

United Way of Lane County  
2010/2011 Strategic/Preventive Proposal

- A. Name of Organization: **Downtown Languages**
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Eugene, OR 97401**
  3. Phone: **(541) 686-8483** Email: **kim@downtownlanguages.org**
- B. Name of Proposed Services: **Pasos al Futuro ('Steps to the Future')**
- C. Amount of Funding Requested for a 12 month period: **\$28,578**

*The undersigned confirm that the information provided in this application is true and accurate and that the application has received / will receive Board approval.*

***Signed and scanned version is first page of appendix C***

\_\_\_\_\_  
Signature: Agency Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature: President, Board of Directors

\_\_\_\_\_  
Date

## **SECTION I: Strategic/Preventive Action Area**

*Which Community Investment Strategic Action Area do the proposed services primarily address? (Please see **Appendix A UWLC 2010 Strategic/Preventive Goals and Funding Strategies for EDUCATION, INCOME and HEALTH.**)*

**1. Action Area:** (select one)

- Education:** Preparing children to succeed in school and life.
- Income:** Moving families from poverty to financial stability.
- Health:** Ensuring people have basic access to healthcare.

**2. Strategies:** *Based on your selection above, list the specific strategy or strategies the proposed services are designed to address. (Note: Strategy or strategies listed must come from Appendix A referred to above.)*

*Pasos al Futuro* ('Steps to the Future') is a joint program between two organizations in Lane County: Lane Education Service District Migrant Education Program (MEP) and Downtown Languages (DTL).

*Pasos al Futuro* ('Steps to the Future') directly addresses United Way of Lane County's (UWLC) strategic goal area of **Income** and the following **Preventive Strategies**:

- Services and supports that increase high school graduation rates among high risk youth
- Programs to promote career and post-secondary training and education for high risk youth

By serving Latino youth ages 16-21 years who are migratory farm workers or are members of migrating farmworker families, *Pasos al Futuro* provides essential services to youth who come from highly mobile families living at or below poverty level. By introducing students to educational opportunities specific to their needs and providing job search training, we improve high school graduation rates, primary, secondary or GED diploma acquisition rates, and engage learners in career and post-secondary training and education.

Because of their or their families' unique livelihoods and situations, migrating farmworker youth experience several significant barriers to educational and economic achievement. Nationwide, migrating farmworker youth face the following barriers:

- 51% high school drop out rate
- Parents/guardians who completed an average level of 6<sup>th</sup> grade education
- Low income households earning an average annual salary of less than \$20,000 per year

Studies from the National Center for Children in Poverty support the fact that the failure to obtain a minimum high school diploma/GED is a significant determiner of the subsequent generation's economic prosperity and success in life. For example:

- 74% of children whose parents have less than a high school diploma live in low-income families

- 45% of children whose parents have a high school diploma, but no college education, live in low-income families
- Only 16% of children whose parents have some college education or more live in low-income families

Essentially, not only are migrating farmworker youth particularly vulnerable to experience the very life of poverty that the National Center for Children in poverty has documented because of their parents' education and income levels, statistically they are likely to perpetuate the generational cycle of poverty without education and career advancement opportunities.

3. Provide a **brief** (no more than one paragraph) executive summary of how you will address the strategies you listed in Question 2, above. Details will be expanded in Section II, questions 1-3.

*Pasos al Futuro* is a groundbreaking program created through the collaboration of Downtown Languages and the Lane ESD Migrant Education Program in response to the accelerated growth of migrating farmworker youth in Lane County. It targets young adults ages 16-21, the majority being Latino, who are either not attending school or are not on track to graduate. The primary goal of the program is to combat the cycle of generational poverty by introducing students to educational opportunities and developing job readiness skills with targeted English language instruction. The program accomplishes these goals through intensive sessions offered three times per year.

## **SECTION II: SERVICE IMPACT**

### **1. Need, Target Population and Program Description**

#### **A. Need/Target Population**

*Identify the community problem/need the strategies described in Section I address, including the number of Lane County residents affected. Clearly link the need to the Community Investment Strategic Action Area goals and strategies selected in 1 and 2 above. Also, include local trend information over the last five years as available/appropriate. Describe how the proposed service(s) reach the intended target population for your Action Area (see Appendix A) and is appropriate to the need.*

Identification and enrollment of MEP students in Lane County's MEP program has increased by 34% since 2008, a significant increase. Of this total, approximately 80 students meet the criteria for *Pasos al Futuro*. The majority of these young farm workers and their families originate from Mexico and Central America. They come to the Willamette Valley to seek opportunity in the agriculture and natural resources-based industries that make Oregon one of the most productive agricultural states in the U.S.

However, due to their migratory pattern, children and youth experience frequent relocations across school district boundaries, creating a significant disruption to their k-12 education. Each time a student enrolls in a new school there is up to 6 months of academic loss.

The Office of Migrant Education with the Federal Department of Education determined 51% of MEP youth do not graduate from high school. The two primary reasons why these students do not graduate from high school are: (1) barriers in credit accrual, and (2) economic necessity.

Additionally, in 2008 the Oregon Migrant Education Program through the Oregon Department of Education corroborated this trend through a statewide needs assessment including Lane County. The needs assessment confirmed that MEP youth are not on track to graduate, and out-of-school youth were identified as a priority for service.

Because *Pasos al Futuro* supports English language development, the completion of basic k-12 education, and career acquisition skills among low-income, English language learners, it is an appropriate intervention to address the unmet **Income** needs of this cohort and their families.

## **B. Service Description**

*Describe the proposed services for which you are requesting funds. Be very specific. The description should be a clear and logical response to needs outlined in Section 2, question 1A. Describe how your proposed services are designed to effectively meet the Community Investment Strategic Action Area goals and strategies selected in Section 1. Describe the research or evidence based methods which justify the proposed approach.*

DTL is requesting \$28,578 in funding from UWLC to support the *Pasos al Futuro* program. *Pasos al Futuro* focuses on English language development and career/college transition. The goals of the program are to introduce students to educational opportunities, develop effective job search skills, improve academic and vocational English language skills, and engage students in the next steps on their personal education or career path, which leads to improved self-sufficiency and breaks the generational cycle of poverty.

*Pasos al Futuro* is constructed around three key components:

1. English language instruction
2. Creation of a personal Student Success Plan
3. Development of a professional portfolio

The course is taught in English and focuses on the development of vocabulary needed in an academic setting, a job search or the workplace.

The Student Success Plan is a personal education or career path continuum created by each student that outlines the specific steps needed and marks progress toward his or her desired goals.

The professional portfolio is a capstone piece composed by each student that includes a career interest survey, work history, personal skills statement, résumé, list of personal references, and a completed job and college application form.

Additional program activities include computer skills development such as keyboarding in English, opening an e-mail account, using the internet and typing a résumé; practicing job-seeking skills and role-playing interviews; visits to local college campuses, motivational guest speakers, and completing mock interviews with community volunteers.

The program model used as the basis for this proposal is a 5-week program that includes 60 hours of instruction. Each 5-week program will serve a maximum of 20 students and the program will be offered three times a year, serving up to 60 students during the grant period.

A 2009 MEP local needs assessment concluded that older youth aged 16-21 who work in agriculture and natural resources-based industries originally came to the Willamette Valley to pursue career opportunities. However, they quickly realized that securing a living wage without English and a high school diploma or GED is very difficult. They have requested a program to address these needs. *Pasos al Futuro* is a student-driven program.

In summer 2009, DTL and MEP launched a two-week summer intensive *Pasos al Futuro* pilot program. At the end of the pilot (30 hours of instruction), 100% of the *Pasos al Futuro* students reported the activities as useful and 85% of the *Pasos al Futuro* students achieved program goals. Within six months of completing the pilot program, 4 students entered the High School Equivalency Program (HEP) program at the University of Oregon and 2 graduated with their GEDs, 1 student enrolled at Lane Community College, 1 student is enrolled in ESL classes at DTL, and another student enrolled in DTL's Heritage Spanish (Spanish literacy) program, advanced through the Plaza Comunitaria and will receive his primary and secondary diplomas from Mexico. He plans to enter the HEP program at U of O next. The rest of the students are still in high school working toward graduation. These positive results created a groundswell of support for our proposed program expansion in 2010 – 2011. To see pictures from the pilot version of *Pasos al Futuro*, we encourage you to log on to <http://picasaweb.google.com/laneesd/PasosAlFuturo#>

During the course of the program, students are introduced to no-cost educational programs at DTL specifically designed for native Spanish speakers that can help them develop the literacy skills and confidence they may need for educational success. These programs are Heritage Spanish, Plaza Comunitaria, HEP Preparation and Bilingual Computer Skills. It has been long established in language acquisition research that first language literacy is fundamental for success in acquiring a second language (Center for Applied Linguistics). These DTL courses provide a pathway to educational advancement for those who may have learning gaps in their primary language due to interruptions in their basic education.

During the 2009 fall program evaluation meeting, the MEP Parent Advisory Committee agreed that the continuation of *Pasos al Futuro* is critical in responding to the academic and social needs of at risk farmworker youth.

Although there are a few institutions that offer limited literacy activities to students enrolled in specific schools, *Pasos al Futuro* provides Lane County's only program tailored to meet the unique needs of farmworker youth by infusing educational advancement and job readiness training with targeted ESL instruction. The program provides the kinds of support in goal setting and attainment, addressing external factors that impact success, and developing self-efficacy that lead to persistence among ESL and pre-GED learners (The National Center for the Study of Adult Learning and Literacy).

The *Pasos al Futuro* model is a proven approach to engage and empower migrating farmworker youth, moving them forward on the path to social and economic success.

## **2. 2010/2011 Service Objectives and Outcomes**

**A. Service Objectives** (# people to be served and/or services provided):

You may choose the 12-month reporting period that best matches your data collection system as long as the period begins in calendar year 2010.

**12-Month Service Objectives:** 7/ 12/ 2011 through 8/ 13/ 2011  
 (Month/Day/Year) (Month/Day/Year)

**Proposed Service Objectives:**

*Pasos al Futuro* will serve up to 60 at risk migrating farmworker youth ages 16-21 and will assist them to:

- Demonstrate progress toward the next stage of their education or professional careers
- Develop English skills sufficient to advance to next stage of education or professional careers
- Identify personal steps needed for self-sufficiency

**B. Proposed Services Outcomes (measurable statement of intended effect on target population.)**

Dates should match the service objective dates you specified in question 2 A.

**12-Month Service Objectives:** 7/ 12/ 2011 through 8/ 13/ 2011  
 (Month/Day/Year) (Month/Day/Year)

80% of the at risk migrating farmworker youth served in *Pasos al Futuro* will transition to an educational or career path, as determined in their Student Success Plan, leading to improved self-sufficiency and breaking the cycle of generational poverty.

The community impact from this program for at risk migratory farmworker youth ages 16-21 will be:

- Improved graduation, diploma acquisition, and job readiness
- Increased academic and vocational English language skills
- Increased self-sufficiency through steps taken on Student Success Plan
- Reduced poverty through knowledge of educational opportunity and job readiness

**Proposed Outcomes and Performance Measures for each proposed service** (provide in table format, correlating measures to proposed outcomes):

<b>Outcomes</b>	<b>Measures</b>
80% of participants will advance to next stage of academic or professional careers within one year of completing the program	<ul style="list-style-type: none"> <li>▪ Enrollment in college or post-secondary training program (including HEP, ESL, Heritage Spanish, Plaza Comunitaria, Bilingual Computer Skills class)</li> <li>▪ Demonstrated advancement in the individual Student Success Plan</li> <li>▪ Graduation from high school</li> <li>▪ Graduation or diploma acquisition from college or a post-secondary training program</li> </ul>

80% of participants will have English skills sufficient to advance to next stage of academic or professional careers by end of program	<ul style="list-style-type: none"> <li>▪ Completed personal portfolio</li> <li>▪ Successful completion of mock interview</li> <li>▪ Completed college or post-secondary training application form</li> <li>▪ Completed job application form</li> </ul>
80% of participants will create a professional portfolio by end of program	<ul style="list-style-type: none"> <li>▪ Completed work history, personal skills statement, career interest survey (via Prosperity Planner—The Beehive), college and job application, list of personal references, résumé</li> <li>▪ Attended guest speaker presentations</li> </ul>
80% of participants will demonstrate job interview readiness by end of program	<ul style="list-style-type: none"> <li>▪ Successful completion of mock interview with a community member, demonstrated understanding of professional presentation at an interview</li> </ul>
80% of participants will demonstrate understanding of steps needed to access educational opportunities by end of program	<ul style="list-style-type: none"> <li>▪ Completed college application form, completed visits to college campuses</li> <li>▪ Attended guest speaker presentations</li> <li>▪ Completed diagnostic exams for Heritage Spanish, Plaza or HEP Prep</li> </ul>
80% of participants will identify personal steps needed for self-sufficiency by end of program	<ul style="list-style-type: none"> <li>▪ Development of a Student Success Plan (an individual career/educational path strategy), including use of Prosperity Planner</li> </ul>
80% of participants will demonstrate a commitment to developing/exploring an educational or career path during the program	<ul style="list-style-type: none"> <li>▪ 80% Attendance (excused absences counted toward attendance)</li> </ul>

**Note:** Please include a copy of your Logic Model if one was developed. It is excluded from the 15 page limit.

We have attached a logic model for *Pasos al Futuro*

### 3. **Tracking Systems**

*What systems will be used to track the impacts and outcomes of the services provided and support continuous improvement? (e.g., telephone logs, client files, client satisfaction survey, pre-test/post-test, software systems, etc.) Please note if a tracking system is already in use, or if it will be developed to support the program.*

DTL and MEP will each contribute tools and systems in order to track the outcomes and overall impact of participation in *Pasos al Futuro*. Tracking will begin upon entry to the program with baseline survey measurements, will be repeated mid-way through program participation and at the end of the program, and will continue with a longitudinal (one year) follow-up.

DTL's specific role will be to track English language development, participant satisfaction, attendance and portfolio/activity completion from start to finish of each *Pasos al Futuro* session. MEP's role will be to track participants' advancement to the next stage of academic or professional careers within one year of the completion of *Pasos al Futuro*.

The tracking timeline for each session of *Pasos al Futuro* will be as follows:

**At Program Entry** (DTL responsible for administration and data management)

- English language development diagnostic (pre-test)
- Student awareness and goals survey
- What kind of future educational opportunities/goals does the student have in mind for him/herself? For example:
  - Does the student have a resume?
  - Does the student use online job search tools?
  - What are the student's career and educational goals?

**Mid-way Through Program** (DTL responsible for administration and data management)

- Adequate attendance/participation
- Student satisfaction survey

**At Program Completion** (DTL responsible for administration and data management)

- English language development diagnostic (post-test)
- Student reflection and goals survey
- Student Success Plan Completion
- Professional Portfolio

**Post-Completion** (MEP responsible for administration and data management)

- Three (3) telephone interviews within one year to check on progress and family status
- Update and access to Oregon Migrant Student Information System database

Each of the tracking instruments from the start to the finish of the program are already in place from the pilot session of *Pasos al Futuro*. However, DTL has recently upgraded to FileMaker Pro from Microsoft Excel to manage the data collected from these instruments.

The post-completion tracking efforts will be newly implemented by MEP as the Migrant Student Information Exchange (MSIX) is a newly created database. MSIX will allow different districts to network and share the educational, health and family information on migrating youth who might be traveling out of a given district's jurisdiction. As a result, MEP regions will have the technology to locate the contact information for previous *Pasos al Futuro* students for up to a year after they have left the program.

### **SECTION III: SERVICE MANAGEMENT**

1. **Client Involvement**

*Describe your client involvement systems and how they lead to more efficient and effective services. For example: How are clients involved in service planning, offering feedback or making suggestions about your services? How do you measure client satisfaction? How do your feedback systems lead to more effective services? Please provide examples.*

The MEP Parent Advisory Committee evaluates all MEP services and plans for the upcoming year each fall. Parent Advisory Committees are mandated by the Department of Education to ensure MEP parents and youth support the planning and evaluation of services in each region as part of the continuous improvement plan. Members inform the regional director about the quality of services to ensure the program is meeting the unique educational and social needs of the migratory farmworker participants. In the fall of 2009, the Parent Advisory Committee members highly supported *Pasos al Futuro* and voted to continue the programming.

Our local Parent Advisory Committee is made up of farmworker parents and young

adults who are enrolled in the program. There are elected officials including the President, Vice-President, Secretary and Treasurer and currently 20-30 committee members representing Bethel School District, Springfield Public Schools and Eugene School District 4J. In January, The MEP state director met with the Lane County Parent Advisory Committee and through an interview process determined the committee meets mandates set forward by the law.

In addition, each MEP program incorporates an evaluation mechanism usually in survey or phone interview format. Participants or parents are asked to evaluate the program, highlight experiences and share any recommendations for improvement. This is a standard practice as part of the comprehensive effort for continuous improvement. The two programs that MEP and DTL partner on include extensive evaluation tools to support the planning and improvement of services. With our *Pilas!* Family Literacy program, both a mid-term and final evaluation were used to meet needs and expectations. *Pasos al Futuro* students also completed mid-term and final evaluations. The results were overwhelmingly positive, indicating that students found the program valuable, meaningful and would like it to continue. The one student recommendation to improve the program was to extend the class.

## 2. **Coordination/Collaboration**

*Describe specifically how you work with others in the community to maximize service to the people you serve. List any formal relationships, the nature of the partnership and the type of agreement (i.e. Memorandum of Understanding, Service Agreement, Contract or other documentation.)*

On January 27-28, 2010 the Oregon Department of Education (ODE) conducted a Title IC program review of the Lane ESD Consortium's implementation of the provisions of the No Child Left Behind Act (ESEA, 2001) Title IC. A commendation written in the final report states ODE is very impressed with the level of collaboration with DTL to provide needed academic and skill-building services that meet the needs of our shared students. MEP and DTL have, in partnership, successfully launched two new and innovative programs supporting the farmworker community: *Pilas!* Family Literacy and *Pasos al Futuro*. MEP and DTL are continuing to collaborate on a myriad of programming to best serve the community. We are formalizing this partnership under a Memorandum of Agreement.

MEP Region 28 represents 29 school districts in Lane and Douglas counties and works closely with Bethel School District, Springfield Public Schools and Eugene School District 4J. School districts formally participate through an ODE Consortium Membership Contract.

HeadStart of Lane County provides space at the Whiteaker School through a rental agreement with MEP at a minimal nonprofit cost to provide services specifically designed for the Latino community, and shared with Amigos and Juventud FACETA. Classroom space is available for *Pasos al Futuro* and other DTL/MEP programs as needed.

We will continue to work in partnership with the following organizations to ensure quality of programming and sustainability:

- Lane Transit District: Provides reduced fares for participants
- High School Equivalency Program (HEP): Coordination of services, outreach and enrollment support
- Lane Community College: Provides assistance with college transition, advising on career paths, FASA and enrollment
- University of Oregon Admissions: Coordination of campus tour, meeting with

- campus students groups, and college admission process
- College Assistance Migrant Program (CAMP)-OSU: Referring and outreach support during first year of college for farmworker students
- Mexican Department of Education/Mexican Consulate: Administers Plaza Comunitaria, offering Mexican primary and secondary education diplomas
- Businesses and agencies: *Pasos al Futuro* invites guest speakers to inspire students through their own experiences. Presenters have represented Radio LaX, Plaza Latina, The Eugene Emeralds Baseball Club, and Oregon Department of Education

We are currently working to extend partnerships/collaborate with Legal Aid Service of Lane County, Juventud FACETA, First Place Family Shelter - Saint Vincent DePaul, and Options.

### 3. **Diversity / Accessibility**

*“United Way of Lane County believes that respect for and understanding of all cultures, peoples, and lifestyles are central to our mission of helping people care for one another. To that end, United Way will demonstrate that it values diversity in its funding of programs in Lane County. We will attempt to promote and recognize programs and organizations which provide culturally appropriate services, ensure access for people needing those services, and show a valuing of diversity in volunteer, staff, and service systems.”* --United Way of Lane County’s Diversity Statement

*Describe how diverse segments of the community have access to the proposed services. Describe your efforts to continuously improve services to underserved populations. Diversity can include but is not limited to: race, gender, ethnicity, physical ability, sexual orientation, age, familial status, economic status, rural/urban location.*

Low-income, limited English, race/ethnicity, educational attainment, migratory patterns, and other barriers to accessing services have all worked to create an invisible and under-represented population in our community. While Oregon has the 5<sup>th</sup> largest number of MEP participants in the nation, there is a limited number of resources and services that focus on the needs of this diverse community in Lane County.

Migrant farm workers in Lane County are predominantly Latinos, with cultural origins from Mexico and Central America. Most are young, including both male and female, often from small rural towns. Sixty-one percent of U.S. farm workers’ income falls below the poverty level, (OSU, 2009). The median level of completed education is the 6<sup>th</sup> grade, with just 13% completing high school, and 76% with limited English proficiency (National Center for Farmworker Health, 2009).

*Pasos al Futuro* is student-focused and student-evaluated in order to continuously improve the services and programming for this under-represented population.

### 4. **Use of Volunteer and Partnership Resources**

*Describe how you use volunteers. Include type of positions they hold, number of volunteers, and total volunteer hours per year. Describe your capacity to mobilize additional community partners and/or in-kind resources in conjunction with the proposed services.*

Volunteers provide key support and talent that allows DTL to keep services free or low cost to the students. Volunteers assist in classrooms, provide office and clerical support, assist with marketing efforts including flyer distribution and compiling and distributing a

quarterly newsletter, help coordinate and staff our Plaza Comunitaria, help set up and staff booths at community events, assist with grant research, and serve on the board of directors. In 2009, 30 volunteers gave over 1152 hours of service to DTL.

Community member volunteers will be used as needed in *Pasos al Futuro* to assist in the classroom, conduct mock job interviews, present as guest speakers on relevant topics, and help chaperone on class field trips.

MEP, through their rental agreement with HeadStart of Lane County, will provide in-kind classroom space for *Pasos al Futuro* at Whiteaker School. MEP will also provide in-kind class supplies for the spring program. Springfield Public Schools has also offered in-kind support for classroom space for our *Pasos al Futuro* and *Pilas!* Family Literacy programs slated to run this spring. DTL will provide discount fare bus passes for *Pasos al Futuro* students through its nonprofit rate agreement with Lane Transit District. Lane Community College, University of Oregon and the High School Equivalency Program (HEP) at the University of Oregon will provide campus tours and guest speakers.

## 5. **Budget**

**A.** Complete the budget form (Appendix B) included separately.

**B.** Describe the return on the UWLC investment. Include such factors as demonstrated cost effectiveness and efficiency of service delivery, how you will leverage other financial investments to support the work and the sources of other financial investment for this work. Describe how the work improves the effectiveness of the human services network in Lane County.

Our 2009 *Pasos al Futuro* pilot program demonstrated the ability of DTL and MEP to provide high quality programming and to maximize resources through collaboration. Based on this successful pilot, the Safeco Insurance Foundation Education Initiative has awarded DTL partial funding for one *Pasos al Futuro* and *Pilas!* Family Literacy program this spring. MEP is a committed partner who provided the initial funding for our pilot and will provide matching funds for registration, enrollment, and supplemental materials costs this spring.

To improve cost-effectiveness and efficiency, we will offer *Pasos al Futuro* at the same time and location as our *Pilas!* Family Literacy program this year. The *Pasos al Futuro* students often have family who participate in *Pilas!* By offering both programs under one roof, we will increase accessibility and attendance, and will promote efficiency of services and staff while reducing administrative overhead.

The DTL and MEP partnership avoids duplicating services in the community and allows both agencies to offer more comprehensive programs and reach more families than either agency could on its own. MEP and DTL services are a highly complementary match, with DTL providing adult classes in ESL, Spanish literacy, bilingual computer skills and citizenship classes, and MEP providing childcare, pre-kinder and early elementary classes for our families. Combining our talent and resources helps us create educational programs that serve entire families.

With our current joint resources, we can offer *Pasos al Futuro* once this year and serve 20 students. We want to extend the program as much as possible, but it is dependent on funding. With funds from UWLC, we could serve 60 additional students in the next grant cycle. This investment will engage more youth and help them transition to an educational or career path which leads to self-sufficiency, impacting entire families and

modeling economic and social success for future generations (National Center for Children in Poverty).

**C.** *If you are requesting funding for Capital investment, including funding for physical space or renovation, you must include the full cost of the capital project and how you will fund the balance outside the UWLC amount.*

NOT APPLICABLE

**6. Follow-Up**

*If you received a United Way Allocation in 2009, the United Way volunteer-led review panel will receive copies of your most recent panel summary report. Were there any concerns or conditions for continued funding identified by the United Way review panel during the last review?*

NOT APPLICABLE

Yes      No

If yes, how have these been addressed by your agency?

**7. Governance, Management & Organizational Capacity**

*Briefly describe how this program fits into your organizational structure, how it will be managed, and how oversight will be provided. **Complete Appendix C, Required Compliance Documentation, Exhibit A – Best Organizational Practices and Management***

*Describe the ability of the organization to carry out the proposed services successfully and efficiently based on current resources, i.e. expertise of staff, diversity of funding sources, board composition and involvement, fiscal and governance systems and facilities.*

*Pasos al Futuro fits within DTL's organizational structure:*

*Access, affordability, and compassionate and practical language education for all. These are the tenets of DTL that have been our guiding vision since the organization's incorporation in 2004.*

**Downtown Languages' Mission Statement:**

DTL is dedicated to:

- Offering specialized language classes to people with emerging language skills
- Improving communication in our community
- Building and strengthening multicultural connections

To accomplish this mission, DTL provides a core program, as well as specialized community outreach. Our core program includes classes for: adult ESL, Heritage Spanish (Spanish Literacy), Bilingual Computer Skills (Spanish/English), and U.S. Citizenship.

In order to proactively support its mission, DTL engages in outreach to other Lane County organizations to discover their specific unmet educational (literacy), communication (language), and cross-cultural needs. This outreach has led to a number of specially designed programs including:

- English safety certification training for sawmill employees of the Swanson Group

- Adult Spanish language instructional programs delivered to bus drivers of Lane Transit District and to the teachers/administrative staff, and bus drivers of Eugene School District 4J (three separate programs)
- *Spanish for Kids!*, an after school Spanish program for k-5<sup>th</sup> graders at Crest Drive Elementary
- Heritage Spanish intensive programs for 3<sup>rd</sup>-7<sup>th</sup> graders in Eugene School District 4J who are second generation Spanish speakers

Because of our ongoing outreach and specialized instructional design experience, DTL is uniquely positioned to provide educational services to language learners of all age groups.

The collaboration with MEP to deliver *Pilas!* Family Literacy and *Pasos al Futuro* is just one more example of how DTL is filling the unique educational needs of all in our community through outreach and specialized instructional design.

Because of DTL's holistic approach, learners who participate in one of our specialized programs are also able to take advantage of our core program offerings at an appropriate place on a learning continuum and advance towards their own educational goals. The flexibility of this model encourages and supports the complex and specific needs of individuals as opposed to a one-size-fits-all model.

*Pasos al Futuro* will be run by a highly qualified and cohesive team that has extensive experience managing educational programs:

Kim Knowlen, Pasos/Pilas! Co-Director

*Executive Director, Downtown Languages, Eugene, OR*

Kim began working at DTL as an ESL instructor in 2004. She served as DTL's Assistant Director from 2005 to 2008, and she currently serves as Executive Director. A graduate of the University of Oregon, Kim has a master's degree in adult education from Oregon State University and over 10 years experience in adult ESL and instructional design.

Aliscia Gvozdev Niles, Pasos/Pilas! Co-Director

*Program Supervisor, Migrant Education Program-Region 28, Lane and Douglas Counties*

Aliscia has worked as a Program Supervisor with MEP since 2007. She holds a master's degree in planning, public policy and management from the University of Oregon, as well as a bachelor's degree in international studies from the School for International Training in Vermont.

In addition, DTL recruits and maintains a highly qualified staff of professional educators who have advanced-level training in elementary and/or adult education and applied linguistics. DTL will draw on the same team who delivered the 2009 pilot version of *Pasos al Futuro* for the upcoming spring course, as well as future courses if UWLC funds become available.

The lead instructor for *Pasos al Futuro* holds a master's of education degree from Boston College and a SLAT (Secondary Language Acquisition and Teaching Certificate) from the University of Oregon. She taught in the public school system in Oregon and California for over 30 years, and she has been teaching at DTL since 2006. DTL will also hire a bilingual classroom assistant who worked with the pilot *Pasos al Futuro* class, and also has experience teaching in other DTL classes. In addition, DTL has a bilingual support staff to facilitate enrollment and communication with participants.

DTL has a mix of unrestricted donations, educational grants and student fees that support our other core program. These income sources pay for our instructional costs, facilities and general operational overhead of our downtown Eugene location. Classroom space and use of DTL's computer lab is available for *Pasos al Futuro* at no additional charge.

DTL's Board of Directors is composed of educators and community members with a strong connection and concern for the success of immigrants living in Lane County. The DTL Board meets once monthly to provide fiscal oversight and bolster program stability. Program operations are the responsibility of the Executive Director and her team of experts.

**8. Policy Adherence**

UWLC requires all service partner organizations to follow and adhere to the following UWLC Policies and Certification Documents:

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

***Read and sign Exhibit B, United Way of Lane County Policies and Certification Documents, included in Appendix C.***

# Strategic/Preventive Investment Application

## Proposed Services BUDGET

(fill in the yellow cells)



Agency Name:

Downtown Languages

Proposed Services:

Pasos al Futuro

	Prior 12 Months	Future 12 Months
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### REVENUE/SUPPORT

	Prior 12 Months	Future 12 Months
United Way Funding/Request (do NOT include Donor Designations)		\$28,578.00
Public Support: Contributions/Fundraising Events (include Donor Designations)		
Government Funding	\$5,348.00	
Foundation/Corporation/Other Grants or Major Gifts	\$7,968.00	
Program Service Fees or Membership Dues		
Other Revenue		
<b>Total Revenue</b>	<b>\$13,316.00</b>	<b>\$28,578.00</b>

	Actual	Estimated
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### EXPENSES

	Actual	Estimated
Personnel Related	\$9,190.00	\$20,220.00
Client Assistance	\$810.00	\$1,800.00
Other Direct Program Expenses	\$1,072.00	\$3,300.00
Administrative Overhead	\$2,244.00	\$3,258.00
<b>Total Expenses</b>	<b>\$13,316.00</b>	<b>\$28,578.00</b>

<b>NET</b> (should be zero)	<b>\$0.00</b>	<b>\$0.00</b>
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What percent of your <b>agency</b> budget do these proposed services represent?	9%	15%
What percent of your <b>agency</b> revenue is the United Way request?	0%	100%
Number of employee FTE's (full-time equivalents) in proposed services?	1.17	2.76
Percentage United Way request to overall proposed services revenue	0%	100%
Administrative overhead percentage applied to proposed services	20%	13%

Completed by:

Kim L. Knowlen, Executive Director

Pasos al Futuro  
Logic Model

<b>Impact</b>	Youth transition to self-sufficiency through knowledge of educational opportunity, job readiness, and English language development.
<b>Outcome</b>	80% of the at risk migrating farmworker youth ages 16-21 served in <i>Pasos al Futuro</i> will transition to an educational or career path, as determined in their Student Success Plan, leading to improved self-sufficiency and breaking the cycle of generational poverty.
<b>Milestone</b>	<p>Within one year of program completion:</p> <ul style="list-style-type: none"> <li>• Students advance to next step on Student Success Plan</li> <li>• Students continue to attend high school</li> <li>• Students graduate from high school</li> <li>• Students enroll in other educational programs</li> <li>• Students apply for a job</li> <li>• Students secure work that pays a living wage</li> <li>• Students acquire diplomas from college or a post-secondary training program</li> </ul>
<b>Evaluation</b>	<p>At Program Entry</p> <ul style="list-style-type: none"> <li>• English language development diagnostic (pre-test)</li> <li>• Student awareness and goals survey</li> </ul> <p>Mid-Program</p> <ul style="list-style-type: none"> <li>• Adequate attendance/participation</li> <li>• Student satisfaction survey</li> </ul> <p>At Program Completion</p> <ul style="list-style-type: none"> <li>• English language development diagnostic (post-test)</li> <li>• Student reflection and goals survey</li> <li>• Student Success Plan completion</li> <li>• Professional portfolio completion</li> </ul> <p>Post Program Completion</p> <ul style="list-style-type: none"> <li>• Three (3) telephone interviews within one year to check on progress and family status</li> <li>• Update and Access to Oregon Migrant Student Information System database</li> </ul>
<b>Metric</b>	<p>Target for the following metrics: 80%</p> <ul style="list-style-type: none"> <li>• Percent of students who complete a Student Success Plan</li> <li>• Percent of students who complete a professional portfolio</li> <li>• Percent of students who complete job and college applications</li> <li>• Percent of students who complete a mock job interview</li> <li>• Percent of students who complete diagnostic exams for other educational programs</li> <li>• Percent of students completing program requirements in English</li> </ul>

Pasos al Futuro  
Logic Model

<b>Output</b>	<p><i>Pasos al Futuro</i> will serve up to 60 at risk migrating farmworker youth ages 16-21 and will assist them to:</p> <ul style="list-style-type: none"> <li>• Demonstrate progress toward the next stage of their education or professional careers</li> <li>• Develop English skills sufficient to advance to next stage of education or professional careers</li> <li>• Identify personal steps needed for self-sufficiency</li> </ul>
<b>Activity</b>	<p>Contact time with <i>Pasos al Futuro</i> participants for a five-week program:</p> <ul style="list-style-type: none"> <li>• Program enrollment: 1 hr</li> <li>• Program placement (English language diagnostic): .50 hr</li> <li>• Student awareness and goals survey: .50 hr</li> <li>• Instruction: 60 hrs over 5 weeks</li> <li>• Mid-program evaluation: .50 hr</li> <li>• Program completion: (English language diagnostic): .50 hr</li> <li>• Student reflection and goals survey: .50 hr</li> <li>• Post program telephone interviews: 1.5 hr</li> </ul>
<b>Input</b>	<p>Existing (for one 8 - week <i>Pasos al Futuro</i> program in Spring 2010) 48 hours of instruction</p> <ul style="list-style-type: none"> <li>• Instructional staff: .34 FTE</li> <li>• Administrative staff: .15 FTE</li> <li>• Office space</li> <li>• Classroom space</li> <li>• Transportation subsidies</li> <li>• Materials/supplies</li> </ul>
	<p>Needed (for three 5 - week <i>Pasos al Futuro</i> programs July 2010-August 2011) 60 hours of instruction per 5 week program, 3 programs per year</p> <ul style="list-style-type: none"> <li>• Instructional staff: 2.22 FTE</li> <li>• Administrative staff: .54 FTE</li> <li>• Office space</li> <li>• Classroom space</li> <li>• Transportation subsidies</li> <li>• Materials/supplies</li> </ul>

Pasos al Futuro  
Logic Model

<b>Strategy</b>	Introduce students to educational opportunities, develop effective job search skills, improve academic and vocational English language skills, and engage students in the next steps on a personal education or career path.
<b>Indicator</b>	<p>Nationwide, migrating farmworker youth face the following barriers:</p> <ul style="list-style-type: none"> <li>• 51% chance of dropping out of high school</li> <li>• Parents/guardians who completed an average level of 6<sup>th</sup> grade education</li> <li>• Low income households earning an average annual salary of less than \$20,000 per year</li> </ul> <p>Identification and enrollment of students in Lane County's MEP program has grown by 34% since 2008, a significant increase.</p>
<b>Condition</b>	<p>Failure to obtain a minimum high school diploma/GED is a significant determiner of the subsequent generation's economic prosperity and "success in life" (National Center for Children in Poverty). For example:</p> <ul style="list-style-type: none"> <li>• 74% of children whose parents have less than a high school diploma live in low-income families</li> <li>• 45% of children whose parents have a high school diploma, but no college education, live in low-income families</li> <li>• Only 16% of children whose parents have some college education or more live in low-income families</li> </ul>

## Exhibit A

# United Way of Lane County Best Organizational Practices and Management

**Agency Name: Downtown Languages**

The following questions represent generally accepted best practices for the management and governance of non-profit organizations. Please respond with Yes or No. If No, provide a brief explanation. (Note: These are not required and some policies and activities may not be appropriate for your agency.)

ORGANIZATIONAL MISSION AND DIVERSITY	Yes	No	Other/Explain
<b>A. Mission</b>			
1. Our agency has a written mission statement that reflects our purposes and values.	X		
2. The board regularly reviews our agency's mission statement.	X		
3. Our agency engages in annual planning that helps define organizational and divisional goals.	X		
<b>B. Diversity</b>			
1. Our agency's governance and operations strive to be inclusive of all parts of our community.	X		
2. Our agency strives to reflect the diversity of the community we serve.	X		
3. Our agency has a written policy and practice of non-discrimination in the following areas:	X		
a. Employment (recruitment, hiring, assignment, promotion, discipline, termination)			
b. Board and committee participation			
c. Volunteer selection			
d. Service delivery			

FINANCIAL MANAGEMENT	Yes	No	Other/Explain
<b>A. Audit</b>			
1. Our agency has an annual audit or review done by an independent certified public accounting firm.		X	An independent CPA completes DTL's 990 tax return
2. If yes, the reports and management letter (if provided) are reviewed by a finance committee or the board.			
<b>B. Financial Transactions and Controls</b>			
1. Our board has approved a policy specifying that dual signatures are required on checks over a certain amount.		X	Either the Executive Director or the BOD Treasurer is authorized to sign checks
<b>C. Money &amp; Investments</b>			
1. Bank deposits are FDIC insured and account balances	X		

are at or below the \$250K limit.			
2. The board has adopted an investment policy that is regularly reviewed.		x	As of yet, DTL has had no funds available for investing
3. Securities, mortgages, <u>insurance policies</u> and similar instruments are under the control of the executive director, chief financial officer, or board member.	x		
<b>D. Capital Equipment</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board approves all equipment purchases, leases, and related renewals over a certain dollar amount.	x		
2. Periodic physical inventories are taken and compared with the capital equipment ledgers.		x	DTL has a small facility with very few physical assets – i.e. tables, desks, chairs and used office equip. All 10 newly purchased computers are accounted for.
<b>E. Accounts Payable</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. The board has approved a written purchasing policy.		x	Board approves all purchases over \$500
2. All deposits for payroll taxes, employee retirement contributions, etc. are made in a timely manner.	x		
3. Purchases for or on behalf of employees are made pursuant to a board-established policy.		x	n/a
4. Credit cards are issued in the agency's name but assigned to specific employees and in line with board policy.		x	n/a
5. Credit card usage by employees is limited to use specified by board policy and is periodically reviewed by supervisors or, in the case of the executive director, the budget or finance committee.	x		DTL has no credit cards. A bank debit card is used for purchasing supplies.
<b>F. Employees Expense/Reimbursement</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. We have a board-approved policy governing if and when salary advances (draw), travel advances, and per diems are provided to staff.		x	n/a
2. There is a travel and employee expense reimbursement policy approved by our board.		x	n/a
3. Employees are required to submit expense reports for all reimbursements within 60 days of expenditures.		x	n/a
4. The board assures that the executive director's travel and expense reimbursement are reviewed and approved.		x	n/a
<b>G. Budgeting and periodic financial reports</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency forecasts financial requirements for proposed program activity and optimum use of funds.	x		
2. The executive director prepares an annual comprehensive operating budget and capital budget, presents the budget to the board for approval, and establishes controls to assure that budgetary objectives are achieved.	x		The ED and Treasurer collaborate to prepare the annual budget, which is then presented to the BOD for

			approval.
3. Substantial changes in the budget are presented to the board for approval.	X		
4. Our board, or the financial committee:	X		
a. Reviews the financial statements (statement of activities, statement of position) on a quarterly basis			
b. Receives explanations of major variances.			
c. Receives a comparison of actual to budgeted expenditures for the reporting period and year-to-date by program.			
d. Reviews source and amounts of funding by function.			
<b>GOVERNANCE</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
<b>A. Board of Directors</b>			
1. Our agency has a governing board of citizen leaders.	X		
2. Our board is a volunteer group serving without compensation.	X		
3. Each board member has received training, as well as guidance materials on board governance and our agency operation.	X		
4. Our board ensures the creation of and approves agency policies and procedures.	X		
5. Our board hires, terminates, evaluates, and sets compensation for the executive director.	X		
6. Our board delegates responsibility for day-to-day agency operations to the executive director.	X		
7. Our board meets at least quarterly. Indicate how often: bi-monthly	X		The BOD meets at least 6 times a year and more frequently as needed.
8. Our agency creates and maintains permanent board minutes.	X		
9. Our agency ensures continuity by having overlapping board member terms.	X		
10. Our board's nominating process ensures that the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.	X		
11. Our board has a process for handling urgent matters between meetings.	X		
12. Each board member has contact information for the entire board.	X		
13. Our board evaluates the executive director on an annual basis.	X		
14. Over the last year, at what percent of your board meetings did you have a quorum in attendance? Indicate percentage 95%			
<b>B. Bylaws and Policies</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency has written bylaws.	X		

2. Our agency provides each board member a copy of the bylaws.	X		
3. Our bylaws state the requirements for a board quorum.	X		
4. Our board regularly reviews the bylaws.		X	Due for review this year.
5. Our agency has written operational policies and procedures.	X		
6. Our board has approved a code of ethics for both staff and volunteers, which includes provisions for ethical management, client confidentiality, publicity and fundraising practices.		X	Needs development.
7. Our agency has a written conflict of interest policy and a mechanism for resolving conflicts should they occur.	X		
8. Our board ensures that the agency has personnel policies and written job descriptions.	X		In process of revising.
<b>C. Board Committees</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency has standing and special committees that have been established to achieve efficiency of operations and share responsibility for decision-making.	X		Generally full board participation in all decision-making.
2. Our agency's board members serve on at least one board committee.		X	n/a
3. Our agency committees meet on a regular basis (monthly or quarterly).		X	n/a
4. Our agency committees' activities and recommendations are reported to the board (verbally or in writing) for approval/action.		X	n/a
<b>D. Compliance with legal requirements</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. Our agency complies with all applicable legal, local, state, and federal operating and reporting requirements, including non-discrimination and non-profit requirements.	X		
2. We have been the subject of a governmental investigation in the last 24 months.		X	
<b>E. Insurance</b>	<b>Yes</b>	<b>No</b>	<b>Other/Explain</b>
1. We have liability insurance covering volunteers, staff and board of directors.	X		
2. We have general liability coverage.	X		

Agency Name: **Downtown Languages**

Prepared By: Duane Funk 3/2/10  
Duane Funk

Title: **Treasurer**

Date: **March 1, 2010**

**Exhibit B**

**United Way of Lane County  
Policies and Certification Documents**

**"I hereby certify that**

**Downtown Languages**

**agrees to follow and adhere to the following UWLC Policies and  
Certification Documents:"**

- **Non-Discrimination Certification**
- **USA Patriot Act Anti-Terrorism Compliance Measures**
- **Agency Direct Fundraising Policy**
- **Donor Designation Policy**

**Signature, Agency Director:**



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**Print name: Kim Knowlen**

**Date: March 1, 2010**