

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

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: 

Date: 2/14/2012

Additional information is provided in Attachment 3.

Key People

1) A three-person team will deliver the elementary social, emotional, behavioral and family support 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 a long-term ongoing commitment. The teachers have extensive experience working with school-aged children and their families, especially ELL students, as well as collaborating directly with Seattle Public Schools. 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 the 2010-11 school year we are not formal participants, but are familiar with it and already implement many of its goals and strategies. Starting with preschool students at our José Martí Child Development Center, we engage parents with comprehensive kindergarten transition support that includes attending enrollment nights with families, encouraging parents to attend kindergarten orientations, one-on-one assistance with enrollment forms and visits to kindergarten classrooms. While we have only some initial experience 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 Schools procedures including state tests and assessments, so they can track each child's progress and implement strategies to help them meet age-level expectations and grade-level standards in math, reading, writing and English learning.

Students make annual typical growth on reading and math on MAP, ELL Students make gains on WELPA: With parental permission, we gain access to the Source (Seattle Public Schools' online resource for parents) so we can easily monitor math and reading MAP scores, as well as language proficiency test scores (WELPA) for ELL students.

Students having fewer than 5 absences per semester, students entry after beginning of the year: To ensure children's attendance to both school and our program, which is vital for successful outcome achievement, we maintain frequent contact with families and schools, especially if there are excessive absences, and we provide transportation to and from Beacon Hill International School and Kimball Elementary, guaranteeing school and program attendance.

We are open full time for early dismissals, breaks, closures, and during the summer, and *help students enter school after the beginning of the year.*

2) Maria Rico will lead the project. 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 After School Program. She has considerable expertise working with school-aged children and their parents and guardians, especially English language learners, as well as knowledge of Seattle Public Schools assessments, procedures and expectations. She oversees the collaboration with the Seattle Public Schools and ensures the quarterly exchange of information, which this year consists 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 due to language barriers and cultural differences. The 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 skills 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 ELL households, and 40% lived with single mothers; 83% were low-income.

2) Our activities and collaborations have effectively 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, improving test scores, and successfully transitioning to kindergarten or to the next grade level (including transfers from elementary to middle school), improving attendance, and improving test scores (MAP, etc.).

Our program is an outcomes-based, dual-language program with a focus on homework academic assistance, tutoring, cultural programming and non-violence training. We begin connecting with the families before the school year starts by assisting with enrollments, especially kindergarten registrations since many families are new to Seattle schools. We encourage attendance at kindergarten and sixth grade orientations and accompany families when possible to translate. We meet individually with each family to introduce them to our goals and objectives, what we do and how we can support them and their children in the education process, *how they can better advocate for their children in the schools*. We also provide a brief description of how the school system functions here in the U.S., and what to expect when their child transitions from elementary to middle school. We provide laptop computers to both children, who use the Internet to connect to homework and educational websites provided by their schools, *and to parents, who are instructed on how use the Source*, Seattle Public Schools' academic resource for parents).

Family involvement is a major component of our After School Program. In September we personally seek to meet each student's teacher and principal so we can

establish a collaborative effort between them and the child's parents, enabling us to facilitate school and family connections, especially if translation is needed. During the parent-teacher conferences each November, we encourage parent attendance and accompany about 50% of families to the conferences in order to translate, advocate or support the families as needed. *We also serve as a liaison between schools and families and can help set up and attend additional conferences throughout the year if needed.* When necessary we *collaborate with school-based family support workers.*

With parental permission, the program gathers information from Seattle Public Schools, including progress reports, assessment results and teacher surveys rating homework completion, class attendance, conflict resolution skills, positive interactions, and writing, reading and math skills. We also conduct our own, similar survey with the additional categories of Spanish language development and family needs. We compare our information with that gathered from the schools, and we use this information to formulate goals for each child in an Individual Learning Plan (ILP). Twice per year we conduct our own parent-teacher conferences to share all of this information gathered, as well as ask for their own input for the ILPs. We also share concrete resources or activities that the families can use or do at home to improve academic success.

Besides these more formal means, we maintain more informal communication with the families. On a daily basis we communicate with families about homework completion and *provide information on activities they can do at home to improve academic performance.* We also remind them of any upcoming fieldtrips, meetings or special events at school or our program. We provide monthly educational meetings for the families on a range of topics relevant to the families and students. During the meetings, we provide child care, dinner and useful resources in a bilingual environment. We work closely with our funding, educational and organizational partners to ensure effective delivery of services and positive outcomes.

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

Kimball Elementary (206)252-7280
Principal Anne Fitzpatrick; Teachers: Teresita Bazan, Karma Sawka, Mrs. Rossetto, Aubrey Ashenbrenner, Mrs. Hale, Kristina Thorp, Emerald Quach, Mary Gallagher, Ms. Kawabata, Nicole Trudeau (volunteer tutor)

Maple Elementary (206)252-8310
Mercer (206)252-8000
Orca (206)252-6900
Thurgood Marshall (206)252-2800
Teacher: Shirley Swarts,

Community Organizations:

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

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

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

**University of Washington School of
Education** (206)616-0946
Morva McDonald, Asst Professor &
Associate Director Teacher Education

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 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 program participants reside in low-income households and speak English as a second language. Seventy percent of them 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 vital information, 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 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. A major impediment to learning is low self-esteem due to cultural alienation. The program allows children see themselves reflected in their academic experience. By offering services that make education relevant to the students' personal experience, we increase their interest in learning.

Tracking to Success

1) We use a variety of tools to track data relevant to each child's education and outcome achievement. Each quarter we request that every 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, 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 related to age-level expectations and grade-level standards on state tests. Most children transfer into the program from our José Martí Child Development Center 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 needs and progress of each child, we can monitor any negative or positive changes. We can 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 the school year, we analyze the child's progress and grade-level standards using 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 improvement and progress toward outcomes. Through weekly observations of student homework, reading accomplishments, and daily interactions with students, we track the goals set forth in the ILP (which is created in November) 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 (they are generally revised in the spring). We also maintain daily and weekly attendance records. Other means of communication (email, phone calls and in-person conversations with parents/teachers) are another effective way 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 doing any additional hiring or subcontracting if our program is selected.

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
Social Studies			
1. Understands and uses different skills and strategies to read	1		
Applies phonemic awareness			
Uses phonics to decode new words			
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	2		
States the main idea and lists important details			
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	2		
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	2		
Plans, drafts, revises, edits, and publishes			
2. Writes in a variety of forms for different audiences and purposes	2		
Writes opinion pieces (states an opinion or preference about a topic or book)			
Writes informational/explanatory pieces (writes informational text about a topic)			
Writes narratives pieces (writes a narrative story in sequence)			
3. Writes clearly and effectively	2		
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			
Visual Arts			
1. Visual Arts	1	2	3
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	1	2	3
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	1	2	3
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	✓		

Key for English Language Learners		Student	3
1 Beginning	2 Intermediate		
3 Advanced	4 Transitional		
* Not evaluated at this time English Language Learners			
1. LISTENING: Understands spoken English 2. SPEAKING: English Verbal Skills Vocabulary Grammar Fluency English Language Learners Progress + Significant ✓ Steady — Minimal			
Key for Behaviors that Promote Learning			
S Strength (consistently uses skills across subjects and settings)	D Developing (applies skills in most subjects and settings)		
E Emerging (beginning to apply skills in some subjects and settings)	* Not evaluated at this time		
Learning Behaviors			
1. Self Directed Learner			
Works independently			
Follows directions			
Asks for help when needed			
Stays engaged in learning activities			
2. Self-Manager			
Remains on task without reminders			
Transitions well between activities			
Practices self-control			
3. Community Citizen			
Encourages others to share ideas			
Shares			
Takes turns			
Empathetic towards others			
Cares for school			
4. Complex Thinker			
Attempts to solve own problems			
Reflects on progress			
Attempts to improve work following feedback from others			
5. Quality Producer			
Uses time effectively			
Shows pride in work			
Listens to ideas of others			
Learning Behaviors Progress			
+ Significant ✓ Steady — Minimal			
Current Term Comments			
In the Fall Trimester First Grade students were assessed in the basics of recorder: how to properly hold it and play notes B, A and G. They were also taught the Kodaly Hand Signs of music which develop an understanding of pitch (high and low). Students were also introduced to several basic symbols of music such as the quarter, half, whole and eighth notes. They learned about other symbols in music such as dynamic symbols which indicate loud and soft. Students were also taught basic singing technique, such as how to breathe and hold your body. The students learned songs from other cultures and some traditional American folk songs. Finally, students were introduced to the ukulele, how to hold it and some basic strumming technique. —Tammie Nelson			
gets along with others very easily and treats people fairly, but she is learning to focus on tasks other than helping others. She is developing more English vocabulary. —Tomoko Johnson			
Please see the attached First Trimester Notes to read about what academic content was covered and motor skills were taught in PE during the First Trimester. —Jane McLane			
is working very hard in all subjects. We have put a variety of interventions in place: reading tutor during school day, tutoring after school on Mondays, working with her after-school care program, and working with her parents. She is an emergent reader. She has read 15 sight words. At this time, the students should know 60 sight words and on their way to 120 by the end of the year. Keep practicing her sight words which will make reading easier. In math, we are working in small groups to scaffold the instruction. She has perseverance! —Mary Gallagher-Cummings			