

Request for Qualifications

Middle School and High School Social, Emotional and Behavioral Support

COVER SHEET, LEGAL STATUS AND FORMAT

Organization Information:

Organization name: Life Enrichment Group\_\_\_\_\_

Organization address: 5203 37<sup>th</sup> Ave S Seattle, WA 98118\_\_\_\_\_

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: Monika Mathews\_\_\_\_\_ (please print clearly)

Title: Executive Director\_\_\_\_\_

Mailing address: PO Box 18944 Seattle, WA 98118\_\_\_\_\_

Day/Work phone: 206.302.8114\_\_\_\_\_ Email address: info@lifeenrichmentgroup.org\_\_\_\_\_

Signature: \_\_\_\_\_

Date: 2/14/12\_\_\_\_\_

Additional information is provided in Attachment 3.

## Key People

The Life Enrichment Group (L.E.G) was formed by volunteers in response to a disproportionate number of students of color who were failing in school. L.E.G has been actively serving many communities in Seattle and surrounding areas since 2003. During this time, LEG has been able to transform the lives of at-risk youth and their families who are often overlooked in society at large. Youth are partnered with positive role models who most often live and work in the communities of the youth they serve. Our highest mission is to provide guidance and support for our youth through positive channels of education, cultural awareness, performing arts, and mentorship.

Monika C. Mathews will serve as the lead for the project has over a decade of managerial experience in programs involving at-risk youth and families, she has developed and implemented programs across Seattle for various organizations, in both corporate and nonprofit entities and has shadowed top executives refining her leadership skill. She holds an Associates of Arts degree in Early Childhood Development and a dual degree Bachelor of Arts in Human Services and Management. Ms. Mathews has a passion for helping youth and families in the African American community. She has committed her life to empowering those around her to become their ideal selves by teaching them how to step into their greatness in all aspects of life, despite negative living environments that affect social and emotional health and growth. She is skilled in mentoring overlooked youth, conflict resolution, parental engagement, advocacy and organizing, inspirational leadership and cultural competency.

Currently, Ms. Mathews plans and implements mentoring programming at Cleveland High School, Aki Kurose and Washington Middle Schools. In this position she oversees several departments including Programming, Fund Development, and Community Relations. Her previous experience includes serving as the Preschool Director at both Van Asselt and African American Academy elementary schools. There she managed a 5 person team for several years. In preparation of the previously mentioned position, she served as both a Preschool teacher and an Before/After School Program Lead. Using the Developmental Assets as a foundational curriculum tool she ensured the students had the proper support which dramatically lowered negative behavioral issues. She spent 3 years in each position giving students the social, emotional and academic tools they needed to be successful students. In between her teaching career, Ms. Mathews explored the corporate and nonprofit world serving as a Case Manager, Housing Counselor, Foreclosure Counselor and Grants and Compliance Manager. Ms. Mathews' experience was also strengthened by her extensive involvement and leadership within the community including single handedly raising capital to rebuild Van Asselt Play Area on Beacon Hill and improving community relations and assisting in the design of Flo Ware Park in the Central Area. Creating safe environments socially, emotionally and physically are at the core of her work.

Catrice Dennis. Ms. Dennis is skilled in youth development with an emphasis on children of color who are struggling in academic settings. She is currently pursuing her Master credentials in Education which will be completed in Spring 2012. Currently, she serves as a Mentor and Advocate for middle school children within L.E.G programs.

She works closely with school staff to ensure proper courses of action are taken when learning barriers are identified with students. Her previous professional experience also includes serving as a Youth Leader at the Atlantic Street Center where she was a Case Manager and facilitated social skill groups for young ladies. She served at Tops Elementary School as the Activities Coordinator where she was responsible for building strong relationships with students, staff and families. She also led many community service efforts that focus on education and families with Union Gospel Mission, AmeriCorps and several transitional shelters for young ladies. It is recognized that the basic support system comprised of a proud student, interested teachers and engaged families are a good foundation for students to reach and complete their academic goals.

Tajiana Ellis. Ms. Ellis currently serves as the Academic Coordinator for L.E.G. Ms. Ellis successfully assists over 20 at-risk youth ages 13-18 in pursuing higher education via informational workshops and case management. She coordinates all of the Life Enrichment Group's academic aspects by organizing college campus visits, tutoring, building students' academic portfolio, and developing college preparation plans for participating students. She is a part of the Seattle College Access Now group and assists in connecting students to viable scholarships including the College Bound program. Ms. Ellis holds a Bachelor's of Arts in Sociology with a double-minor in Education, Learning, & Societies and Diversity. She will receive her Masters credentials in Youth Development in the Spring of 2013.

## **Previous Experience**

The Life Enrichment Group is dedicated to empowering youth by helping them realize their self-worth and their ability to rise above and beyond the limits place on them by statistics. L.E.G began its programming with three small focus groups to address the academic needs of African American children within Seattle Public Schools. One group was located within a faith based setting, one within a community setting and the last within a school setting. The youth population within these groups included African American elementary, middle and high school students who came from disadvantaged situations including low income households, drug abuse, interactions with teachers who refused to teach them, violent neighborhoods, involvement with child welfare systems and incarcerated and/or absent parents. These youth were on track to drop out of school, become teen parents and/or become incarcerated. It was found that the missing component that directly affected academic progress across all three groups was the lack of family structure and/or positive support for the child. L.E.G enhanced regular academic and social skills curriculum to include mentorship using an extended family model to provide an additional layer of support for the child.

From the aforementioned focus groups, L.E.G created a program to directly address the social, emotional and academic needs of youth. The Young Queens of Seattle™ program is based on mentorship as an intervention for at-risk youth to help shape/change attitudes associated with participating in destructive behavior. Once the relationship was established built on trust and genuine concern, the influence is used to positively promote academic success. This strategy alone has empowered young

people to make better choices in the midst of challenging situations and when they encounter a potential barrier. L.E.G's programming includes group mentoring sessions that present youth with proper information in both social and academic areas. Sessions occur once a week for 1-2 hours after school. The youth who participate in the program are empowered through knowledge using various outlets including open forums, self-assessments, live interviews, photography/videography, media literacy, advocacy, and community service projects. The objective is to increase mental awareness, as well as provide opportunity for development of critical thinking, comprehension, conflict resolution, verbal and written communication skills. The holistic curriculum implemented is based around culture, life skills, health/nutrition, career exploration, college preparation, college tours, and fine/performing arts as a means to express negative feelings. Eligible youth are connected to the College Bound scholarship program and all youth are case managed with personal action plans that lead to the ultimate goal of attending a college or university. The message that is weaved throughout the sessions is academic achievement being part of a strong foundation towards success.

L.E.G actively works together with the school and other community organizations to offer a variety of services. The partnership at the high school level includes L.E.G being a part of both the parent engagement and community partnership committees through the Communities in Schools initiative, both of which have become a cohesive team that has enhanced the quality of communication with parents and programming for students. This has also led to successful events held at the school geared towards many different topics from college entry requirements to how to utilize the SOURCE. The partnership at the organizational level includes an active partnership with the YMCA, Urban Impact (tutoring) and the College Success Foundation. The partnerships have allowed the leveraging of resources so that students can reach across programs to receive the information they need to graduate and enroll in college. This takes on the form of a student who receives tutoring from Urban Impact on Mondays and Wednesdays; who meets with the college counselor at CFS to receive information on how to complete the FAFSA; who meets with the YMCA to receive bus tokens; who also participates in Young Queens weekly. There are many examples of students whose action plans look very similar to the previous example. Also, the cultural competency component that L.E.G provides assists both the school and partner organizations in reaching overlooked populations who most often are the numbers that make up the percentages in the achievement gap. Students naturally will gravitate towards, trust and commit to an organization that provides instructors that reflect their own culture.

Program results include students demonstrating increased desire to succeed academically; increased school attendance; changed attitude towards self, others and learning, and the number of students enrolling in and completing the program; positive, healthy relationships between the mentee and mentor; sustained open, meaningful communication amongst the mentee, mentor, parent and school staff; expansion of the families' support system which has fostered needed advocacy; and expansion of the youth's scope of life in a positive direction. In many cases youth develop positive values, improve conflict-resolution skills, increase social skills, and/or improve

relationships with family, teachers and peers. Currently, there are 22 students that participate in Young Queens ranging from 6<sup>th</sup>-12<sup>th</sup> grade.

	# Students	Graduating on time	Taking HECB requirements	Enrolling in college	Passing all courses	Fewer than 5 absences	CB
6th	15				9	7	
7th	3				2	2	
8th	4	4			2	1	2
9th	1		1		1	1	
10th	5		5		4	3	
11th	3		3		2	2	
12th	1	1	1	1	1	1	1

Professional references that can attest to the impact of L.E.G's work are as follows:

Andre McKinney City of Seattle [Andre.McKinney@seattle.gov](mailto:Andre.McKinney@seattle.gov) 206.615.1572  
 Kalayaan Domingo YMCA-Cleveland [kmdomingo@seattleschools.org](mailto:kmdomingo@seattleschools.org) 206.252.7817  
 Lawrence Garrett Tacoma Urban League [lagarrettjr@hotmail.com](mailto:lagarrettjr@hotmail.com) 253-921-7905  
 Latonya Rogers DCHS King County [Latonya.rogers@kingcounty.gov](mailto:Latonya.rogers@kingcounty.gov) 206.263.8934

A real challenge that our intended focus students face revolves around being able to make sound choices in the midst of chaotic and negative environments. It is much too ambitious for L.E.G to attempt to alleviate the negative environments these youth live, work and play in. The approach in investing in the mental capacity of youth via strong, positive relationships and disseminating correct information is necessary. Many behavioral issues are rooted in lack of positive self esteem and identity in which a large portion of Young Queens programming revolves around strengthening of the self. Another barrier is the real lack of study habits, organization and understanding of academic concepts. A tutoring component was added to both middle and high school groups to address these issues. Also, L.E.G has strong partnerships with other after school providers who may specialize in a specific academic area. These partnerships are frequently utilized. L.E.G has also addressed the barrier of weakened family structures by actively engaging parents, becoming a part of the child's extended family. The partnership between parent and mentor has led to families being connected to needed social services, as well as a link to parents becoming more involved in their child's education.

### Tracking To Success

The following data points have been tracked concerning participants who attend Young Queens of Seattle after school program: Academic progress; excessive school absences; program attendance; attitude towards self; risk factors; College Bound enrollment; graduation and/or GED received; and enrollment in higher education opportunities. This information is important as L.E.G works to put as many protective

factors in place as possible. Participants complete pre/post surveys and personal interviews in which the compiled information ultimately shapes the workshops and resources presented. Many times youth just need a safe environment to voice their concerns and as previously mentioned once they are able to visualize themselves as worthy and able to be academically successful, then their academic career is positively affected.

Academic data is collected and assessed twice a month with unofficial check points in between for participants. The standard academic expectation are grades of 80% or higher and participate in college tours that are offered once per quarter. Academic information is both self-reported and collected from the Source. Conversations occur to identify the course of action to improve if grades are below 80%. An action plan is then created which may include guidance around external distractions, additional tutoring, turning in missing assignments or simply attending class. Students have a specific amount of time to complete the action steps which mostly result in increased grade percentages. All student grades may not be at 80% but that is the standard and all students work towards that goal. Students are fully supported during this process. Students are also taught how to advocate for themselves and how to improve student/teacher relations. At the same time, mentors are actively serving in the school and building relationships with teachers. In extreme cases, mentors will personally serve as advocate.

Academic data is also used to assist juniors and seniors on their path to college. Traditional 2 and 4 year higher educational options are promoted by L.E.G as well as vocational school and cultural school choices. This is also another area where L.E.G uses partnerships to serve youth. Students who are eligible for the College Success Foundation's Achievers Program apply and receive college and career planning through that organization with support as needed from L.E.G. Students in Young Queens who are not eligible for that program receive similar services from L.E.G's academic coordinator.

Prior to the dissolution of the Truancy Officer position, information was directly received concerning participants who had attendance issues. These students received more intense case management services connecting them to outside organizations as attendance issues were almost always directly related to larger, more complex concerns from their home environment. Sign-in sheets for each Young Queens sessions are maintained and reported to the YMCA, our school partner.

Please see attached sample data report.

### **Woman and Minority Inclusion; Non-discrimination**

The Life Enrichment Group does not anticipate hiring any additional employees.

Sample Data Report

1	LAST	FIRST	Semester/Year	*Hide cells/sem	Date: 2/10/11	Self-reported	SOURCE	
2	[REDACTED]	[REDACTED]	1st/2009-10		Pre-Cal/Alg C-	missing hmwk	missing assnmts	
3			2nd/2009-10		US History A			
4			1st/2010-2011		Lang Arts E	does not like te	missing assnmts	
5			2nd/2010-2011		Hnrs Chem C-	not sure	Low quiz scores attendance; missing	
6			1st/2011-2012		Advisory E	does not like te	assignments	
7			2nd/2011-2012		Notes: Per action plan next official check in in April; unofficial SOURCE checkins in betw			
8					missing elective and gym			
9			*At Check in dates document/Grades Below 80%					
10	School:	Cleveland			Date: 4/13/11			
11	Joined YQ:	10th			Pre-Cal/Alg C+		missing assnmts	
12	Current Grade	12th			US History C-		attendance	
13	D.O.B:	[REDACTED]			Lang Arts D	make up work	missing assnmts	
14	Release of Inf	Y			Hnrs Chem B-			
15	Login/Password:	[REDACTED]			@cle.gapps.seatt	Advisory A		
16		[REDACTED]			Art B-			
17	College Bound Scholars	Y			Gym B			
18								
19	Grad Reqs:	See paper file. Transcript & Grad Checklis					Notes: See Action Plan. Next check in 5/12/11; unofficial SOURCE checkins inbetween	
20	On track ?	Y						

	A	B	C	N	O	P	Q	Z	AA	AB
21										
22										
23										
24										
25										
26										
27										
28										
29	Grad Reqs:	See paper file. Transcript & Grad Checklis Notes: See Action Plan. Next check in 5/25/11								
30										
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38										
39										
40										
41										

**Date: 5/12/11**

Pre-Cal/Alg C- missing assignments  
 US History D+ make up work missing assignments  
 Lang Arts D missing assignments  
 Hnrs Chem B+  
 Art B+  
 Gym A

Grad Reqs: See paper file. Transcript & Grad Checklis Notes: See Action Plan. Next check in 5/25/11

**Date 5/25/11**

Pre-Cal/Alg D+ late to class loss of professionalism points  
 US History C  
 Lang Arts D+ trying to maint; missing assignments; attendance  
 Hnrs Chem B+  
 Art B+  
 Gym C+

Notes: See Action Plan Next check in 6/1/11

**Date 6/1/11**