

Cover Page

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Project Title: Interpreter Training Workshop Series

Participating Agreement Member proposer: Frieda Christopher

Phone: 503-254-6369 **Email:** friedajc@comcast.net

Mailing Address: 13311 SE Sherman

City, State, Zip: Portland, OR 97233

Municipal Partner Organization: David Douglas School District

Municipal partner individual contact name: Kelly Devlin, Director of ELL and Equity

Phone: 503-261-8223 **Email:** kelly_devlin@ddsd40.org

Mailing Address: 11300 NE Halsey

City, State, Zip: Portland, OR 97220

List additional partner organizations: El Programa Hispano Catolico

Action Plan strategy and/or Item(s) being addressed: CB.1.2, L.7.1, L.7.2, EC.4.2, EC4.3, L.3.2, L.4.2, L.4.3, and L.5.1

Requested Amount: \$15,171

Include a Signed Letter of Partnership from the Municipal Partner (See attached)



David Douglas School District

Learn - Grow - Thrive

Don Grotting, Superintendent | 11300 NE Halsey Street, Portland, Oregon 97220 | Phone 503-252-2900 | Fax 503-256-5218

Project Budget

Item	Description	Request ed EPAP Funds	Leveraged Funds and/or Additional Grant \$*	Donated Services & Time defined as \$**
Personnel	<p>EPHC staff (101-102 alignment and implementation; Steering Committee time (collaborative meeting time between EPHC and DDS D key staff to guide and evaluate project); and supervision. (83 hours x \$25/hr) = \$2,075</p> <p>EPHC Teaching (see above plus classroom and prep time). 101-102 workshop series is three, 9-week terms (27 weeks) held 2x/week. (159 hrs x \$25/hr) = \$3,975</p> <p>Mileage for teachers to DDS D (\$166/term x 3 terms = \$500); and EPHC Admin (\$1,000)</p>	\$7,550	District funds pay for BYU "FLATS" language proficiency testing for targeted students (\$45 x 75) = \$3,375	District High School Asst. Vice Principal, counselors and Dir. of ELL and Equity to communicate with parents and EPHC, recruit students, promote project, and evaluate outcomes. (\$65/hr x 27 weeks at 1 hr/week x 3 staff) = \$5,265
Materials/ Printing	Flyers, ads in multiple languages. (Cost based on prior experience)	\$900		
Event Related Expenses	Snacks for 75 students (\$375); Graduation (\$1,000); Guest presenter stipends (3 guests x \$50/event = \$150)	\$1,525		District classroom space (\$23/hr x 2 hrs/week x 27 weeks) = \$1,242
Participant Support				Student transportation provided by District (75 students x 2/week x \$2/student = \$4,050)
Project Materials	Class supplies for 75 students (\$750); Headsets (15 parents, 2 languages, 10 units) = \$3,724. Enough for multiple buildings to meet users' needs	\$4,474		District's existing headsets (\$3,724 x 3 = \$11,172)
Subtotals		\$14,449	\$3,375	\$21,729
Administra tion	District indirect for 2016-17 at 5%	\$722		
TOTALS		\$15,171	\$3,375	\$21,729

No expenses are related to permitting and fees, capital project expenses or additional expenses

Visit our website: www.ddouglask12.or.us Email: David_Douglas@ddouglask12.or.us

School Board | Bryce Anderson | Frieda Christopher | Donn Gardner | Christine Larsen | Shannon Raybold | Kyle Riggs | Cheryl Scarcelli | Ancheta

1) Describe your project

a) How you will address the Action Plan strategy and/or item(s) identified on the cover page.

- **CB.1.2, L.7.1 and L.7.2**—Project removes language and cultural barriers for ethnic parent engagement within the District (through student-led home visits and special events—see question 3); in the long term, project removes barriers for ethnic individuals as our bilingual/bicultural students gain employment as interpreters in the community.
- **EC.4.2**—Project strengthens existing collaboration between the District and El Programa Hispano Catolico by building interpreter skills of bilingual high school students. Project will build relationships with local businesses and organizations over the long term as students enter specialized fields, e.g. medical, legal and social service interpretation.
- **EC.4.3**—Students will participate in high quality education program that provides workforce training leading to a career in interpretation, a living wage job (mean annual wage is \$42,180 per Business Oregon’s 2013 Wages Report)
- **L.3.2**—Connects high school students with workforce development training
- **L.4.2**—Targets students of different cultural groups with bilingual skill assets who may be at risk of not graduating; the project provides credit toward graduation
- **L.4.3 and L.5.1**—Long term goal is to partner with a college (e.g. Mt. Hood Community College, the high school’s primary college partner) to provide college credit to students participating in the interpreter workshop series

b) How you plan to improve livability in East Portland:

The project builds skills for students of the David Douglas School District, located in East Portland, helping them to graduate and acquire essential workforce training that will earn them a living wage. Individuals and families will benefit from students’ interpretation skills, such as being able to navigate complex systems, including schools, health systems, local government and social services.

c) How you plan to prevent displacement in East Portland:

Simply put, if students graduate and then earn a living wage through their interpretation skills, they will contribute to a healthy local economy that retains its residents, e.g. through increased likelihood of homeownership, and benefits from their earning power. Furthermore, when students build these interpretation skills, they will be able to give voice to the many immigrants and refugees opposed to displacement who want to speak out.

d) What and how EPAP 2015-16 Strategic Priorities (SPs) will be addressed:

- **SP “E”** (See response for CB.1.2 in (a) above).
- **SP “N”** (See response for EC.4.2 in (a) above). The project aligns with promoting catalyst workforce development project in East Portland.

e) How your work with the municipal government will have impact to the institution beyond this specific project:

The work will guide the partner and its community partners, e.g. local businesses, colleges and community-based organizations, by helping to build capacity to create systemic change in how the partners collectively connect students to meaningful career related learning opportunities.

This includes helping them to reduce barriers to student participation in internships, classes, or jobs. Barriers might be based in culture, language or economic circumstances. Other guidance may be making recommendations about how to sustain the project, advising businesses and other organizations in their hiring practices, and expanding workforce development activities for partners. The work will lead to long-term impact by informing activities that support all of the District's schools, pre-K to 12, to recognize students' bilingual skills as assets, cultivating more parent involvement, and integrating these skills in the workforce.

2) Identify municipal partner and describe the role this partner will play. Include a signed letter of partnership:

David Douglas School District is the municipal partner and fiscal agent for this project (see letter attached). The District will contract with El Programa Hispano Catolico to implement a pilot series of interpreter training courses for high school students. The courses will take place after school through the District's SUN (Schools Uniting Neighborhoods) program or other structured after-school program. District counselors will target, via personal invitations, students who have demonstrated reading and speaking proficiency in their native language through a standard test (the District uses the BYU (Brigham Young University) Foreign Language Achievement Testing Services (FLATS) test—and formerly used STAMP and SLIP). This process recognizes bilingual skills as assets and gives students credit toward graduation.

For several years, with the guidance of our Director of ELL and Equity, the District has been preparing to build upon the FLATS test to include even greater opportunities for bilingual students to be honored for their language assets. This project will accomplish just that. It not only will give them more credits, but provide an array of benefits to students, including providing a high quality program at no cost, building their resume, and giving guidance toward future career options. Long-term goals include incorporating classes into the school day curriculum, offering college credit, and offering certification, e.g. for medical or legal interpretation.

The proposed project also aligns with the State of Oregon's recent approach to promoting bilingual skills as workforce assets through a pilot program rewarding bilingual proficiency which gives students a biliteracy seal on their diploma. As described below, the interpreter training courses will offer a unique career-related opportunity for students that gives them real-world experience and a foundation for becoming meaningful interpreters.

3) Identify community organization partners involved in the project and describe their anticipated role(s):

The District is partnering with El Programa Hispano Catolico (EPHC), who has specific expertise in this area and is an established community partner, currently supporting students through three SUN (Schools Uniting Neighborhoods) school sites, academic support, advocacy, skill building, mentoring, tutoring and recreation. Through this project, EPHC will offer a cohesive workshop series on interpretation skills for bilingual high school students beginning in fall of 2016 and occurring over three school terms. The first "101" part is a unique, best-practices curriculum developed by Toc Soneoulay-Gillespie, Director of the Refugee Resettlement Program at Catholic Charities. The component will be modified to meet the District's bilingual high school students' specific learning needs and is based on Toc's "Fundamentals of Interpreting" workshop, addressing best practices and ethical guidelines for

interpreters and providing tools on how to address concerns. Toc has delivered this workshop to various groups over the years, including to the Mid-County Health Center, and brings a wealth of knowledge about different cultural groups who benefit from interpretation.

A “102” component will complement this by focusing more on professional and confidential conduct, also necessary for our students to prepare for a career. The series as a whole is designed to elevate the profession of interpretation, empowering interpreters to provide meaningful interpretation. During each term, the program will feature guest speakers from potential future employers, e.g. social service, medical or interpretation organizations, to share their community knowledge and experience about the interpretation profession.

A hallmark of this project will be offering students the chance to reinforce learning by applying workshop content in the “real world.” Two planned, interactive activity examples include: First, high school students will conduct home visits to pre-k and kindergarten students entering the District; they will provide knowledge about the District so that these incoming students and their parents are prepared for success. This will expand the existing, successful, proactive outreach the District uses to engage parents. Second, parents will gain a better understanding of, and increase participation in, District activities and systems through improved messaging and invitations through planned activities such as “International Day” where students and families of various cultural groups learn more about what the District offers. Students will be supervised and mentored during these learning experiences.

4) Describe how the budget supports the project described above

a) Describe how the money will be spent

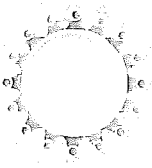
b) Describe any leveraged and donated resources [expressed as dollars].

Funds will support the District to pay for our partners’ development and implementation of the program, including teaching time during a proposed 3-term workshop series. Other costs include student supplies, marketing materials, stipends for guest speakers, headsets, class-time snacks, partner meeting costs to collaborate during the project (i.e. Steering Committee), and a graduation event. In-kind support includes: District classroom space; student transportation, headsets and time of the District’s key project personnel (\$21,729 total).

5) Describe the plan to promote your project, including acknowledgement of the East Portland Action Plan and the City of Portland:

This will be accomplished through the District’s website, annual report, Facebook page and electronic and print communications with parents and students. The plan includes the EPAP PA member promoting the project and acknowledging EPAP and the City of Portland through her standard local and regional meetings and events with a variety of stakeholders, including from the public and private sectors. In addition, the District’s high school has a well-attended Latino parent group and communicates with them about college and career options for students. The District is pursuing the creation of more parent groups of various cultures and would include them, as well as our counselors and SUN/other after-school program staff in our communications.

6) If previously funded with an EPAP Municipal Partnership Project, submit an interim or end-of-project written report: Interim Report Emailed to Lore Wintergreen on 4-14-16



El Programa Hispano Católico
Cultura - Comunidad - Oportunidad

April 13, 2016

East Portland Action Plan
Attn: Lore Wintergreen
1017 NE 117th Avenue
Portland, OR 97220

Re: EPAP 2016 Municipal Partnership Project

Dear Ms. Wintergreen:

El Programa Hispano Catolico is pleased to submit this letter of support for EPAP's Participating Agreement member, Frieda Christopher, for this funding opportunity. El Programa Hispano has collaborated with the David Douglas School District for several years, providing programs at numerous SUN (Schools Uniting Neighborhoods) school sites, academic support, advocacy, skill building, mentoring, tutoring and recreation.

Since 1982, El Programa Hispano Catolico has provided a wide array of social services to low-income Latinos in the Portland metro area. We empower individuals to achieve a better quality of life and promote mutual understanding and respect among cultures.

We are excited about the possibility of partnering with the District on this project with the guidance and influence of the EPAP Participating Agreement member. Given our collective efforts partnering in the community on various projects, we are confident we can build a strong interpreter training program for bilingual David Douglas students that honors their cultures and recognizes their language abilities as assets. El Programa Hispano will provide the curriculum and instructor for a component of the workshop series that will complement the Fundamentals of Interpretation component. The EPAP PA will help us to shape the program in a way that aligns with the EPAP Action Plan and EPAP strategic priorities and to sustain the program over the long term.

This partnership will take place on site at the David Douglas School District, located in East Portland. The project will benefit students and their families (as well as other residents) residing in East Portland.

El Programa Hispano Católico

Thank you for considering this proposal.

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Sincerely,

Patricia Rojas
Executive Director
El Programa Hispano Catolico



David Douglas School District

Learn – Grow - Thrive

Don Grotting, *Superintendent*
Oregon 97220

| Phone 503-252-2900

| 11300 NE Halsey Street, Portland,
| Fax 503-256-5218

April 14, 2016

East Portland Action Plan
Attn: Lore Wintergreen
1017 NE 117th Avenue
Portland, OR 97220

Re: EPAP 2016 Municipal Partnership Project

Dear Ms. Wintergreen:

The David Douglas School District is delighted to provide this letter of commitment for EPAP's Participating Agreement member, Frieda Christopher, for the EPAP 2016 Municipal Partnership Project. As you know, Frieda has been a Board member (including Chair) for many years at the District, and we feel, is an excellent candidate to be our EPAP Participating Agreement member. As such, we welcome her guidance and influence on this project so that we may put our best foot forward in developing, implementing and sustaining a successful interpreter training program for our bilingual students.

Over the years, we have been researching and exploring ways to further develop programs for our bilingual students, above and beyond the Stamp and Slip program discussed in the narrative, that will prepare our students to not only graduate, but to launch living wage careers and/or be successful in pursuing further education. This project will be instrumental in expanding and enhancing this programming. We believe the proposed partnership with El Programa Hispano and Catholic Charities is a pivotal component of this project that will ensure we build a high quality program that benefits students with real world learning about how to provide meaningful interpretation. We look forward to our students showcasing what they have learned, right here in our East Portland community. This project will benefit them as well as families of the District and other residents.

Finally, we feel that this is a timely project, in terms of aligning with State and District equity and cultural/language initiatives, and that we have the capacity to begin right away. With the support of our Director of ELL and Equity, Assistant Vice Principal at the High School and community partners, we have the capacity to recruit students and establish a pilot program for the 2016-17 school year.

Our commitment includes:

- Acting as the fiscal agent and overseeing all aspects of contract management with EPAP and project partners
- Consulting with the EPAP PA to receive guidance about the project
- Providing classroom space on-site through our SUN (Schools Uniting Neighborhoods) program
- Identifying, recruiting and enrolling students
- Communicating the program to students and families, as well as stakeholders, through various media

Visit our website: www.ddouglas.k12.or.us Email: David_Douglas@ddouglas.k12.or.us

School Board |

Bryce Anderson
Shannon Raybold

Frieda Christopher
Kyle Riggs

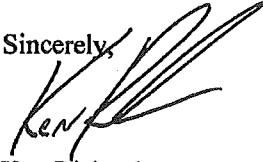
Donn Gardner
Christine Larsen
Cheryl Scarcelli Ancheta

(includes acknowledging EPAP and the City of Portland)

- Coordinating activities with partners as well as evaluating project outcomes
- Other commitment as identified

Thank you for considering this proposal.

Sincerely,



Ken Richardson
Deputy Superintendent