We are open full time for early dismissals, breaks, most closure days, and during the summer. We also help students enter school after it is already in session.

All listed activities support students passing all courses.

2) Maria Rico will lead the project to its results. She manages the classroom, plans activities and implements/teaches the after school curriculum. She has an MA in Dual Language Education and has worked in the education field for 15 years, with 8 in our Program. She has considerable expertise working with school-aged children, especially Spanish-English language learners, and understands SPS assessments, procedures and expectations. She oversees the collaboration with the Seattle Public Schools and ensures the quarterly exchange of information (consisting of 24 students at 5 different schools). Maria has 8 years of project management experience, and 7 of lead teacher experience.

Previous Experience

1) Our program targets Latino residents living in South Seattle. Latinos constitute the vast majority of participants, and are largely disenfranchised despite having the fastest growing population—as of 2010 there are 40,329 Latinos in Seattle, making up 6.6% of the total population. This is up from 29,719 in 2000, representing a 26% increase in ten years (US Census Bureau). Despite rapid population growth the Latino community remains economically, socially and politically disenfranchised, confronted by poverty, cultural/linguistic barriers, lack of access to educational resources and a general lack of confidence navigating US education culture. The average poverty rate for Latinos in Seattle in 2010 was 25.8%, compared to just 10.9% for Whites (City of Seattle website). In 2009 Latino households earned only 50% of per capita income in King County, less than any other ethnic group. This has had a negative impact on Latino children, who have been found to generally test significantly lower on the Washington Assessment of Student Learning (WASL) and/or Washington State's Direct Reading Assessment than the community average, and many lag behind grade level in reading, writing and math.

The After School Program is designed to meet the unique cultural/linguistic needs of low-income Latino children: *to improve grades, increase attendance/homework submission, and raise their reading, writing and math skill to grade level or higher.* Of the 2011 enrollees, 90% were Latino, 4% were Caucasian, 4% were Mixed Ethnicity, 1% were Asian/Pacific Islander, and 1% were African-American. Of those, 70% were from limited English speaking households, 40% lived with single mothers, and 83% were low-income.

2) Our activities and collaborations have resulted in positive outcomes over the past two years (and beyond). During the 2009-2010 program cycle, 92% of our students (24 out of 26) met their outcomes by meeting or exceeding grade level, or making clear improvements in their academic achievement, and in 2010-11, 96% (25 out of 26) met the outcomes. This includes increasing attendance and improving test scores (MAP, etc.). The program is accredited by the National Afterschool Association (NAA), which requires *quality assessments*, and our *activities are aligned with Seattle Public Schools' Common Core Standards.* Our classes have a 1:8 teacher/student ratio, which means that each child's individual needs are met.

Our Program is an outcomes-based, dual-language program with a focus on homework/academic assistance, tutoring, cultural programming and non-violence training. Its design is based on input from children, their families, teachers and staff. *We track participant progress using teacher surveys, progress reports and an Individual Learning Plan (ILP).* The ILP is created in November based on information provided by the families and teachers, as well as our own observations, and outlines the child's specific needs. During their time in the program the students participate in weekly activities the teachers plan based on the ILPs, which are periodically updated based on the students' progress and weak spots. We also aid families with paperwork and encourage attendance at enrollment nights and kindergarten and sixth grade orientations when applicable, *and provide targeted support during their child's transition from pre-school to kindergarten or 5th grade to middle school.*

In September the After School teachers work to meet and initiate collaboration with each student's principal and teacher, and over the years we have established lasting relationships with many of the schools and staff in our area. In the past two years our

staff has continued to collaborate with schools before class even starts. They exchange contact information, and the After School Coordinator provides a letter to the teachers introducing the program and its goals. This includes a request for the teachers to fill out a survey and provide copies of the student's progress report three times per year, as well as ongoing communication of any changes throughout the year. We also provide information to the teachers letting them know how the students are doing in our program and if it is consistent with reports from school. Activities include homework assistance, *one-on-one tutoring, age-based group instruction, bilingual reading time, extra work in the subjects of need (including math and literacy tutoring aligned with specific academic needs)* and relevant cultural events. We provide laptop computers to children, who use the Internet to connect to homework and educational websites provided by their schools

This emphasis on collaboration with the schools greatly benefits our students, because we can more accurately identify any areas of concern early on and work together to overcome them. Collaborations with other community groups and individuals further aid outcome achievement. Nicole Trudeau, a teacher at Kimball Elementary, has been coming to our program once per week for the past 6 years to provide additional tutoring.

3) **Funders:**

United Way Jon Fine – CEO (206)461-3700

City of Seattle Suzette Espinoza-Cruz, (206)386-1020

School Staff:

Seattle Public Schools Ron McGlone – Outreach Coordinator * (206)252-0766

Bailey Gatzert Elementary (206)252-2810

Beacon Hill International (206)252-2700
Staff: Principal Kelly Aramaki; Nina Tomita-Kato; Kathy Ritzer; Señorita Hayes; Sheila Matsuda-Chan; Jill Landretti; Marianna Bratsanos

Hawthorne Elementary (206)252-7210
John Muir (206)252-7400 Teacher: Mary Waldmann

Community Organizations:

Child Care Resources: Starla Bailey, bailey@childcare.org

School's Out Washington
(206)604-3356
Jackie Jainga-Hyllseth, Quality Initiatives Director, Karen Summers

Kimball Elementary (206)252-7280
Principal Anne Fitzpatrick; Teachers: Teresita Bazan, Karma Sawka, Mrs. Rossetto, Aubrey Ashenbrenner, Mrs. Hale, Kristina Thorp, Emerald Quach

Maple Elementary (206)252-8310

Mercer (206)252-8000

Orca (206)252-6900

Thurgood Marshall (206)252-2800
Teacher: Shirley Swarts

Seattle Public Library Cikeithia Pugh, (206) 615-0518

University of Washington School of Education

Morva McDonald, Asst Professor & Associate Director Teacher Education
(206)616-0946

4) Poverty, discrimination and lack of services have created a persistent academic achievement gap for Latino children. In 2011, the Washington State Office of Superintendent of Public Instruction reported that only 66% of Latino third graders enrolled in Seattle Public Schools met WASL standards in reading, and only 50% in math, compared to 91.8% and 84.8% of White students respectively. According to the 2011-12 United Way Community assessment, fewer Latino children have access to computers, class sizes for Latinos are more crowded, and only 27% of eligible African-American and Latino children are enrolled in Head Start programs in King County. Poor performance early on often leads to dropping out later in life. Latinos in Seattle high schools have an annual dropout rate of 7.3%, compared to just 2.7 percent for Whites.

Addressing Barriers: Most After School Program participants reside in low-income households and speak English as a second language. Seventy percent of our children face language barriers in the mostly monolingual school system. For example, students are tested in English even if their native language is Spanish, resulting in lower scores. The language barrier can also prevent parents from fully participating in their child's education or learning about vital information or resources, making them unaware of their child's academic performance. To face this challenge, we provide bilingual support to both students and their families. We provide homework assistance in Spanish and English, and we emphasize both literacy and bi-literacy by providing reading opportunities in both languages.

Another issue is that Latino parents often do not understand or mistrust the US school system. To address this we serve as a liaison between the families and the schools when necessary. We conduct three official meetings and maintain ongoing communication with each family throughout the school year, so we can share the information gathered from the public schools and our own surveys and observations, as well as ask for family input on the ILPs. We accompany families at parent-teacher conferences held at the public schools in order to advocate, translate and support the families as needed. We want to ensure strong lines of communication, so that all aspects of the child's needs are articulated and met. Another major impediment to learning is low self-esteem due to cultural alienation. The After School Program seeks to ensure that the children see their own identity represented in their academic experience. By offering services that make education relevant to their personal experience, the program increases the students' interest in learning. Also relevant to building their self-esteem is community building. It is important to teach children, especially those at risk of academic failure, to think beyond their own well-being, and consider the community as a whole. By participating in extracurricular activities, students develop their own organization skills and learn to work together productively.

Tracking to Success

1) In the last years we have tracked a range of data relevant to each child's education and outcome achievement using a variety of tools. Every quarter we request that each student's teacher fills out a survey that rates homework completion, class attendance, conflict resolution skills, positive interactions, writing skills, reading skills, and math skills. They mark whether the child is not improving, improving, or improving drastically, as well as if they are below, at or above age level, with space for comments if

necessary. We also request copies of the students' progress reports, which provide clear indications of the children's grade level in reading, writing, math and science. We also request copies of all standardized tests, and with parental permission we access comprehensive information on The Source (Seattle Public Schools' online academic resource for parents), including assessments, MAP scores, language proficiency tests and DRA scores. Our teachers conduct their own assessments based on each child's performance. This survey has the same topics as the teacher survey but also includes use of Spanish words and phrases, social and emotional development, and personal and family needs. They too mark not improving, improving or improving drastically. Using these results, our teachers are able to outline each child's needs and goals in the Individual Learning Plan (ILP); all of these data points are tracked from the beginning to the end of the year, as well as year to year since most students attend our program for consecutive years.

2) In the past two years we have used this data to track and continuously improve student outcomes by addressing the current level of student achievement, creating an ILP that supports academic progress, and tracking that progress, ensuring that the ILP is regularly updated to reflect any changes. Most children transfer into the program from our José Martí Child Development Center (which serves as a feeder school), and we maintain records and files for the duration of their enrollment. This allows us to monitor progress throughout the year, as well as from previous years so we are able to identify areas in which a student needs work. By continuously tracking the progress of each child, we can monitor negative or positive changes. We then meet with the child, their parents, teachers and staff to discuss how to best address each problem area, modifying the ILP as needed to identify specific target areas to emphasize. At the end of every year, we analyze their progress and grade-level standards using the surveys, progress reports and observations. Using the ILP, teachers and our staff collaborate to ensure that the child does not fall farther behind.

3) In the past two years we have used daily and weekly observations to closely monitor student progress toward outcomes. Academic, grade and attendance data is consistently used to monitor progress toward outcome achievement. Through weekly observations of student homework and reading accomplishments we track the goals set forth in the ILP and determine whether progress has been made or additional work is needed. The ILPs are reevaluated twice a year so that they can be revised to include any changes. We also maintain daily and weekly attendance records and access the Source, which can be accessed daily or weekly for more frequently updated results and information from the schools). Other means of communication (email, phone calls, in-person conversations with parents and teachers) are used to track progress toward improving overall attendance, completing all homework, improving test/evaluation scores, successfully progressing to the next grade, and improving overall grades.

4) Sample data report (attached)

Women and Minority Inclusion; Non-discrimination We do not plan on any additional hiring or subcontracting if our program is selected, but we do follow strict policies of non-discrimination in all hiring procedures.

Seattle Public Schools
Elementary Progress Report

Student: [Redacted]
Grade Level: Grade 1

Student ID: [Redacted] School: Kimball Elementary
Year: 2011/2012 Teacher: [Redacted]

1

Attendance	1	2	3	Support Services	Mathematics	1	2	3
Days Absent	0.0			English Language Learner				
Days Tardy	1.0							
Key for Academic Performance								
1	Below performance expectations at this time	2	Approaching performance expectations at this time		1. Whole Number Relationships (0-120)			2
3	Meeting performance expectations at this time	4	Exceeding performance expectations at this time		Count to 120 forward & backward			
*	Not evaluated at this time				Read numbers to 1000 & compare numbers to 120			
Science					Count and group by 2s, 5s, & 10s			
1. Weather					Group numbers into 10s and 1s			
Concepts and Principles Describes the four weather indicators: cloud cover, precipitation, wind, and temperature. Describes and records how weather changes from day to day and through the seasons. Observes and describes the position of the sun and the moon					Classify as odd and even numbers			
Inquiry Plans and conducts scientific investigations, including fair tests. Uses data and observations as evidence to communicate scientific understandings					Use ordinal numbers			
Application Uses simple tools to solve problems								
2. Balls and Ramps					2. Addition and Subtraction			2
Concepts and Principles Identifies and compares the properties of balls. Understands that balls with different properties behave and move differently. Describes how forces are pushes and pulls and that some forces act with touching while others act without touching					Represent with various models			
Systems Identifies the parts of a non-living system and explains the function of its parts					Apply the inverse relationship			
Inquiry Plans and conducts scientific investigations, including fair tests. Uses data and observations as evidence to communicate scientific understandings					Add 3 or more numbers			
3. Organisms					Facts for sums to 10 & strategies for facts to 18			
Concepts and Principles Identifies and compares characteristics of organisms. Observes and compares animal behavior. Describes how a habitat provides for the needs of an organism. Describes the life cycle of organisms					Use of the equal sign			
Systems Identifies the parts of a living system and explains the function of its parts					Work with number patterns			
Inquiry Plans and conducts scientific investigations, including fair tests. Uses data and observations as evidence to communicate scientific understandings					Solve word problems			
Science Progress + Significant ✓ Steady — Minimal					3. Geometric Attributes			2
					Compare & sort shapes			
					Compose and decompose known shapes			
					4. Concepts of Measurement			2
					Generalize understandings about unit measures			
					Length, weight & capacity with non-standard units			
					Days of the week & months of the year			
					5. Additional Key Content			2
					Represent data in many ways			
					Answer comparison questions about data			
					6. Reasoning, Problem Solving, and Communication			2
					Make strategic decisions for problem solving			
					Describe how a problem was solved			
					Determine whether solutions are reasonable			
					Mathematics Progress + Significant ✓ Steady — Minimal			✓

Every student achieving, everyone accountable

Reading		Student: [REDACTED]	
	1 2 3	1 2 3	2
1. Understands and uses different skills and strategies to read			
Applies phonemic awareness			
Uses phonics to decode new words	1		
Rereads and self corrects errors			
Reads grade level sight words automatically			
Understands and uses new vocabulary			
Reads familiar grade level text aloud with accuracy and fluency			
2. Understands the meaning of what is read			
States the main idea and lists important details	2		
Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
Uses text features (title page, table of contents, glossary, diagrams, maps) to find information			
Identifies character, setting and important events			
Explains major differences between books that tell stories and books that give information			
3. Reads different materials for a variety of purposes			
Reads to learn new information, answer questions, solve problems, or perform a task			
Reads and follows simple directions			
Listens to, reads and discusses a variety of text			
Reading Progress + Significant ✓ Steady — Minimal			
Writing			
1. Uses a writing process			
Plans, drafts, revises, edits, and publishes	2		
2. Writes in a variety of forms for different audiences and purposes			
Writes opinion pieces (states an opinion or preference about a topic or book)	2		
Writes informational/explanatory pieces (writes informational text about a topic)			
Writes narratives pieces (writes a narrative story in sequence)			
3. Writes clearly and effectively			
Content (brainstorms ideas, writes with details)			
Organization (beginning, middle, and end)			
Conventions			
Spells grade-level words			
Writes letters and numbers legibly			
Writing Progress + Significant ✓ Steady — Minimal			
Theatre			
1. Theatre			
Recognizes how movement and voice are used to portray characters	*		
Recognizes and shares co-operative theatre skills within a group	*		
Recognizes how to rehearse and reflect with direct teacher assistance	*		
Theatre Progress + Significant ✓ Steady — Minimal			
Social Studies			
1. Civics			
Understands the purpose of rules in the classroom and school community		3	
2. Economics			
Understands families make choices to meet needs and wants		3	
3. Geography			
Uses maps and globes		3	
Understands how environment shapes how families live		3	
4. History			
Creates timelines showing events in a sequence		3	
Social Studies Progress + Significant ✓ Steady — Minimal			
PE/Fitness			
1. PE/Fitness			
Demonstrates control in travel activities		3	
Practices responsible personal and social behavior		3	
PE/Fitness Progress + Significant ✓ Steady — Minimal			
Visual Arts			
1. Visual Arts			
Uses and cares for art materials responsibly in a variety of applications		3	
Uses line, shape, color and texture to communicate ideas for a specific purpose		3	
Compares and contrasts different works of art		3	
Visual Arts Progress + Significant ✓ Steady — Minimal			
Dance			
1. Dance			
Demonstrates basic locomotor and non-locomotor movement		*	
Improvises with focus and concentration		*	
Performs a movement sequence in small and large groups		*	
Dance Progress + Significant ✓ Steady — Minimal			
Music			
1. Music			
Creates music using rhythmic elements		3	
Demonstrates rhythm, form, and melody through singing and playing instruments		3	
Describes a specific piece of music from a culture		*	
Music Progress + Significant ✓ Steady — Minimal			

