

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

Day/Work phone: (206) 802-5500 Email address: vu.le@vfasattle.org

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 Social, Emotional, and Behavioral Support

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 academic outcomes, including case management, family involvement, etc. are under the direction of VFA's Director of Academic Services. The Director of Academic Services oversees a team of front-line staff and volunteers. Depending on the partnership with the schools to provide social, emotional, behavioral, and family support, the team will comprise a parent advocate or case manager; other qualified staff and volunteers hired by VFA; and staff and volunteer from partner agencies. All will be qualified, trained, and experienced in working with ELL students and families, and background checked. All staff on this team will be experienced in working with students and their families through evidence-based strategies, and developing partnerships with school staff and community-based service providers.
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 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.
2. For the past five years, VFA academic programs have achieved some significant results for students, especially ELL youth. We are confident that we can provide the same level of quality and results for elementary students. Results for the students we have served for the past two years include:
- 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 2010-2011, this number increased to 42%.
 - We have also tracked data on how the programs impact parents. For example, last year we launched a small pilot computer skills for parents program. Prior to the program, 63% of students (10 adults) never had used nor had basic knowledge of computers while 38% (6 students) reported they had some knowledge of computers. At the end of the program, 93% of the 16 students reported they felt more confident about using a computer than when they first began the program.

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, and Asian Counseling and Referral Services, in order to provide social, emotional, and behavioral support to ELL students and families.

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:

Name	Title	Organization	Email	Phone
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
Frank Fuentes	Director of Community Learning	Tiny Tots Development Center	ffuentes@tinytotsdc.org	(206) 252-7490
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.
 - 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.

VFA has also helped parents adjust to their new home and learn skills to help their children. Our Parent Advocate provided home visits and escorted parents to meetings with teachers, serving as an advocate and interpreter. Monthly workshops provided parents with skills in supporting their children. These workshops included topics such as how to check students' Source grades, how to positively discipline children, and how to help students apply to college and for financial aid. Recently we ran basic computer workshops for parents after finding out that many of them could not use the Source since they had never used emails or the internet before. The Parent Advocate was also instrumental in connecting parents with information and resources regarding health, housing, emergency preparedness, etc.

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. Being able to access these data is very helpful in working with parents, as many of them do know how to access or interpret these data, so they rely on VFA to help them understand how their kids are doing.

A challenge, however, is that not all teachers update as frequently as would be ideal. Also, data for elementary students is not as complete as for older students. 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. 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

21st Century Community Learning Center After School Youth Tutoring Program 2010-2011 Program Report and Evaluation



Prepared by:
James Lovell, Program Coordinator
August 15th, 2011

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I. Overview

Summary: VFA continued its participation in the 21st Century Community Learning Center, a partnership with Refugee Women's Alliance (ReWA), the Secondary Bilingual Orientation Center (SBOC) and VFA. The program is an academic enrichment program for the students at the SBOC, all of whom are newly arrived with low English language skill. From October 4th, 2010 to June 17th, 2011, the program engaged students around their coursework and enrichment activities from 2:35 to 4:15 every day. This year, we served more than 80 students, with 40 students attending consistently. Our program staff included one of the school's instructional assistants as well as other experienced educators, volunteers and partners.



II. Program Design:

The program was divided into three components: (1) Connected Learning, (2) Pronunciation Practice and (3) Expanded Learning.

Connected Learning: One of the goals for the program is to boost student academic performance. As such, we had our staff member who works at the school develop activities that were connected to their school work. These activities were typically conversation practices around the vocabulary for each level.

Pronunciation Practice: Our second component was pronunciation practice for students. These activities took commonly mispronounced words, particular to students' linguistic heritage, and had several games and activities that engage students in the basic phonic components of English to transfer their home language sounds into English language sounds.



Expanded Learning: Students were also given the opportunity to select structured activities based on their interests. This included a basketball club, a multicultural dance, Vietnamese New Year arts activities, and a karaoke club.

Activities: While there are too many individual activities to list, there are definitely some we would like to highlight:



- **Multicultural Dance:** Students from the 21C afterschool program worked with one of our instructors for 6 hours per week on a dance adapted to a traditional Vietnamese song. These students then performed at the Folklife Festival, VFA’s Benefit Dinner, and the temple Chua Co Lam, among others.

- **Games:** When we began our work on the final consonants “t” and “d”, we were looking for an engaging way to get students to practice. One of our staff members designed an activity for students

using the popular body-twisting game “Twister”. As the game is designed to repeatedly say the words “right”, “left”, “hand”, and “foot”, it was an engaging way to practice these sounds. Games such as these were used in the program to help students hone critical skills.

- **Karaoke:** Despite not being a tonal language, there is definitely a cadence and tonality to English that helps one sound like a native speaker. To demonstrate the breakdown of syllables and sounds, we used karaoke to engage students around pronunciation of longer words.

III. Demographic of Clients Served:

- 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: 52% female and 48% male
- Age: Ranged from 11 to 21
- School attended: 100% of students initially attended the SBOC.
- Linguistic breakdown: 82% Vietnamese, 13% Chinese, 2% Korean, 1% Cambodian, 1% Ethiopian, 1% Eritrean.
- Our program served 80 students from the following zip codes: 98118, 98144, 98108, 98115, 98124.



IV. Partners

- **VFA** – Program design, implementation and evaluation.
- **SBOC** – Help with recruitment of staff and students, also donated space for March, April and May’s program hours.
- **ReWA** – 21st Century Learning Center program partner, lead financial manager and program evaluator.
- **Woodland Park Zoo:** Hosted a field trip over spring break.

V. Accomplishments:

- Attendance: 40 students attended for more than 30 days, which is the required minimum for the grant.
- Improvement: 90% of students improved their English language scores by at least one level over the course of the school year.
- Direct Service Hours: The program provided more than 200 hours of direct service.
- Volunteer hours: Our program leveraged more than 300 hours of volunteer time.
- Instruction: Our program instructors were all highly qualified and bilingual, including one certified teacher, two instructors with master's degrees, one district IA and two staff with 3 years of experience working with the SBOC.



VI. Problems Encountered

- Continuity: Many of the students attended irregularly due to other programs, home life, and school transfers. This made it difficult to connect learning over time for all students.
- Staff training: While our staff were all strong instructional leaders, a lack of weekly planning time made it difficult to ensure smooth transitions between activities or weekly themes.

VII. Program Evaluation

Student Academic Progress

One assessment of this program was based on student performance on the SBOC's English placement test. Below is the final data regarding English language scores for the 41 students for whom we had data.

	# increased by one or more levels	# maintained initial level	Total reported	% showing increase
English	37	4	41	90%



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 to 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 26 students for whom we were able to track and compare data.

Regarding School

Four questions assessed student attitudes 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 were not differences in students' attitudes toward school from pre-test ($m = 2.98$) to post-test ($m = 3.03$). The increase from 2.98 to 3.03 was not a statistically significant increase.

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 students' attitude toward their culture increased from 2.46 (pre-test) to 2.76 (post-test) (p less than .05)

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 ($m = 2.74$) to post-test ($m = 2.69$).

Evaluation Summary

The academic data shows that 90% of the students who attended this program made academic progress. Additionally, students who attended this program demonstrated an increase in their attitude toward culture – their own and American. We believe the program's focus on Vietnamese culture – the dance, the new year activities, and the focus on Vietnamese language – helped our students stay engaged in their culture and develop a better understanding of American culture.

VIII. Next Steps

While we are proud of our first year of the program housed at SBOC, we recognize many improvements needed to strengthen our program.

1. Curriculum: Our pronunciation practice needs to be more systematic, that is, more intentionally moving through the progression of sounds. Starting with the simple, familiar sounds and progressing to the more complex consonant clusters.
2. Data collection: We will begin this year with a data collection and reporting system that is aligned to ReWA's. This will ensure a standard format for mid-year program reporting and management.
3. 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.

This was an exciting project for us, and we look forward to another exciting year. Building on last year's successes and increasing the training for our staff will be a top priority as we continue our work with this population.