Request for Qualifications
Social, Emotional, Behavioral and Family Support

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Seed of Life Center For Early Learning and Preschool, LLC

Applicant address: P.O. Box 18735 Seattle, WA 98118

If applicable, Web address: Seedoflifellc.com

Contact Information:

Contact person: Erica Watson
Title: Director

Mailing address: P.O. Box 18735 Seattle, WA 98118

Day/Work phone: 206-726-6001 Email address: seedoflifellc@sbcglobal.net

Signature: E. Watson Date: 10/18/2012

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

Application Components and Checklist (submit in this order)

- ☑ **Cover Sheet**
- ☑ **Key People**
- ☑ **Previous Experience Improving Student Outcomes**
- ☑ **Tracking to Success**
  - **Attachment 2: Data Sample(s)**: *If separate from the RFQ document, please use this naming convention:*

    [Applicant Name]_SEBFS_DataSample

    Example: IZAFamilyServices_SEBFS_DataSample
- ☑ **Women and Minority Inclusion; Non-discrimination**

Key People

1. The key people who will implement the proposed elementary social, emotional, behavioral and family support include: Erica Watson- SOL Director 20 yrs. experience, Linda Garcia- Program Supervisor 12 yrs. experience, Dr. Maryann Johnston- Professional Development Coach/Mentor 35(+) yrs. experience, and SOL staff in collaboration with Cothron McMillion 25(+) yrs.- MLK Jr. Elementary School Principal. SOL teachers have extensive experience working with school age (5-12 yrs.) children and their families. Eighteen of the nineteen (95%) staff is multi-cultural, multi-lingual, and has extensive experience in following areas: anti-bias, homeless programs, Reader and Writers Workshop, Second Step, Teaching Strategies Gold, Creative Curriculum, cc.net, Ages and Stages, ECERS-R, ITERS-R. In addition, the program and staff meet the Early Childhood Education qualifications, city and state requirements, and NAEYC standards and requirements.

2. Erica Watson will lead the project. She is the Director and Owner of SOL with professional experience that includes: a successfully established Seed of Life Center for Early Learning and Preschool, LLC in 1997, 20 years experience as a professional manager, ability to direct complex projects from concept to fully operational status. She is goal-oriented individual with strong leadership capabilities, organized, highly motivated, and detail-directed problem solver, proven ability to work in unison with staff, volunteers, clients, licensing, City and State institutions, and private contractors, to effectively administers and manages personal relations with 140 individuals on a daily bases, and received national recognition for meeting the NAEYC standards.

Over the past fifteen (15 yrs.) years Erica has established two large multi-lingual and multi-cultural centers that are licensed (licensing capacity 110) and employs over seventeen employees. She has obtained a BA in Liberal Studies with an emphasis in Child and Family Studies from Seattle University, with two minors in Women Studies and Psychology. She is currently earning her MS in Psychology, Public Administration, and Social Change and has a special interest in working with the diverse, multi-cultural families, and childcare centers.

In addition, Erica has expertise in multi-cultural and anti-bias training, homeless programs, Reader and Writers Workshop, Second Step, Teaching Strategies Gold, Creative Curriculum, cc.net, Ages and Stages, ECERS-R, ITERS-R, Department of Land Use (construction), PAS, Dial-3, PPVT-4, CDA, NAEYC, NAC, Licensing (City and State), the CDA process, cultural diversity, health standards, new construction

(development of centers), City and State WAC and licensing regulations, Excel, ELNIS, NAEYC, and NAC. She is a NAC validator and mentor, a NAEYC mentor with a NAEYC accredited center (under the new standards), and speak English and Spanish.

Applicant's Previous Experience Improving Student Outcomes

1. SOL is an inclusive program that is culturally diverse. Both centers are multi-lingual and multi-cultural and the languages taught are English, Spanish, French and Chinese. Also Somali, Amharic, and Vietnamese are spoken throughout the day. All materials are written in English and Spanish and are multi-cultural. The environments and classrooms are reflective of the children, staff, and home environments. Our staff consist of 94%people of color and approximately 29% of our children are Multi-racial, 22% Caucasian, 16% Latino (a), and Asian 2%, 30% African American. The director, Erica Watson, speaks English and Spanish and the staff that speaks several languages, Spanish, Somali, Amharic, Vietnamese, Chinese French, and English.

Currently, 14% of our enrollment reflects children with special need (speech or medical). We have experience working with children who have been diagnosed as ADD, ADHD, Diabetes, and Asthma. In addition we work with and support children with food Allergies and Speech impairments. We would continue to enroll10% of children with special needs.

SOL Main is licensed for sixty-one (61) children in ages ranging from 1m-6yrs located in Columbia City. This site has five classrooms with low child to teacher ratio (1:4). The MLK Jr. Elementary Satellite location is licensed for fifty (50) children in ages ranging from 3yrs-12yrs.

2. One of the anticipated challenges is attendance on SPS school closure days. We will continue to open for early dismissals, in-service, breaks, closures, and during the summer. We are a year round program open Monday through Friday from 7 AM until 6 PM. Furthermore, we offer a summer program that aligns with the goals and partnership alignment expectations set forth between SOL and MLK Jr. Elementary School (Everyday Math, Success Maker, Reader and Writers Workshop, & SMART Goals). We also help students to make a smooth transition into school after the school year has started. At this time we offer full-time services for the B & A School program, however, if a family has a crisis we will then offer part-time and work with the family. SOL is closed for major holidays.

Another anticipated challenge is lack of funding for families; therefore SOL accepts families on subsidy (City, State, Federal). We also work with families to obtain funding and grants to be applied toward their childs tuition. In addition, SOL receives grants and does annual fundraisers for center expenses. SOL has a strong parnership with Dept. of Social and Human Serivices and Dept. of Child and Family Services. In additon, we are a contracted Homeless service site and certified USDA Food Program. Currently we serve over 50 families that are apart of DCFS, DSHS, or the Homeless program.

3. SOL has achieved building a strong family relationship by engaging in comprehensive Kindergarten transition support (i.e. enrollment nights, assist with

enrollment forms, assist with translation). We also serve as a liaison (family advocate) between the schools and families providing translation services and family support services when necessary. SOL works collaboratively with the SPS teachers at MLK Jr. to assure that homework is completed and we implement homework assistance daily. We also maintain daily and weekly attendance records, daily communication with families and teachers to effectively track progress towards improving overall attendance, completion of homework, and improving test and evaluation scores. We also hold annual conference and more when necessary.

Tracking to Success

1. Within the last two years we have tracked embedded assessments through Creative Curriculum & Teaching Strategies Gold, PPVT-4 (receptive vocabulary skills), ELNIS (attendance), ECERS-R (assess environment through interactions, relationships, health and safety, opportunities for learning, and physical environment, etc.), and Health Assessments.

Seed of Life Embedded Assessment Creative Curriculum Data, 2009-2011.

Year/Domain	N	Fall Mean	Spring Mean	Difference	% Change
2009-2010					
Social-Emotional	13	3.77	4.00	+0.23	+6%
Cognitive	13	3.54	4.00	+0.46	+13%
Physical	13	3.85	4.00	+0.15	+4%
Language	13	3.38	4.00	+0.62	+18%
2010-2011					
Social-Emotional	15-17	3.80	4.00	+0.20	+5%
Cognitive	15-17	3.53	4.00	+0.47	+13%
Physical	15-17	4.00	4.00	+0.00	+0%
Language	15-17	3.67	3.94	+0.27	+7%

Seed of Life Peabody Picture Vocabulary Test- Version 4 (PPVT-4), 2009-2011.

Year/Domain	N	Fall Mean	Spring Mean	Difference	% Change
2009-2010					
Standard Score	12-13	101.58	104.00	+2.42	+2%
GSV	12-13	120.42	129.23	+8.81	+7%
2010-2011					
Standard Score	15	103.27	105.47	+2.20	+2%
GSV	15	123.20	131.60	+8.40	+7%

Seed of Life Early Childhood Environmental Rating Scale-Revised (ECERS-R), 2008-2011.

Year	Space & Furnishings	Personal Care Routines	Language-Reasoning	Activities	Interaction	Program Structure	Parents & Staff	Overall Average

2008-2009	3.38	3.50	4.25	3.57	3.20	5.00	N/A	3.67
2009-2010	5.25	5.33	5.50	6.10	6.00	6.66	6.50	5.86
2010-2011	5.72	5.92	5.31	6.75	6.28	7.00	6.25	6.20

2. SOL has used tracked data for the past five years. We have annual assessments, QIPS, PDP, data entry in to ELNIS and cc.net (Creative Curriculum/Teaching Strategies Gold). ELNIS is a monthly program where we enter attendance data and reflect on the amount of absences. If we notice a pattern we will have a discussion with families and reflect on how we can better serve the family and communities served. In addition, the children are given assessments up to three times a year, the ECERS is done once a year, and the PPVT-4 is given twice a year. We also request copies of all standardized test and with parental consent we access assessments MAP scores and language proficiency tests. All results are reflected, implemented, and individualized to meet the needs of the children and communities served.

3. SOL staff will support the program, classroom, and child assessment process. Staff will participate in a data analysis process and use assessment results comprehensively in order to improve program quality and teaching practice. SOL staff will provide a variety of opportunities for parents to participate in educational activities, attend parent-teacher conferences and will assist families in finding community resources, as needed. Staff will continue to track the students progress on The Source, including assessments, MAP scores, language proficiency test, and DRA scores.

4. SOL analyzes the child's progress throughout the year, increases collaboration with the SPS teachers, case managers, family support workers, and keeps ongoing communication with families served. At the end of the school year we analyze the child's progress and grade level standards using surveys, progress reports, and observation. SOL staff meets with the students, parents, and teachers to discuss how to best address each area of concern and to make necessary adjustments.

5. Attached is the TSG Family Conference Form

<u>Woman and Minority Inclusion; Non-discrimination</u>
1. SOL is a Minority Owned Business and we don't anticipate that we will have to subcontract due to the extensive range of employees' backgrounds, nationalities, linguistic abilities and diversity of staff that we currently have. Our staff consist of 94% people of color and approximately 29% of our children are Multi-racial, 22% Caucasian, 16% Latino (a), and Asian 2%, 30% African American. I, Erica Watson (Director), speak

English and Spanish, in addition to our staff that speaks several languages, Spanish, Somali, Amharic, Vietnamese, Chinese and English. In the event that we need to partner or hire additional staff, SOL will comply with all applicable requirements under local, state, and federal law for non-discrimination in employment.

TeachingStrategies

Family Conference Form for [redacted]

Period: Winter 2011/2012

Date: Apr 10, 2012 **Child's Name:** [redacted]

Family Member(s): [redacted] **Teacher(s):** [redacted]

Describe this child's strengths in social-emotional, physical, language, and cognitive development:

Regulates own emotions and behaviors: Manages feelings: Is able to look at a situation differently or delay gratification

Regulates own emotions and behaviors: Follows limits and expectations: Accepts redirection from adults

Regulates own emotions and behaviors: Takes care of own needs appropriately: Demonstrates confidence in meeting own needs

Establishes and sustains positive relationships: Responds to emotional cues: Is beginning to identify basic emotional reactions of others and their causes accurately

Establishes and sustains positive relationships: Makes friends: Plays with one or two preferred playmates

Demonstrates traveling skills: Is beginning to move purposefully from place to place with control

Demonstrates balancing skills: Is beginning to sustain balance during simple movement experiences

Demonstrates fine-motor strength and coordination: Uses fingers and hands: Uses refined wrist and finger movements

Demonstrates fine-motor strength and coordination: Uses writing and drawing tools: Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

Listens to and understands increasingly complex language: Comprehends language: Is beginning to respond appropriately to specific vocabulary and simple statements, questions, and stories

Uses language to express thoughts and needs: Uses an expanding expressive vocabulary: Is beginning to describe and tell the use of many familiar items

Uses language to express thoughts and needs: Uses conventional grammar: Uses three- to four-word sentences; may omit some words or use some words incorrectly

Uses appropriate conversational and other communication skills: Engages in conversations: Is beginning to engage in conversations of at least three exchanges

Demonstrates positive approaches to learning: Attends and engages: Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

Demonstrates positive approaches to learning: Solves problems: Observes and imitates how other people solve problems; asks for a solution and uses it

Remembers and connects experiences: Makes connections: Is beginning to draw on everyday experiences and applies this knowledge to a similar situation

Uses symbols and images to represent something not present: Thinks symbolically: Draws or constructs, and then identifies what it is

Uses symbols and images to represent something not present: Engages in sociodramatic play: Is beginning to act out familiar or imaginary scenarios; may use props to stand for something else

Describe this child's strengths learning literacy, math, science and technology, social studies, and the arts:

Demonstrates phonological awareness: Notices and discriminates rhyme: Is beginning to fill in the missing rhyming word; generate rhyming words spontaneously

Demonstrates phonological awareness: Notices and discriminates alliteration: Sings songs and recites rhymes and refrains with repeating initial sounds

Demonstrates knowledge of the alphabet: Identifies and names letters: Recognizes and names a few letters in own name

Demonstrates knowledge of the alphabet: Uses letter-sound knowledge: Is beginning to identify the sounds of a few letters

Demonstrates knowledge of print and its uses: Uses and appreciates books: Is beginning to orient book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers

Comprehends and responds to books and other texts: Interacts during read-alouds and book conversations: Is beginning to ask and answer questions about the text; refers to pictures

Comprehends and responds to books and other texts: Retells stories: Is beginning to retell familiar stories, using pictures or props as prompts

Demonstrates emergent writing skills: Writes name: Uses controlled linear scribbles

Uses number concepts and operations: Counts: Is beginning to verbally count to 10; counts up to five objects accurately, using one number name for each object

Uses number concepts and operations: Quantifies: Is beginning to recognize and name the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Uses number concepts and operations: Connects numerals with their quantities: Is beginning to identify numerals to 5 by name and connects each to counted objects

Explores and describes spatial relationships and shapes: Understands spatial relationships: Follows simple directions related to proximity (beside, between, next to)

Demonstrates knowledge of patterns: Is beginning to copy simple repeating patterns

Plan for this child's development & learning:

[redacted]

Teacher(s) Signature(s):

[redacted]

[redacted]

Family Member(s) Signature(s):