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

COVER SHEET

Organization Information:

Organization name: **White Center Community Development Association**

Organization address: **1615 SW Cambridge Street Seattle, WA 98146**

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

Washington Stat non-profit corporation, 501c(3)

Application Components and Checklist (submit in this order)

- ☐ Cover Sheet
- ☐ Key People
- ☐ Previous Experience
- ☐ Tracking to Success
- ☐ Women and Minority Inclusion; Non-discrimination (Not Applicable)

Contact Information:

Contact person: **Edna Noga**
(please print clearly)

Title: **Family Connections Director**

Mailing address: **1615 SW Cambridge Street Seattle, WA 98146**

Day/Work phone: **(206) 280-6098** Email address: **edna@wccda.org**

Signature: Date: **February 14th, 2012**

Additional information is provided in Attachment 3.

Key People

Our Family Ambassadors track family progress to ensure that families and children are getting needed services. They follow up with each family to track progress.

Family Ambassador Lead, Lan Le: Ms Le is the Vietnamese Family Ambassador. Lan also works part-time for the Refugee Federation Service Center, and connects refugee and immigrant families to a vast array of community resources, Lan has extensive training in management information systems and in results–based-accountability and provides data entry support.

Family Ambassador, Anab Abdullahi: Ms Abdullahi provides support for Somali families. Anab also works part-time for the Harbor View Medical Center as the Somali interpreter which helps connect our families to vital health care services at this institution.

Family Ambassador, Maria Zarrandario: Ms Zarrandario is originally from Panama, and provides support for Spanish speaking families. Maria is an active parent in the community and is currently the Family Ambassador for Latino families enrolled at White Center Heights Elementary. She currently organizes parent leadership activities, parent groups at White Center Heights Elementary, and facilitates monthly family coffee hour.

Project Lead, Edna Noga: Ms. Noga is a Pacific Islander from American Samoa, and is fluent in the native Language of faa-Samoa. She directs the Family Connections program to improve family and community engagement and educational outcomes for children, primarily in the White Center elementary schools. Edna works in partnership with Highline School District. Edna routinely uses ESIS (Highline School District data system) to run attendance reports and works closely with school staff and the Family Ambassadors to monitor students progress in state level assessments including DIBELS and MAPS and supports the teachers and family ambassadors by providing home learning kit resources, which augment school day instruction and include individual learning plans for students. Edna manages a staff of bilingual Family Ambassadors, who are representative of the families being served through the project. Edna has seven years working as a community advocate and resident leader with the Trusted Advocates, a diverse group of resident leaders working to improve outcomes for children, families, and the community of White Center.

Edna Noga is a certified trainer through the Annie E. Casey's Resident Leadership Facilitation trainer. She also completed the Mark Friedman Results Based Accountability Framework, and uses this model in her program. Edna recently completed a six month training called Collaborative Leadership for Results. In this work she led a team comprised of representatives from the school district, faith based organization, grass-roots organization, and an after-school program provider. Edna is currently a re-tooling fellow for the Robert Wood Johnson foundation, which is building capacity of individuals to become equipped with evaluation tools to be cultural responsive when evaluating programs. Edna is currently leading efforts to align Family

Connections programming and partnerships with the Community Center for Education Results' Road Map Project, and recently received high marks on a submitted Promise Neighborhoods Federal Grant Application.

Previous Experience

Family Connections serves a highly diverse population, which includes many refugee and immigrant families. Almost all are low income. The program's strong focus on attendance, family involvement in the education of children, early learning and extended day learning opportunities is yielding positive results. Our whole family assessment-driven model also connects families to economic success activities designed to help build their skills and assets. Families pass on what they learn about community resources to others, and use their experiences to drive practices and policies that will benefit their families.

- **Total Number of Families Enrolled**: 117 families or a total of 514 persons, including 210 adults and 304 children birth to 18; 129 of these children were in the 3-year cohort enrolled in grades K-3.
- **Language spoken at home of Key Respondents**: 77% of families speak a language other than English at home.
- **Ethnicity of Key Respondents**: 96% of families were persons of color; a complete breakdown by ethnicity is listed below.

Ethnic Group (Key Respondent Family Data Collection Initial Assessment)	Number/Percent By Ethnic Group
Latino	33 (28.2%)
Vietnamese	17 (14.5%)
Pacific Islander	17 (14.5%)
Iraqi	15 (12.8%)
Cambodian	9 (7.7%)
Somali	8 (6.8%)
White	4 (3.4%)
Pacific Islander/White	4 (3.4%)
African American	2 (1.7%)
African American/White	2 (1.7%)
Chinese	1 (0.9%)
Chinese/Vietnamese	1 (0.9%)
Iraqi/Cambodian	1 (0.9%)
Native American	1 (0.9%)
Pacific Islander/African American	1 (0.9%)
Pacific Islander/Latino	1 (0.9%)
Total	117 (100.00%)

1. Experience & Results

Family Connections partners with the schools and over 30 community based organizations to serve our students and families. Family Connections hosts monthly meeting where partners come together to network and learn about the different programs offered to better serve our families. This meeting poses an opportunity for Family Connections to share the experiences of families with the service providers and serves as a feedback loop to the partners about the services they offer to our families.

Family Connections staff, Family Ambassadors, meet with the family to complete assessments, and based on the responses refer families to the services needed (extended day or early learning opportunities for the children, job search for adults, summer programs or internships for older students, etc.). The Family Ambassador contacts families to see if they followed up with the services and documents the outcome and/or experience of families.

Some of the results from Family Connections it listed below:

- **Early Learning Involvement Data**: A review of 2007 – 2010 data shows that 44% of the kindergarten age children were engaged in early learning programs prior to entering kindergarten, compared to 24% of non-Family Connections children.
- **Reading at Home**: Overall, 85% of the families reported reading daily to children at the end of the school year compared to 19% at the beginning of the school year.
- **Attendance Data**: For children enrolled 2007 – 2010, there was an overall decrease in absences of 28% (Edna can you explain this more?).
- **Academic Data:** For children enrolled 2007 – 2010 in grades K-2, DIBELS scores revealed that 75% reach benchmark in the spring DIBELS test.
- **Referral Outcomes:** 41% of families accessed early learning programs; 72% extended day learning programs, and 48% asset building resources.
- **Social Networking Events:** 33% of families participated in early learning events; 74% to academic/education events; 16% in asset building resources.
- **Families Take it On and Pass it On**: 62% of the families shared school and community information with other parents, and 44% invited other family members or friends to Family Connections events.

2. Recent Funders, Schools, & Community Partners

WCCDA Family Connections Contact Information		
Funders:	**School Staff:**	**Community Partners Organization:**
Annie E. Casey Foundation, Associate Director Policy Reform and Advocacy, Dennis Campa, 410-223-2917, dcampa@aecf.org	White Center Heights Elem Principal, Mr. Dave Darling 206.631.5201 David.darling@highlineschools.org	Community Schools Collaboration – White Center Site Manager, Khanh Nguyen 206.631.4524 Khanh.nguyen@highlineschools.org
White Center Early Learning Initiative, Community Engagement Director	Mount View Elem Principal, Felicia Wells 206.631.4501	SW Boys & Girls Club Program Manager, Chris Dunford 206.762.3221

Nubia Lopez 206.716.8855 nlopez@psesd.org	Felicia.wells@highlineschools.org	cdunford@positiveplace.org
WSU Extension (via WK Kellogg Foundation Grant) Alice Park, Program Mgr 206.205.3151 Alice.park@kingcounty.gov	Highline School District Equity & Community Engagement Director, Bernadette Merikle 206.439.4447 Bernadette.merikle@highlineschools.org	King County Public Health, Community Health Educator & ABCD Health Coordinator, Carol Allen, 206-214-6482, Carol.allen@kingcounty.gov
United Way King County – New Solutions Fund Lori Guilfoyle lguilfoyle@uwkc.org 206.461.5056	Beverly Park Elem Principal, Kathy Emerick 206.631.3401 Katherine.emerick@highlineschools.org	YWCA Learning Center, Mina Amin 206.336.7000 mamin@ywcaworks.org

3. Our Focus: Challenges & Barriers

Some of the barriers faced by the students and their families include attendance, ESL, family literacy, poverty, lack of trust of school staff, transportation, no home computer, telephone and internet, and families are struggling. In response to these challenges, Family Connections hired bilingual Family Ambassadors. We also partnered with community partners who provide ESL classes, job placement, case-management support, and organizations that provide vital school readiness and extended day learning services, including early learning, literacy, tutoring, and summer enrichment programs. Our service network serves whole families and extended families.

Tracking to Success

1. Data Points

Child Data Points	Family Data Points	Community Data Points
Children under 5 in families participate in early learning opportunities	Family support of their children's education via home and/or school based strategies (measuring use of learning kits and time reading to children)	Leveraging of school and community resources to support families and social networking events.
Kindergarten children come to school ready	Families access to health, family support and economic opportunity services	Status of referrals to community resources
Students test scores	Families' utilization of school and extended day resources	Family efforts to take on and pass on resources to other families

School attendance rates	Family engagement in leadership opportunities	

Other Data
Student attendance using ESIS (Highline School District student database), DIBELS data, MAPS data, MSP data, and Family pre/post assessments

2. Tracking Data – Using Data to Support Continuous Improvement
Family Connections is a data-driven strategy. For our school based work – we review attendance on a weekly basis. Our experience led to a new attendance tracking system. The Family Ambassadors work closely with the teacher and parents to provide parents with encouragement and support to implement individual learning plans which include teacher recommendations for academic supports, drawing upon the results of DIBELS/MAPS scores and teacher observations. For parents and/or afterschool providers, the individual learning plans provide families with a roadmap and plan to support their child's learning. The Family Ambassadors continually engage parents in the schools and follow-up with families to invite them to school events featuring ways to support early literacy, literacy, science and math.

3. Regular Data Tracking
Attendance is one of the key indicators we have for improving academic outcomes. Family Connections helps the school provide follow-up support to students/families who have attendance issues or concerns. We review attendance data on a weekly basis and work closely with the school principal or designee to address the issue. We played an integral role in helping the school develop protocols to help systemize follow-up, using research we garnered through evidence based strategies to support child attendance. We call parents at home, determine causes of absences, arrange for referrals to health or other providers, and as needed provide the family with homework assignments if the child is absent or tardy. We also monitor student tardies in order to find out why children are late to school, and provide families with reminders to ensure that children get to school on time.

We have noticed a big improvement in our students. Because of Family Connections families are connecting much more effectively with their child's teacher, to get homework or assignments, and many are making alternate plans to visit their home countries, so their child will not miss school One of the social networking events Family Connections hosts, called "Getting to know your school', showcases the importance of school attendance, and helps parents to see how attendance directly effects child academic success. Upon learning about this association, many parents have become much stronger proponents of their child attending schools, resulting in dramatic decreases in tardiness/absences for many families.

Individual Learning Plan / Reading Success Plan (RSP) **Family Connections, White Center, WA**

Contact Teacher	Date	

Student Information

Student (legal name)		DOB	Gr.	ID #
Address		Phone	Parent(s)	

ELL ☐	1 Pre-functional ☐	2 Beginning ☐	3 Intermediate ☐	4 Advanced Intermediate ☐	5 Advanced ☐	6 Full Eng. Proficiency ☐

Special Ed. ☐	Level of Service	Full Inclusion ☐	Resource Room ☐

Type of Service	Reading ☐	Academic ☐ Writing ☐	Math ☐	Behavior ☐	Speech ☐	Other ☐

Attendance

Days absent prior year _____	YTD_____	Attendance reported as of mm/dd/yy _____

Health

Has medical home? yes___no___ If no, referral made yes___no___	Has health Insurance? yes___no___ If no, referral made yes___ no___	Has dental home? yes___ no___ If no, referral made yes__ no___

Had developmental screening (All Day SAT)? yes___ no___ No significant findings ☐ Potential concerns detected ☐
If potential concerns, referral made? yes___ no___ Reason_____
Full SAT? yes___ no _____ (Please see attached form.) Services/products delivered (e.g. glasses)? yes____ no_____

WASL (Grade 3)

Literacy	Advanced (Level 4) ☐	Proficient (Level 3) ☐	Basic (Level 2) ☐	Below Basic (Level 1) ☐
Math	Advanced (Level 4) ☐	Proficient (Level 3) ☐	Basic (Level 2) ☐	Below Basic (Level 1) ☐

Reading Assessments (*Complete RSP after each testing*)

DIBELS (Gr. 2)	Date Administered_____			Date Administered _____			Date Administered _____		
Key Components	**Intensive**	**Strategic**	**Benchmark**	**Intensive**	**Strategic**	**Benchmark**	**Intensive**	**Strategic**	**Benchmark**
Initial Sound Fluency									
Letter Naming Fluency									
Phonemic Segmentation Fluency									
Nonsense Word Fluency									
Oral Reading Fluency									

MAP (Gr. 3)	Date Administered_____			Date Administered _____			Date Administered_____		
Key Components	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark	Intensive	Strategic	Benchmark
Word Recognition									
Reading Comprehension									
Know Text Components									
Think Critically and Analyze									
Read Variety of Purpose									

Individual Learning Plan / Reading Success Plan (RSP) **Family Connections, White Center, WA**

Other Assessments	Date of Assessment	Name of Assessment	Score(s)
Student Strengths/Interests			
Concerns			
Strategies/Differentiated Instruction Provided by Classroom Teacher		Strategies/Differentiated Instruction Provided by Classroom Support Personnel	

Recommended Interventions

Date: _____

Supplemental Reading Services Small Group ☐ Individual ☐ Days Present_____	Focus/Goal		Minutes per session?_____ How Often?
	Met the Goal ☐ Date(s) _____	Made progress toward the Goal ☐ Date(s) _____	Did not make progress ☐ Date(s) _____
Afterschool Provider Days Present _____	Focus/Goal		Minutes per session?_____ How often?
	Met the Goal ☐ Date(s) _____	Made progress toward the Goal ☐ Date(s) _____	Did not make progress ☐ Date(s) _____
Summer Program Participation Days Present _____	Focus/Goal		Minutes per session?_____ How Often?
	Met the Goal ☐ Date(s) _____	Made progress toward the Goal ☐ Date(s) _____	Did not make progress ☐ Date(s) _____

If student did not make progress toward goal within any 6-week period, please explain how school or provider will modify interventions:

_____

_____

_____

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Parent/Guardian Responsibilities

The following areas were discussed with Parent/Guardian:

Support student's schoolwork and homework	☐
Address specific health needs	☐
Set aside time and place for reading	☐
Ensure student attends school daily and on time	☐
Stay in contact with teachers (parent/teacher conferences, contact teacher with questions)	☐
Make sure out-of-school interventions are implemented	☐
Monitor home reading minutes per day	☐
Other:	☐

Parent / Guardian Signature: _____	**Date** _____
Teacher Signature: _____	**Date** _____