

**COVER SHEET**

**Organization Information:**

Organization name: Vietnamese Friendship Association

Organization address: 7101 MLK Jr. Way S. #212, 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 nonprofit corporation (501(c)(3) EIN 91-11225321)

**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: Vu Le  
(please print clearly)

Title: Executive Director

Mailing address: 7101 MLK Jr. Way S. #212 Seattle, WA 98118

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

Additional information is provided in Attachment 3.

City of Seattle, Department of Neighborhoods, Office for Education Division  
Families and Education Levy  
Request for Qualifications:  
Elementary, Middle, and High School Expanded Learning Opportunities

**Cover Sheet, Legal Status and Format:**

1. The cover sheet has been completed and is attached
2. All sections of the RFQ (Key People, Previous Experience, Tracking to Success, and Women and Minority Inclusion and Non-discrimination) are complete and within the required parameters, to the best of our knowledge.

**Key People:**

1. Programs focused on expanded learning opportunities are under the direction of VFA's Director of Academic Services. This position is responsible for all academic services, including VFA's after-school program, Saturday morning English and Math program, and summer programs. The Director of Academic Services oversees a team of front-line staff and volunteers. This team consists of several bilingual/bicultural teachers and instructional assistants, many of whom are hired from the school where the programs take place and thus are familiar with effective educational strategies; other qualified staff and volunteers hired by VFA; and staff and volunteer from partner agencies. All are qualified, trained, and experienced in working with ELL students in an expanded learning environment, and background checked. The majority of the team has worked with VFA for several years in its Expanded Learning Opportunities programs and have experience helping students improve English skills, improve grades in core competency course, progress to the next grade level, reduce absenteeism, and graduate on time.
2. VFA's current Director of Academic Services is James Lovell. Mr. Lovell has BA from the University of Washington and is proficient in English as well as Vietnamese. He has led VFA's academic programs for the past five years, developing significant skills in program planning, implementation, evaluation, supervision, volunteer management, and other skills that have enabled VFA to run effective, outcome-focused programs. In addition, over the past several years Mr. Lovell has developed partnerships with schools, key personnel in the Seattle Public Schools District, and other organizations. These relationships have proven to significantly improve VFA's academic programs. Mr. Lovell is also leading VFA's effort to improve services through the Youth Program Quality Assessment (YPQA) initiative.

**Previous Experience:**

1. VFA's expanded learning opportunities programs focus on ELL students, both Vietnamese and non-Vietnamese.

Vietnamese ELL students: According to Seattle Public Schools' (SPS) 2010 District Summary Report, there are 2,410 Vietnamese students in the SPS—about 5% of the total student population. This makes Vietnamese students the fifth largest minority subgroup.

- **Free/reduced-price lunch status:** About 72% of Vietnamese students received free or reduced-price lunch. This is among the highest proportion among subgroups, especially when compared to Chinese (48%), Japanese (13%), and Caucasian (17%) students.
- **Single-Parent households:** About 34% of Vietnamese students do not live with both parents, which is nearly twice the proportion of Chinese (17%), Korean (18%), and Japanese (16%) students.
- **Bilingual Status:** 33% of Vietnamese students are classified as having “Limited English Proficiency,” the largest proportion among Asian students, and overall the second only behind Latino Indians (36%). When combined with Equal Language Proficiency data, Vietnamese students are largest group of proportionally bilingual students in Seattle.

Non-Vietnamese ELL students: Through our Saturday English School and Summer Science Academy programs, VFA also serves ELL students of diverse cultural backgrounds. Specifically, we have worked for the past five years in close partnership with the Secondary Bilingual Orientation Center (SBOC), now called the Seattle World School. In the 2009-2010 school year, 96% of SBOC students qualified for free/reduced-price meals and 100% are transitional bilingual. They had an annual drop-out rate of 9.4%

These students experience tremendous barriers that lead to their lower performance academically. According to information provided by OSPI ([reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us)) in 2008-2009, 0% of 8<sup>th</sup> graders met reading standards; in 2009-2010, again 0% of these students met MSP/HSPE standards. In math, 14.3% met standards on the 09-10 MSP/HSPE. 0% met standards in Writing or Science in 2008-2009 and 2009-2010.

For Vietnamese students, in 2010, only 47% of the Vietnamese students in SPS met or exceeded the High-School Proficiency Exam (HSPE) standards for 10<sup>th</sup> grade math, compared to Caucasian (68%), Japanese (75%), and Korean (86%).

2. For the past five years, VFA academic programs have achieved some significant results. For example
  - In the last academic year (2010 to 2011), 90% of the students in our after-school program improved their English test scores, as measured by pre-and-post-program standardized tests administered by their schools
  - Our Saturday English School served 90 students. Of the approximately 70 students for whom we were able to collect pre/post-program information 86% of improved their English language scores by at least one level over the course of the school year while 89% of students improved their Mathematics scores by at least one level. These scores are measured by tests administered at the beginning and the end of the year at the students' school.

- In 2009-2010 31% of the students VFA served at the SBOC made gains on the WELPA; in 2010-2011, this number increased to 40%. In 2009-2010, 32% of students passed all courses; in 2010-211, this number increased to 42%.

Partnership with schools and other organizations: VFA believes very strongly in close collaborations with schools and other organizations. One of our closest partners is the Secondary Bilingual Orientation Center, with whom we have partnered since 2006 on all our academic programs. The strong partnership has allowed for seamless extended learning opportunities for students at the school. The exchange of information between SBOC and VFA staff means that services are more focused on students' needs and are more effective. For example, SBOC staff will communicate with VFA staff that a student needs extra help on a specific grammar point; VFA staff then uses that information to help the student during extended learning time. Throughout the last six years, we have developed partnerships with multiple organizations, including the Refugee Women's Alliance, International Community Health Services, South Seattle Community College, Pacific Science Center, Woodland Park Zoo, P-Patch, and schools to provide high-quality ELO programs to students, especially ELL students.

3. Below is a list of key funders, school staff, and organizations that we have worked with in the past two years. This list provides a sample of stakeholders; a more comprehensive list is available upon request:

<b>Name</b>	<b>Title</b>	<b>Organization</b>	<b>Email</b>	<b>Phone</b>
Tim Schottman	Lead Partner	Social Venture Partners	tschottman@gmail.com	(206) 682-8500 (206) 838-4623
Ken Thompson	Program Officer	Bill and Melinda Gates Foundation	Ken.thompson@gatesfoundation.org	(206) 709-3100
Martin O'Callaghan	Principal	Secondary Bilingual Orientation Center	mocallaghan@seattleschools.org	(206) 252-2200 (206) 941-3626
Jeff Sikora	Education Director	Refugee Women's Alliance	Jeff@rewa.org	(206) 721-0243 (425) 233-9996
Veronica Gallardo	Director	Seattle Public Schools's ELL and International Programs	vmgallardo@seattleschools.org	(206) 252-0072
Mari Offenbecher	Executive Director	School's Out Washington	moffen@schoolsoutwashington.org	(206) 323-2396
Morva MacDonald	Director	UW's College of Education, Ackerly Network-School Partnerships	morva@u.washington.edu	(206) 616-0946
Robert Hughes	Assoc. Professor	Seattle University College of Education	rhughes@seattleu.edu	(206) 296-6168
Jessica Salvador	Interim Exec. Dir.	Campana Quetzal	jessi@campanaquetzal.org	(206) 478-7800

4. The students we serve are primarily ELL students. They face numerous challenges that create barriers for academic and educational success:
  - Language. English is a tremendous barrier, especially for the older students, who do not pick up the language as fast as the younger students. They have to learn history, science, math, and other difficult subjects while still learning English.
  - Lack of family support. Parents of ELL students usually work several jobs trying to make ends meet and do not have the skills or language to help their children with homework, college application, or other important activities.
  - Socioeconomic conditions: The majority of the students are low-income, as measured by free/reduced-price lunch. A few are homeless or at threat of homelessness. Students who worry about basic needs such as food and shelter may find it difficult to learn.
  - Acculturation: For many students, the US is a foreign place, with numerous confusing rules. It takes them time to navigate the educational as well as cultural systems.

These barriers profoundly affect students. VFA support students to become successful in school and life through a combination of direct service, community engagement, and advocacy. In the past two years (longer for some programs), we have provided tutoring and homework assistance after-school, on Saturday mornings, and during the summer. Last summer, VFA partnered with SBOC, Cleveland High School, ReWa, and other organizations to implement the Summer Science Academy, which provided an intensive 4-weeks program focused on Science and English. Over 100 SBOC students of several ethnic backgrounds participated in scientific learning and field trips and improved their English through weekly presentations.

VFA has also helped parents adjust to their new home and learn skills to help their children through hosting workshops, such as on how to use the Source. The programs also provided a helpful and relaxing environment for students to acculturate; many program activities foster teamwork, critical thinking, creativity, and other skills that help students excel.

#### **Tracking to Success:**

1. In the past two years, we have been tracking student attendance, grades, standardized test scores as posted on their Source page, and whether they progressed to the next grade level.
2. We have been using data to track student progress, report on results, and continually improve our services. When students enroll in the program, we contact their parents to obtain permission to access their data. Once parents sign the FERPA release form, VFA monitors students' information regularly to ensure they are attending school, caught up on their assignments, and are doing well in their classes. These types of data are helpful, as we can quickly act on them. For example, if students are missing classes, tutors may have a talk with the students, and if necessary, contact their parents. Being able to monitor these

data helps to course correct as necessary so students meet the targeted outcome. We also can access standardized test scores, grade progression, and other data as needed to report on outcomes. These data are helpful to analyze to see how successful we are in meeting outcomes from year to year and what changes to make to improve the program.

3. VFA has access to student data on the online Source database. This information can be accessed at any time for any student for whom we have obtained parental permission through the FERPA release form. Staff check students' information regularly. Depending on how a specific student is doing in general, the frequency may be monthly, weekly, or daily. If a student is doing well, usually a monthly check in is sufficient. For students who need more attention, such as students who are chronically missing class, we check more frequently. A challenge, however, is that not all teachers update as frequently as would be ideal. VFA establishes strong relationships with schools and teachers for this reason, in order to check in with teachers in person or over email as needed, knowing that they are extremely busy. Being able to use data, combined with strong relationships with teachers and parents, is how VFA has been able to achieve our outcomes and improve our programs.
4. Please see attached sample Program Report. Please keep in mind that while we have access to a variety of student data which we track and use to inform service delivery, for program reports VFA focuses on two or three key outcomes. We are continually working to improve our evaluation system.

### **Women and Minority Inclusion; Non-discrimination:**

The Vietnamese Friendship Association is an equal opportunity employer committed to a policy of non-discrimination in employment and to having a diverse workforce. Qualified applicants are given consideration for employment without regard to race, sex, marital or veteran status, religion, color, creed, national origin, age, sexual orientation, the presence of mental, physical or sensory disabilities, or any other basis prohibited by local, state or federal law. This policy is present in our job postings and application forms, and all staff who provide hiring decisions are trained to uphold this policy.

If our program is selected, we anticipate hiring additional employees or increasing staff hours, depending on the scope of the project. We will ensure diversity by posting job descriptions in local ethnic media; asking our diverse staff, volunteers, and clients for referrals to qualified candidates; using a network established with other ethnic community-based organizations; as well as wide distribution through conventional means such as online job postings.

When subcontracting is necessary, VFA strives to be inclusive of small businesses, including women and minority businesses. We have connections to a network of community-based organizations, many of them ethnic, as well as connections to Rainier Chamber of Commerce, the MLK Business Association, Rainier Valley Community Development Fund, and other organizations that can help us outreach to small businesses and those owned by women and minorities.

Vietnamese Friendship Association

**Saturday English School (SES)  
2010-2011**

**Program Report**



Prepared by:

James W. Lovell,  
Director, Youth Education Services

August 1, 2011

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## I. Overview

**Summary:** In partnership with the Secondary Bilingual Orientation Center (SBOC) and with School-Community Partnership funding from the Bill and Melinda Gates Foundation, VFA continued the Saturday English School, (formerly Supplemental Educational Services) a Saturday morning ELL and Math program that capitalizes on federal monies available to help supplement our students' education. From October 16<sup>th</sup>, 2010 to May 7<sup>th</sup>, 2011, the 4-hour Saturday program continued to focus on developing English and math skills for the SBOC' diverse group of newcomers, with an additional component around parent education. This year, we served more than 90 students (47 of whom were SES Eligible) and 10 parents. Our students continued to make academic gains, with 86% improving their English level and 89% improving their math level throughout the year. Through the help of linguistically diverse teachers, IAs, and VFA staff and volunteers we provided more than 90 hours of programming to students, with more than 400 hours of volunteer time donated.



**SES:** SES is a component of No Child Left Behind (NCLB) that mandates schools that fail to meet adequate yearly progress (AYP) to provide additional support to its low-income students. Federal funding is provided to these schools to hire Supplemental Service Providers to provide academic services. Parents of eligible students must choose these services from a list of qualified service providers, of which VFA is one.



As with past years, enough parents chose VFA as a provider to enable us to open the program up to all students at SBOC, regardless of federal eligibility. This means our volunteer instructors were key in keeping our federally mandated staff-to-student ratio low. We were also able to allow students to continue with the program after they completed their SES billable hours.

## II. Program Design:

The program provided Saturday morning English and Math support for students. The program uses Content Based Instruction (CBI), where students learn new vocabulary, grammar, and pronunciation as it relates to a specific topic, along with math, which has proven to be



challenging to students due to language barriers. A key factor to our approach is a mix of native language and English language support from staff hired from the SBOC (thus, they are familiar to the students), combined with a structured and rigorous curriculum. During each 4-hour session, students engaged in 2 hours of English, 1 hour of math, a brief lunch, and another 45 minutes of teambuilding games that focused on vocabulary learned during the day. For math, students were placed into three levels, again based on their

placement at SBOC. However, SBOC's math placement process is more diverse with five levels, so students from levels 1 and 2 were combined into one group, as were levels 4 and 5. During each session, students alternate between large group instruction and small group practice to develop skills based on the daily theme while reinforcing basic skills. At the end of the day, students were brought back together and played a group review activity that incorporated the day's vocabulary to help strengthen students' retention.

**Goals:** The goals of the program this year can be divided into three components:

1. *Academic Improvement:* Our primary goal is for students to increase their performance in math and literacy.
2. *Social & Cultural Development:* In addition to academics, we expected or students to develop an increased commitment to learning and to furthering their education.



### III Demographics of Clients Served:

Of the 78 students for whom data was reported, either through enrollment documentation or surveys, we found the following:

- Economic Status: 100% were low-income, as measured by whether or not they received free or reduced lunch at school
- 100% were ELL students
- Sex: 56% female and 44% male
- Age: Ranged from 11 to 21
- School attended: 100% of students initially attended the SBOC, but some moved on to Cleveland, Ballard, Franklin and Roosevelt high schools while still attending the program.



- Linguistic breakdown: 43% Vietnamese, 18% Tigrigna, 16% Amharic, 9% Spanish, 8% Chinese. The rest of the students came from Burma, Cambodia, Thailand, Somalia, and other countries.
- This project benefited the parents and students of SBOC as well as former students who returned for service learning credits. The key zip codes served in this project are 98118, 98144, 98108, 98106, and 98125.

Students were recruited in their native language advisory groups at the beginning of the year. The program was open to all students at SBOC, regardless of submission of the SES paperwork. After initial recruitment, staff visited the school weekly to remind students about the Saturday program as well as phone calls the evening before the program.

Staff were recruited based on teaching qualification, experience, and linguistic ability. This year we had three certificated teachers, two IAs, and two instructors with master's degrees in addition to our professional, college and high-school volunteers. Volunteers were also recruited.

#### IV. Partners

- **VFA** – Program design, implementation, evaluation and financial management.
- **SBOC** – Help with recruitment of staff and students, also donated space for March, April and May's program hours.
- **ReWA** – 21<sup>st</sup> Century Learning Center program partner.
- **Social Venture Partners (SVP)** – Development and support around new attitudinal assessment.

#### V. Accomplishments:

- Attendance: half of the students attended the program on 70% of days available, a 4% increase from last year.
- Attendance 2: While we need to improve on regular attendance, our program's daily average rose above 60 students per day, up from 38/day in 2009-2010 and 26/day in 2008-2009.
- Improvement: 86% of students improved their English language scores by at least one level over the course of the school year.
- 89% of students improved their Mathematics scores by at least one level
- Direct Service Hours: The program provided more than 96 hours of direct service.
- Volunteer hours: Our program leveraged more than 500 hours of volunteer time
- Instruction: We increased our number of certificated staff members from 2 up to 3, affording us one teacher per classroom.
- Connected learning: All four of the instructors from the weekday program, through the 21<sup>st</sup> Century Community Learning Center, were also staff at the Saturday program.
- Our program again succeeded in increasing the overall number of students served, program days available and increased partnership with the school-day teachers.



## VI. Problems Encountered

- Staffing: As usual, about 50% of our daily attendance came from SES billable students, but we still had to maintain our ratio regardless of billing status, we had to cover the cost of many of the staff internally to maintain our 1:5 ratio. This year we were not able to leverage 21<sup>st</sup> Century Community Learning Center dollars as we were last year.
- Classroom division: We ended up with 2/3 of the students being at level 2 English, meaning we had to have two classrooms with these students. This meant we had to divide up the students evenly every Saturday, though due to irregular attendance, we were unable to assign students a classroom. Managing student and volunteer placement next year will be a high priority.
- Cliques: We had some trouble, as with last year, breaking students out of their linguistically-based groups. Next year we will focus on having more volunteers in the classroom to deter students from speaking only their home language.
- Funding: There continues to be a cash-flow challenge with this program due to the timing of the SES billing. While the program begins at the beginning of October, billing for complete hours cannot happen until the beginning of January, typically. This means reimbursement for services cannot happen until 3-4 months *after* the program has been running and using funds.



## VII. Program Evaluation

The assessment of this program was based on student performance on the SBOC's English and Math placement tests as well as on a student attitudinal survey.

### Student Academic Assessment

Below is the final data regarding math and English language scores for the 78 students for whom we had data. Data was collected through standardized tests administered at the students' school at the beginning of the school year and at the end of the SES program.

	# increased by one or more levels	# maintained initial level	Total reported	% showing increase
<b>Math</b>	70	8	78	89%
<b>English</b>	67	11	78	86%

### Student Attitudinal Assessment

Student attitudes were measured by a four-point Likert scale survey that VFA developed in partnership with Social Venture Partners. This survey measured a variety of student attitudes, including feelings about school and learning, pride for their home culture, and relationship with parents. Each question asked students rate their level of agreement on a four-point scale, ranging

from strongly disagree to strongly agree. Surveys were given to students at the beginning of the program, and again after the program ended. There were 42 students for whom we were able to track and compare data.

### **Regarding School**

Four questions assessed student attitude toward school.

- It is important to me that I do well in school
- In my classes I enjoy sharing my ideas
- I get excited about learning new things
- I see connections between what I learn in school and my life.

Responses to these questions were averaged into an aggregate *school score*. Using a matched group t-Test, results from the survey indicate that there was an increase in students' attitudes toward family from pre-test ( $m = 2.74$ ) to post-test ( $m = 3.01$ ) ( $p$  less than .05).

### **Regarding Culture**

Seven questions assessed student attitude toward their culture.

- I talk to other people about my culture
- I am proud to be from my culture
- I like to go to my cultural events, activities and holiday festivals
- I think that my culture is an important part of American culture
- I would like to learn more about my culture
- I want to continue speaking my home language
- I understand what is the same and different about my culture and American culture



Responses to these questions were averaged into an aggregate *culture score*. Using a matched group t-Test, results from the survey indicate that there were not differences in students' attitudes toward culture from pre-test 2.86 (pre-test) to 2.97 (post-test)

### **Regarding Families and Parents**

Five questions assessed student attitude toward their culture.

- I talk with parents about how I am doing in school
- I talk with my parents about things other than school
- I talk with my parents about how things are going in my life
- If I had a problem, I feel like my parents would help me
- I like to spend my free time with my parents and family members

Responses to these questions were averaged into an aggregate *family score*. Using a matched group t-Test, results from the survey indicate that there were not differences in students' attitudes toward family from pre-test ( $m = 3.08$ ) to post-test ( $m = 3.13$ ).

## Evaluation Summary

The academic data indicates that almost all of the students in the SES program demonstrated academic gains across both English language and Math measures. Furthermore, over the course of the program students' attitudes toward their school lives improved. We believe that being more involved with out-of-school-time activities are one of the key factors in this increase.

## IX. Next Steps

We have many areas in which we need to improve, as we do every year, and they are listed below:

1. As previously mentioned, the program should refocus implementation around the students. This includes more time refining the program model and removing parts that are ineffective, such as the parent component.
2. Data collection: Our attendance, surveys and academic monitoring was collected better this year, though could still use improvement. Additionally, our data entry system needs to be refined and standardized from the onset of the program.
3. Volunteer management & Training: We continue to receive high quality and highly committed volunteers to support the program. This year VFA needs to improve our support to our volunteers. From classroom assignment to instructional delivery training to communication, there needs to be a system in place to ensure volunteers are engaged in every aspect of the program.
4. World School: the SBOC has undergone a major transformation and will be offering credit-bearing classes for ninth grade students, with a grade level being added on every following year and offering diplomas in four year. As such, our program will have to adapt and increase the number of levels and the rigor of lessons to meet the needs of the increased population demands.



The program yielded many successes this year, and continued to refine our program to respond to the needs of our students and families, and we look forward to another terrific and reflective year at the Saturday English School – a part of the new Seattle World School.

