

**Request for Qualifications
Elementary, Middle, and High School
Expanded Learning Opportunities**

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: Future Foundation International [FFI]

Applicant address: 9061 Seward Park Ave S. Bldg 28; Suite 450; Seattle, WA 98118

If applicable, Web address: www.Future Foundation International.org

Contact Information:

Contact person: Mohamed Saireh
(Please print clearly)

Title: Executive Director

Mailing address: 9061 Seward Ave S Suite 208,

Work phone: 206-334-1715 Email address: saireh@hotmail.com

Signature: Mohamed Saireh Date: 03/17/14

Website Address: futurefoundationinternational.org. (Under construction)

Additional Summer Learning RFI(s) being submitted? If so, please check:

Elementary School and/or Middle School

Please note each application will be rated separately, and an award to one proposal does not guarantee funding to another.

Application Components and Checklist (submit in this order):

Cover Sheet (Attachment 1)

X Summer Learning Program Executive Summary (Attachment 2)

X Summer Learning Program Work Plan (Attachment 3)

X Previous Experience and Tracking to Success (Attachment 4)

X Data Sample (Attachment 5)

FUTUTRE FOUNDATION INTERNATIONAL
Request for Qualifications
Elementary, Middle, and High School
Expanded Learning Opportunities

Program Overview

Future Foundation International (FFI) is a multicultural 501 (C) 3 non-profit serving low-income East African refugees and immigrants by providing opportunities for them to develop the social, linguistic and vocational skills they need in order to be educationally, socially integrated and economically self-sufficient. Future Foundation International provides education, idea, resources, and training to youth and families in an attempt to make life easier for them. The purpose is to prevent risky behavior s and develop positive role models for the education of their children. FFI also provides after school education support, tutoring, and cultural guidance in a safe, enriched, and culturally appropriate environment. It collaborates with South Shore K-8 and Graham Hill Elementary schools. FFI provides four cultural orientation classes year which assist parent understand U.S cultural and educational expectations. In 2011 FFI provided assistance to 102 to 126 students for the year at South Shore, Graham Hill and Rainier Beach High. We served 59 parent advocates at schools to assist parent in supporting their children in achieving all the outcomes and educations unduplicated students in grades K through 12 in a tutoring program and 45 unduplicated students in its youth. In 2010 we served 73 students classified themselves as limited English Speaking; these data suggests the challenges these students might have in accessing support, social interactions, and behavior academic expectations in the community.

SECTION 1: KEY PEOPLE

Future Foundation International is led by Mr. Mohamed Saireh, who has spent over a decade leading non-profits focused on the development of underrepresented children and youth. Mr. Mohamed review program work plans with site coordinator, lead teacher or classroom teacher for effective program implementation. He participates in and evaluates the effectiveness of activities and events. Mr. Mohamed as an Executive Director will serve as Project Lead providing oversight and fiscal management of the *Elementary, Middle school, and High School Extended Learning Opportunities*.

Future Foundation International leadership team includes Education Director, Lillie M. Rainwater, and State of Washington Professional Education Certificate-Continuing Elementary & Secondary Teacher Endorsements: K-12 Education, Primary & Intermediate Literacy Specialist Education. National Board Certified educator with demonstrated ability to teach Expanded learning director and Development director, Mohamoud Abdurrahman, who oversees daily education programs, have over 30 years combined experience n the education field. With 7 staff speaking 9 different languages and dialects, Future Foundation International has uniquely qualified staff members prepared to deliver the City of Seattle's proposed services.

Administration, Teachers and the staff:

Future Foundation International will administer the program headed by Sarah Clemons who is National Board Certified educator with demonstrated ability to teach, motivates, and directs our students while maintaining high interest and academic success. She is working with 7 staff members, teachers, instructional assistants, parents and community volunteers.

Key People.

The key staffs delivering expanded learning opportunities are qualified bilingual, bicultural children workers and educators who have many years of experience working with staff and administration within Seattle Public Schools (SPS). Through a partnership with Graham Hill

– Elementary, South Shore K – 8 and the community, these staff members operate the Community Learning Center and several other sites providing homework assistance, cultural exploration, literacy instruction, and math skill development. Staff members at minimum hold a Bachelor’s Degree from an accredited university, Washington State teaching certifications, or work as Instructional Assistants (IAs) within SPS during the school day. Staff is well trained in best practices for English Language Learner (ELL) students and receives professional development on an ongoing basis. At the program level, staffs are trained extensively on and utilize the student academic achievement tool offered by the Study Island Program and Khan Academy to measure program quality and inform planning. All key staff members track student academic progress and grade matriculation within this program.

► **Ms. Saada Hadi is a Family Advocate** that has works over 15 years of experience providing parent engagement, parent education and social services support to the East African community. Ms. Saada is a CPR/First Aid and AED Certified, who is responsible for helping to maintain a safe, clean After School program site; ensuring a high level of quality and working to establish a positive relationship with all program participants and their families. She works with parents/students at the center. Supervises the children, with first priority in their safety, at all times following risk management policies of FFI.

► **Muse Farah is a program coordinator** for FFI's Parent Education 16 years of experience working with youth and their families, providing resources and education, and serving as a liaison between school, family, and community. He speaks Amharic, Tigrinya and English. Musa has developed and important linkages with the Seattle School Public District, advocating for youth, parent education and coordinating with other programs and social service providers to make appropriate referrals.

► **Ahmed Mohamed**, who is **fluent** in Somali, works in both as a family and intake coordinator. He will supervise case management and referrals, and coordinate client files. His work ensures that East African parents and youth connect with various community groups, and create the needs that of demographics FFI serves. Ahmed facilitates FFI partnership with the Graham and South Shore schools.

Mr. Ahmed supervises and provides academic tutoring, mentoring and youth leadership skills development. Consistent with the outcome that middle school age students complete math and reading skills before graduation.

► **Luis Arredondo is an experienced tutor** for middle school and high school. Students Mr. Luis is a very experienced instructional assistant that has been working with the Seattle Schools for the last 18 years. He will contribute his knowledge and skills to the program. Luis is currently in Rainier Beach High School

► **Haile Mariam** Speaks fluent in Amharic, Tigrinya and Oromo languages. He manages classrooms, plans activities and implements/teaches the after school curriculum. He has a considerable experience working with school age children, especially Amharic and Tigrinya English learners, and understands SPS assessments, procedures and expectations. Mr. Mariam oversees the collaboration with the Seattle Public Schools and ensures the quarterly exchange of information.

This emphasis on collaboration with the Graham Hill –Elementary and South Shore K-8 schools greatly benefits our students, because we can more accurately identify any areas of concern early on and work together to overcome them. Collaborations with other community groups and individuals further aid outcome achievement. Mrs. Bland and Ms. Cline, both teachers at Graham Elementary, have been coming to our program once per week for the past 3 years to provide additional tutoring.

Contact People:

South Shore, K-8 School.

School Principal: Scarlett, Keisha

Graham Hill- Elementary School.

School Principal: Laurie Morrison (206)252-7140

kdscarlett@seattleschools.org (206)252-7600 lemorrison@seattleschools.org
Librarian: Morrison, Jennifer L (206)252-7600 jlmorrison2@seattleschools.org
Mrs. Bland, Rebecca E rebland@seattleschools.org.
Ms. Cline, Stephanie skcline@seattleschools.org

Rainier Beach High School:

Chief consular: Mr. Jurdy, Dan dajurdy@seattleschools.org (206)252- 6350
Mrs. Sorge Celia E cesorge@seattleschools.org (206)252- 6350
School Nurse: Mrs. McBrien, Patricia pamcbrien@seattleschools.org (206)252- 6350

SECTION 2: PREVIOUS EXPERIENCE IMPROVING STUDENT OUTCOMES

FFI has an experience providing evidence of achieving positive academic results, as measured by the outcome-based on IXL.

FFI's School Family Partnership Coordinator supports engagement efforts to bridge the communication gap between the families of our immigrant students and South Shore, and Graham Hill schools. During the past two years, FFI has served 138 students across elementary, middle school and high school.

FFI will work with the East African Students in both schools to give them an opportunity to improve their academic skill, support their graduation ambitions, and ensure their access to post-secondary education. Future Foundation International demonstrates evidence of achieving positive academic results, as measured by the outcomes and indicators listed in the background section for focus students.

FFI services primarily families that are limited in English proficiency by providing information, referral, advocacy, social and support services. The middle and high school students FFI serves face academic challenges like many other newly-arrived immigrant youth --particularly, Somali, Ethiopian, Eritrean, Oromo, and Djiboutian students. Additionally, these students may experience emotional and behavioral problems, cultural conflict, discrimination, domestic violence, or mental health issues, or extreme poverty due to immigration and family separation. At any time, FFI handles between 12 and 17 of these challenging cases each year. As a response, FFI will assist families with parenting and child-rearing skills, children development frameworks, the creation of home conditions that support children as their developmental needs change over time, and a one-stop resource center for social services that might benefit their family.

Our activities and collaborations have effectively resulted in positive outcomes over the past two years (and beyond). During the 2010-2011 program cycle, 92% of our students (62 out of 67) met their outcomes by meeting or exceeding grade level, or making clear improvements in their academic achievement. This data includes increasing attendance, improving test scores, and successfully transitioning to kindergarten or to the next grade level (including transfers from elementary to middle school and to high schools).

Our program is an outcome-based, dual-language program with a focus of homework academic assistance, tutoring, cultural programming and non-violence training. We begin connecting with the families before the school year starts by assisting parents with enrollments, especially kindergarten registrations since many families are new to Seattle schools.

Additionally, we are currently tracking MAP data and WELPA data for Somali students at South Shore PK-8 School.

Future Foundation International indicates that our focus demographic has an increased instance of families that may place lower value on education. We address this issue by partnering with local Halal stores and community leaders to provide role model speakers in the mosques. The speakers emphasize the value of academic success and opportunities in post-secondary education.

FFI has developed a groundbreaking framework to motivate parents to volunteer in the classroom and to read with their children weekly at home. FFI recognizes: "the influence of the

family on the literacy development of all its members, and support families in building expertise in language development, reading, and writing". We developed a Family literacy programs that reflected this importance. Our family literacy programs take a holistic and curriculum-based approach to programming that encourages cross-sector collaborations to support families' needs. Rather than taking a deficit approach to literacy, this integrated approach builds creatively on the strengths of families and on existing programs and services. Family literacy is a great and accessible way to support children in their literacy development. The program also gives parents confidence in their parenting skills and increases their level of comfort when dealing with literacy in their homes.

Our intended focus students face the barriers of lacking language, parental guidance or participation in the educational process. We have addressed this barrier by hosting Parents Seminars. These seminars provide awareness to families of the resources available to them to become more active in their students' academic experience. This program, in particular, highlights the unique collaboration that we have with our partner schools. This rapport allows FFI the improve the recruitment, training, work and schedules of its Instructional Assistant to collaborate with school volunteer coordinators and involve families as volunteers supporting school programs.

The goal of this program is for new family comers in West /South Seattle communities to develop and deliver a wide range of family literacy programs. Building capacity at the local level encourages community development and provides much needed academic skills for community members and their children.

In the past this program promoted family literacy in the South and West side of Seattle, developed culturally relevant resources to support family literacy initiatives and provided training to family literacy in the South of Seattle. We planned to work with local people who were interested in running family literacy programs or those who can incorporate family literacy into their existing program. In the future we will only strengthen these key attributes and approaches.

FFYI's tutoring program is a program that supports parents to helps their children to learn to read and write. The workshop is three-days long. Previously, we delivered the training to people interested in supporting this transitional time. We plan to also model a workshop with parents.

At the end of this program, FFI had more ideas and training to implement new family literacy programs in our community. Our programming will help families have more understanding of what family literacy is and how they could help their children with literacy at home.

We teach parents how to use The Source – and online grade book--to better support their students. We educate parents on involvement opportunities such as, open house, PTSA meetings, family nights, college success nights and meet teachers and administrators to know their children's progress in schools.

In short, our program is designed to meet the unique cultural/ linguistic need of low income East African children: to improve grades, increase attendance/homework submission, and to raise their reading, writing and math skill to grade level or higher.

FFI meets the need for Graham Hill, South Shore and school communities to provide parent-friendly materials in a variety of modalities to share important information. The FFI family support model is responsive to language differences, social service needs and other issues that interfere with parent involvement with child development—especially, in underserved communities. The family support model will integrate lessons and other activities with the children's project, helping parents to become literate, enter the job market, and learn about early childhood education. The goal of this model is to strengthen parent's ability to become life-long partners and advocates for their children's education.

In order for FFI to reach the maximum number of parents, the board plans to consider meaningful and multiple strategies to reach parents and for parents to support the project FFI knows parent engagement is no longer an optional activity or a matter of public relations. It takes time, organization, and effort to develop a good program. We aid families with paper work

(school related, child nutrition services) and encourage attendance at schools' family nights and orientations. Similarly, we provide targeted support during their child's transition from pre-school to kindergarten or 5th grade to middle school. Additionally, we assist the eligible 7th and 8th grade student to sign-up for the College Bound Scholarship. We have also established lasting relationships with many of the schools and staff in our area. In the past two years our staff continues to collaborate with schools before and after classes. We exchange contact information, put emphasis on collaboration with the schools so that we can more accurately identify student's areas of concerns and work together. We are committed to an assets-based approach to supporting SE Seattle East African families and students.

Barriers: Our program participants reside in low-income households and speak English as a second language. Eighty percent of East African children face language barriers in the mostly monolingual school system, For example students are tested in English even if their native language is Amharic, Tigrinya or Somali resulting in lower scores. The language barrier also prevents parents from fully participating in their children's education or learning about vital information or resources, making them unaware of their child's academic performance. To face this challenge, we provide bilingual support to both students and their families. We provide homework assistance in East African languages and English, and we emphasize both literacy and bi-literacy by providing reading opportunities in both languages.

†**Tracking to Success:** FFI has experience tracking data points that can be linked to achieving outcomes and indicators for focus students.

Within the last two years, FFI have used daily and weekly observations to closely monitor children's implement and progress toward outcomes. Through weekly observations of the children riding accomplishments and daily interactions with children we track the goals and determine whether progress has been made or additional work is needed.

FFI has tracked academic outcomes and indicators through:

- Daily attendance
- Regular access to student academic progress through the SOURCE
- Quarterly and semester student grade reports
- Standardized test scores
- Teacher survey evaluations that track literacy reports and grade matriculation
- Study Island Reading Measurement
- Entry Assessment Mathematics Evaluation (IXL)

FFI demonstrates the ability to access and use daily or weekly academic, grade and/or attendance data. Our foundation uses this data on an ongoing basis to track, report, and continuously improve student outcomes.

Within the last two years, FFI has tracked academic outcomes and indicators through:

- ☒ Daily attendance
- ☒ Regular access to student academic progress through the SOURCE
- ☒ Quarterly and semester student grade reports
- ☒ Standardized test scores
- ☒ Teacher survey evaluations that track literacy reports and grade matriculation
- ☒ Study Island Reading Measurement
- ☒ Entry Assessment Mathematics Evaluation (IXL)

Our foundation uses this data on an ongoing basis to track, report, and continuously improve student outcomes. In 2011, through a number of measures, FFI reported the following student outcome improvements:

- ☐ 79.8% of students improved English literacy skills (MAP Test)
- ☐ 74.3% of students increased their reading skills (MAP Test)
- ☐ 89.2% of students increased their math skills (MAP Test)
- ☐ 81.4% of students made level gains in academic progress
- ☐ 96% of students matriculated to the next grade level
- ☐ 98% of students improved social skills development
- ☐ 83.5% of students completed homework to their teachers' satisfaction

We had 67 students from the neighborhoods that go to South End School of Seattle, Cleveland High School, Garfield High school, Dunlop Elementary School, Aki Kurose Middle School, in more than eight ethnic groups from East Africa that are represented in our students including 75% Somalis, 12% Ethiopians, 7% Eritreans, 4% Kenyans, and the other 2% from Djibouti.

Work plan for the FFI/South Schools Summer Program

Goal: Strengthen youth development, mentoring behavior management, parental and community involvement for extending academic learning opportunities, and community partnership.	Target: By 2014, the parents will be satisfied with children's educational experience at Future Foundation/ Graham Hill Elementary and South Shore K- 8 school as documented.
---	---

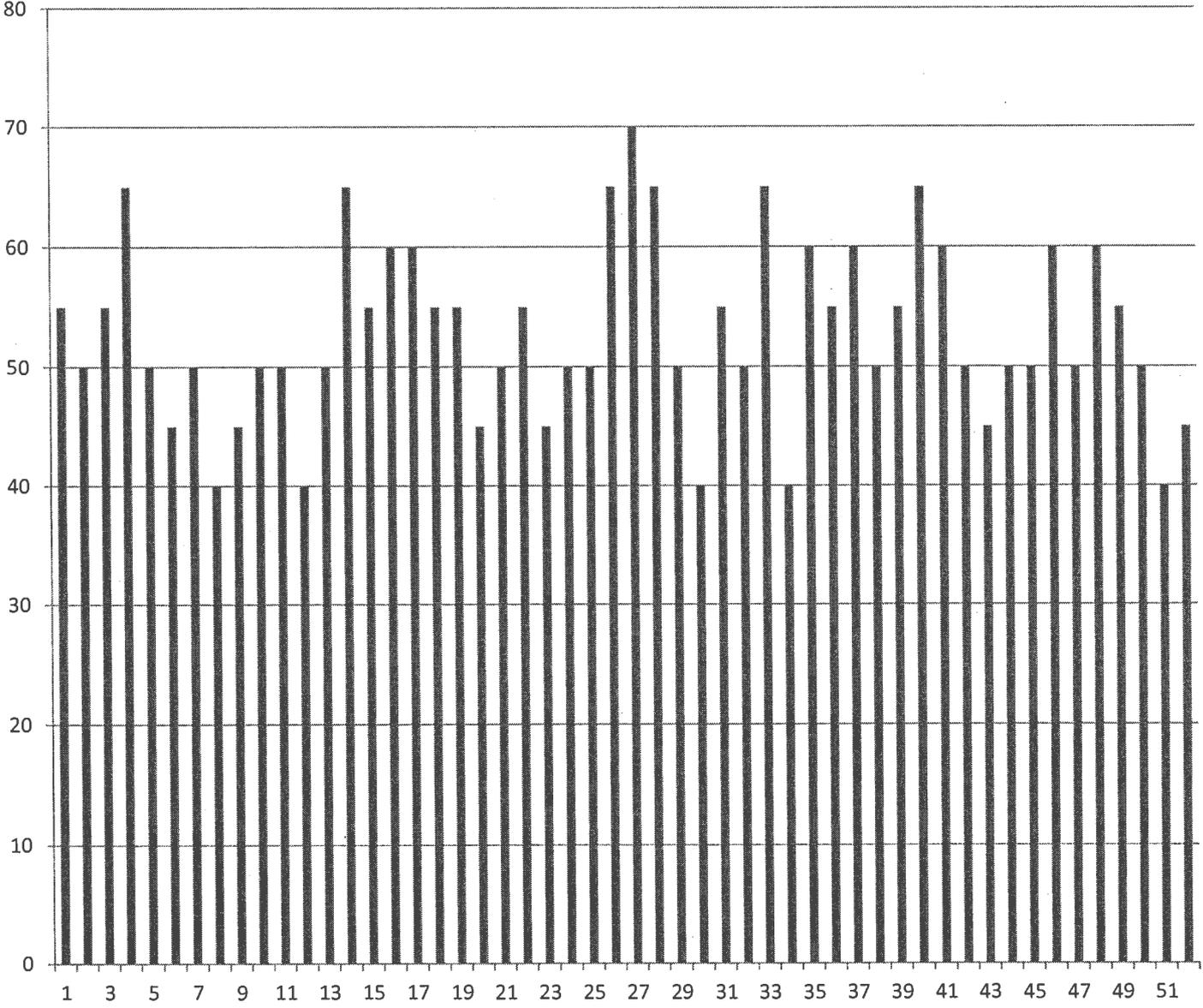
We need students, families and school staff working together to ensure that children are successful in school

Activity	Person Responsible	Evidence	Timeline
Implement consistent class work folders (Grade 1- grade 2)	Classroom teachers	Daily communication folders (Grade 1- grade 2)	Ongoing
Implement consistent assignment books (grade 3-6)	Classroom teachers	Daily use of assignment books in (grade 3-6)	Ongoing
Continue representation at Parent, Teacher and Admin meetings	All Staff	Meeting notes	Ongoing
Parental participation in parent/teacher conferences	All classroom teachers, Instructional assistants and community leaders	Parent will meet at least three times with the teacher during the program	Ongoing
Provide parent/community including program such as History, American Culture, ELL, and Math to help children's homework.	All Staff	Current information available	Ongoing
Recruit volunteers to support extended program activities.	All Staff	Maintain appropriate level of volunteerism.	Ongoing

Women and Minority Inclusion: Nondiscrimination:

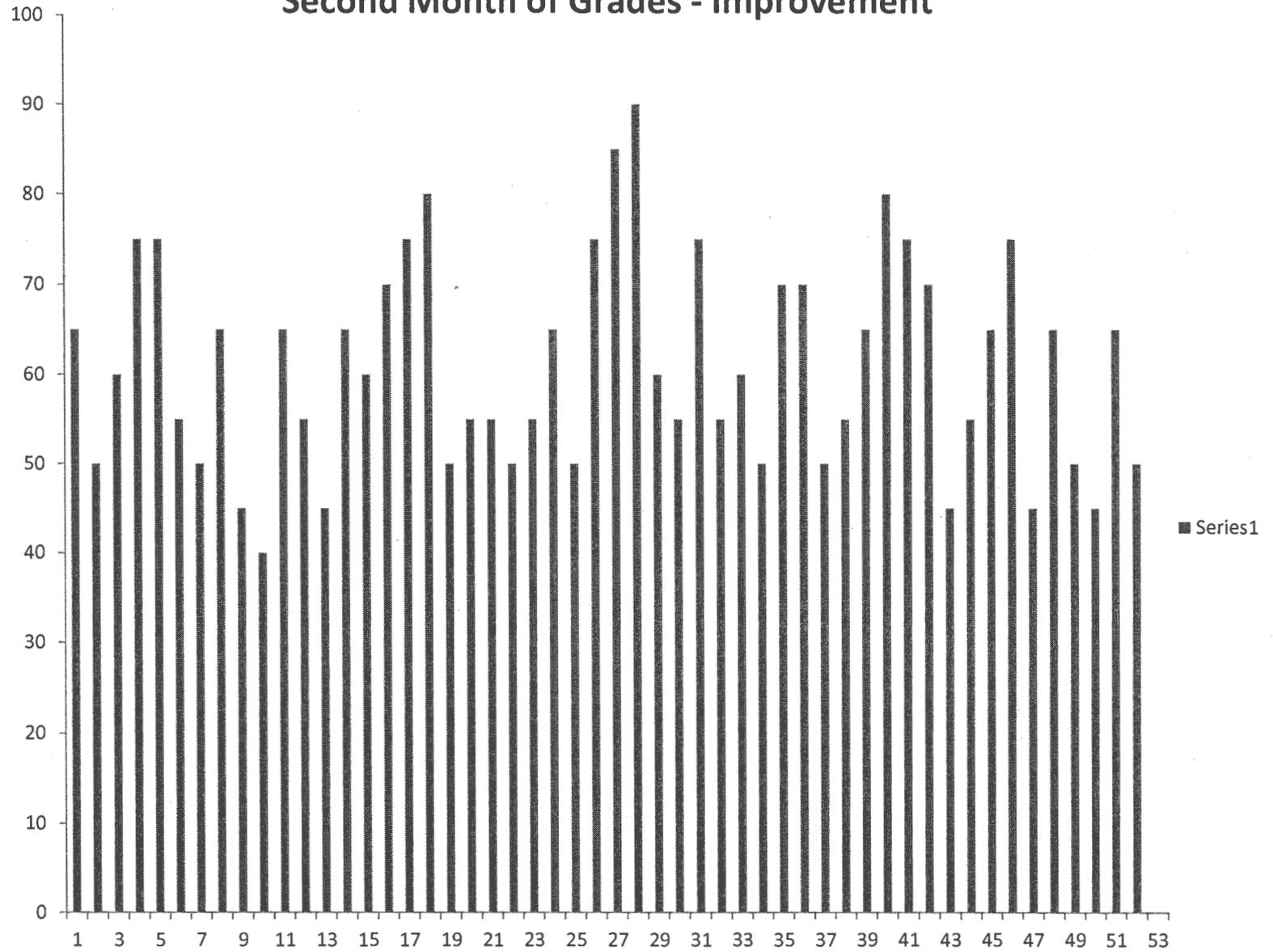
We currently have bilingual and bicultural minority staff that represents our target client populations on board. FFI will not subcontract with any organization, but we may hire new employees that aligned with FFI policy. FFI has non-discrimination policy in hiring that includes all protected groups and works to maintain a diverse working that is reflective of the population served.

First Month Grades - Low Grades

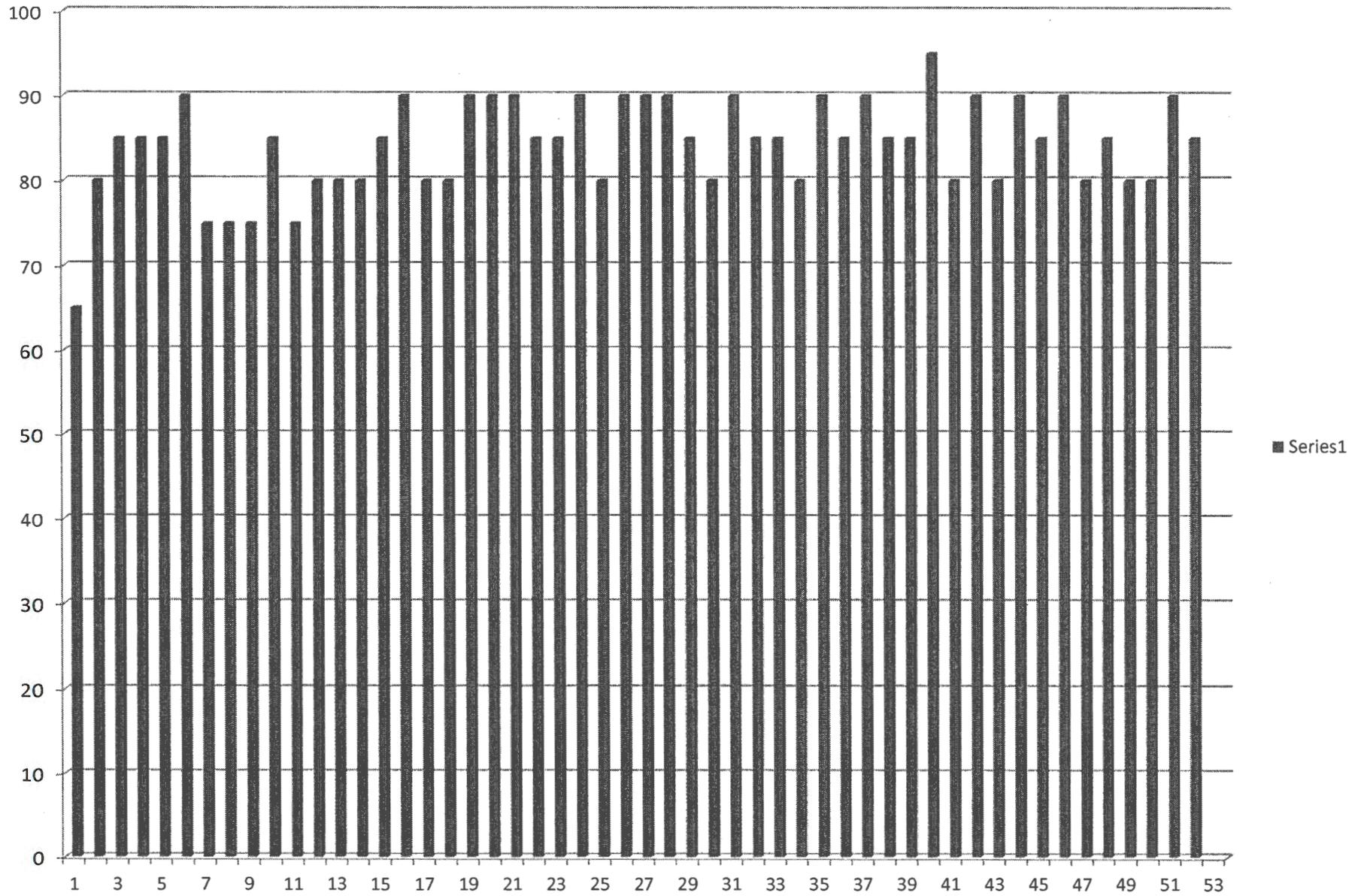


■ Series1

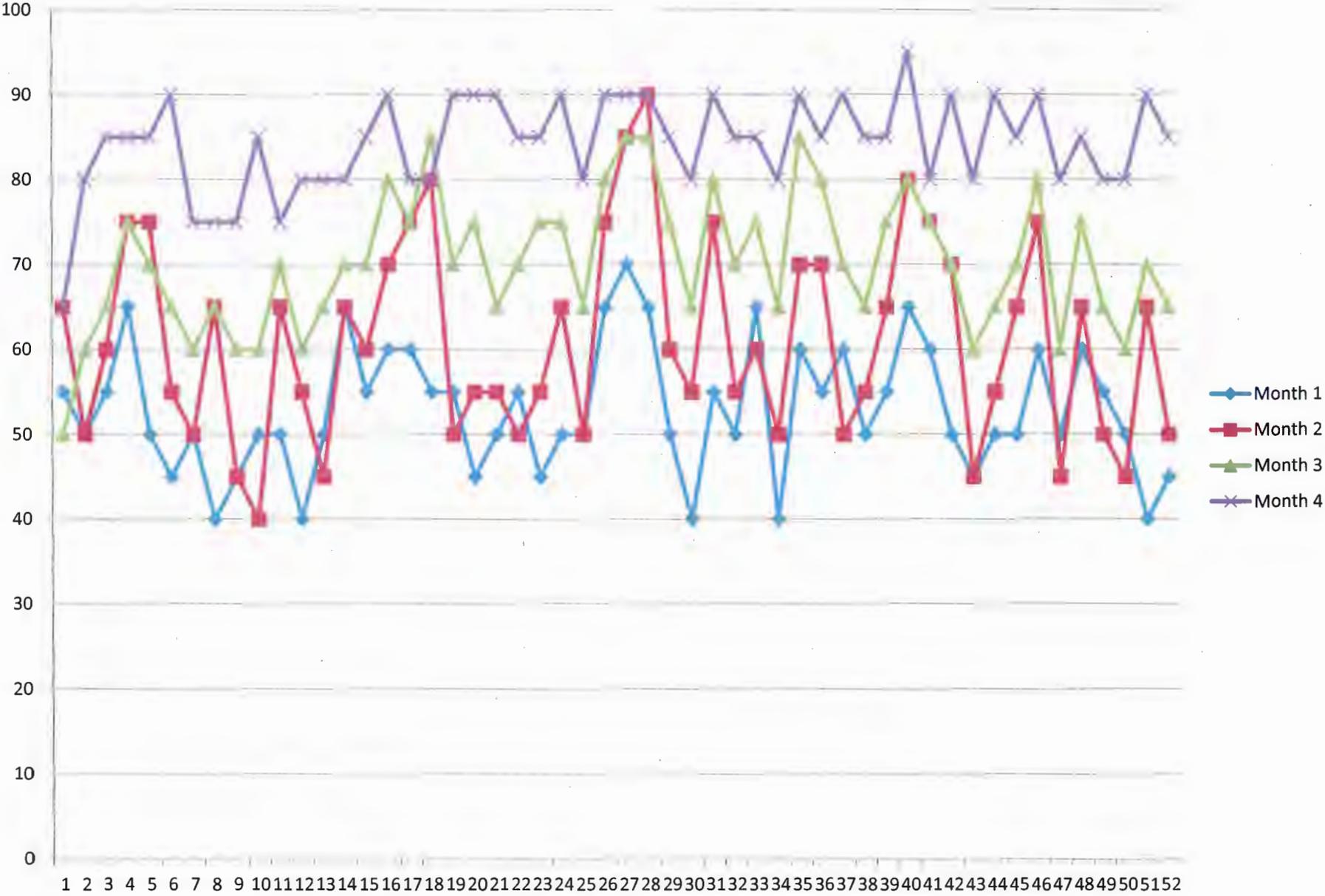
Second Month of Grades - Improvement



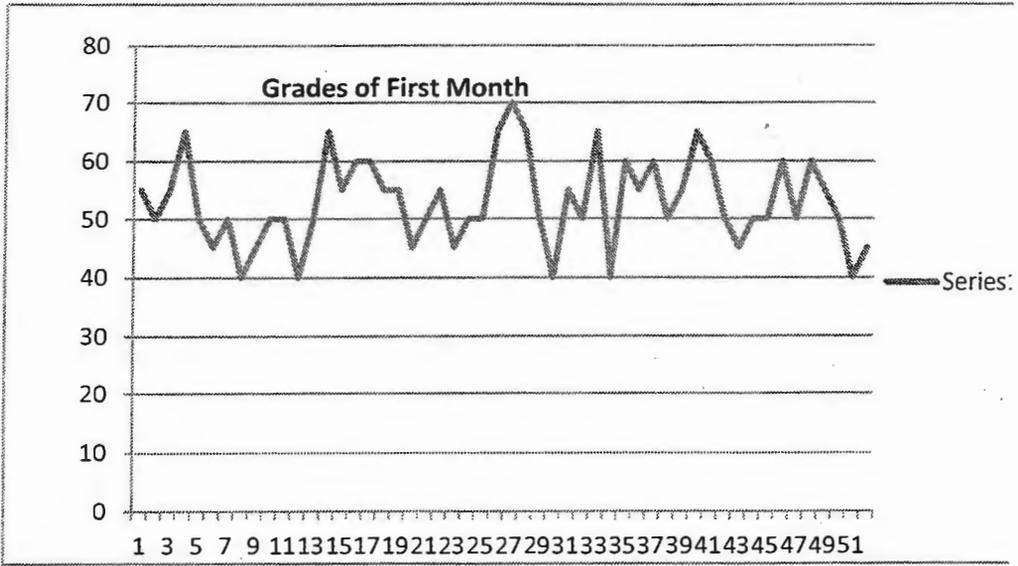
Fourth Month Grades - Much Improved



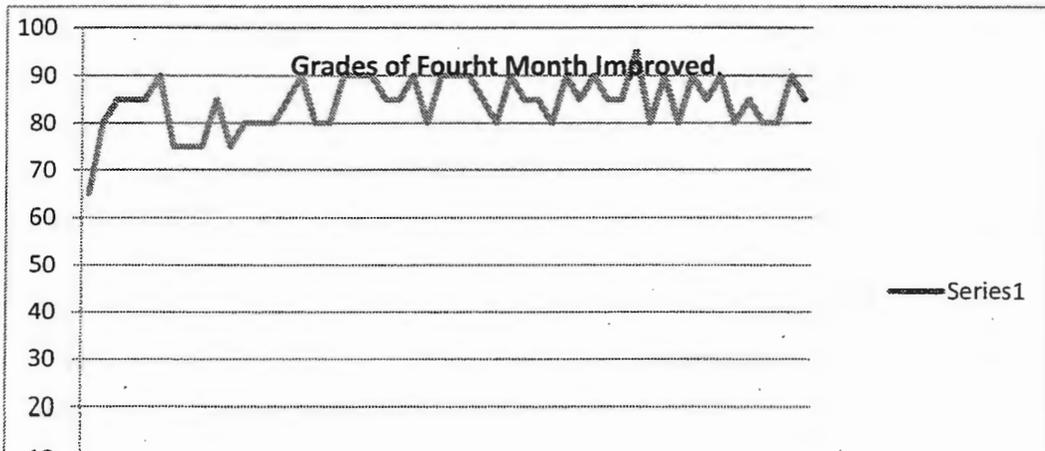
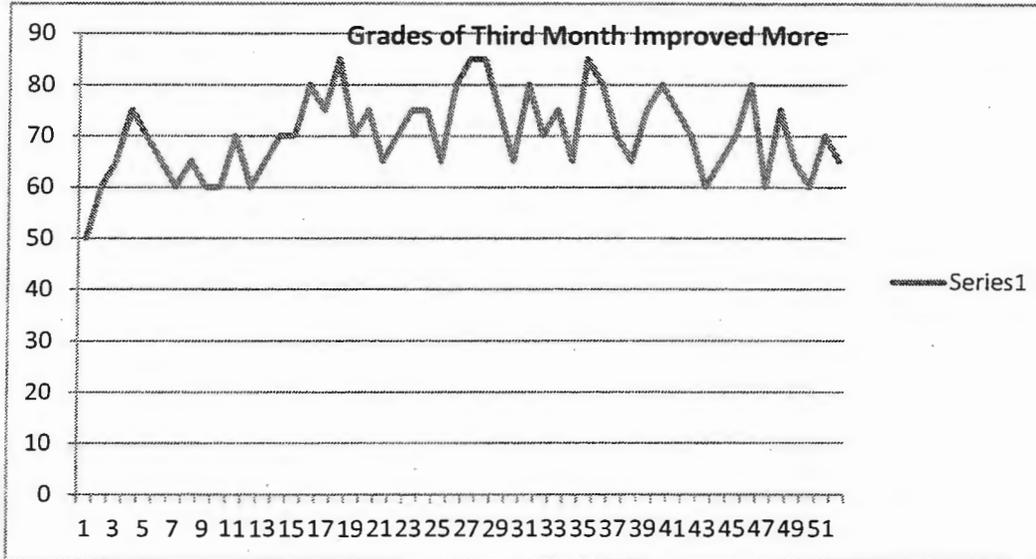
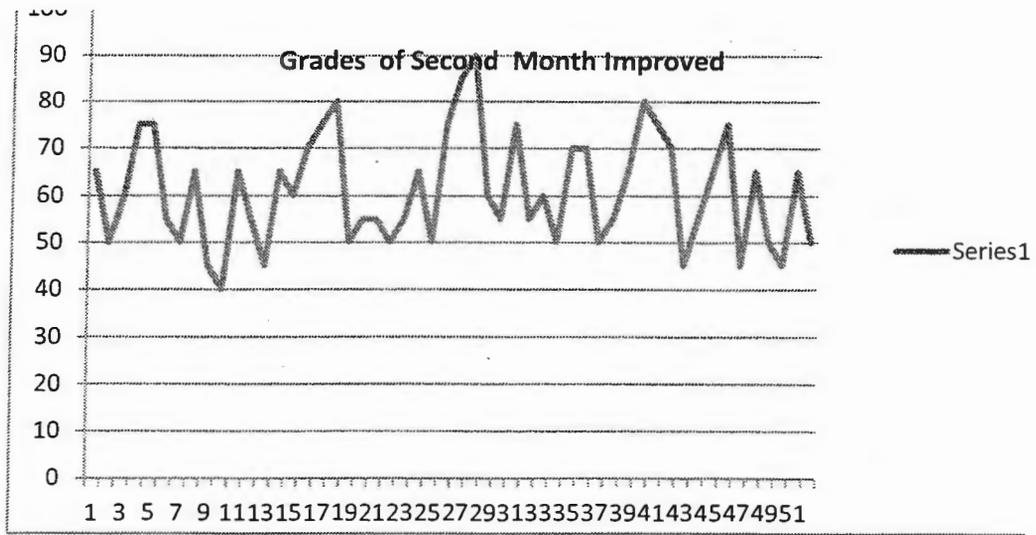
Grades during the Program



FFI



FFI



Attachment 6: Elementary School Summer Learning Budget

Program	Future Foundation International
Instructions:	Complete one Annotated Budget Template in Excel to plan and implement the proposed summer program. The annotated budget should tie directly to the services you plan to provide and the number of students you plan to serve.
	Complete this template by showing how you would invest Elementary School Summer Learning funds. For example, if you are budgeting a portion of a salaried position, please include the dollar amount, as well as a description of the responsibilities of that person. Please note where personnel roles change significantly before, during and after program start and end dates. Please notify us if you need a template with additional line item rows.
	Please complete the Performance Pay Plans row at the bottom (Description of Expense).

BASE BUDGET				
PERSONNEL - List Position Names, Roles, and salary/benefits allocated to the summer learning program.	Levy Budget	Other Funding or In-Kind Leveraged from Levy Funding	TOTAL	Description of Expense. Please describe variation in FTE (i.e., pre-program planning and program management during the summer)
Sarah Clemons. Program Director	\$10,400	\$22,600	\$33,000	Recurring, Administering the whole program
Lilli M. Rainwater	\$10,000	\$10,000	\$20,000	Teaching to children and encouraging parents
Mohamud Abdillahin	\$10,000	\$10,000	\$20,000	Bilingual Math/Somali/Sawahili
Luis Arredondo	\$8,000	\$10,000	\$18,000	Bilingual Instructional Assistant Mexican Language
Abdi F. Geereh	\$8,000	\$10,000	\$18,000	Bilingual Instructional Assistant Somali/Arabic
Halle Mariam	\$10,000	\$10,000	\$20,000	Bilingual Instructional Assistant Amharic/Tigranya/Orom
Saada Hadi	\$10,000	\$10,000	\$20,000	Family Advocate and Social Worker.
Ahmed Mohamed	\$10,000	\$10,000	\$20,000	Bilingual Instructional Assistant Somali/Amharic/Tigranya/Sawahili
			\$0	
			\$0	
			\$0	
Subtotals:	\$76,400	\$92,600	\$169,000	
Benefits	0%	0%	0%	
TOTAL Personnel for Base Budget:	\$76,400	\$92,600	\$169,000	

NON-PERSONNEL - Other Services and Charges; Supplies for Summer Program	Levy Budget	Other Funding or In-Kind Leveraged from Levy Funding	Total	Description of Expense
Rent	\$8,000	\$21,000	\$29,000	Three Classrooms
Transportation	\$2,500	\$2,500	\$5,000	12 passenger seat van
Multimedia Technology	\$2,000	\$3,000	\$5,000	Movies, Videos
Program supplies	\$3,000	\$3,000	\$6,000	
Printing and copy	\$1,000	\$2,500	\$3,500	
Telephone and Fax	\$500	\$1,000	\$1,500	
Postages	\$250	\$300	\$550	
Administrative Overhead	\$0	\$2,500	\$2,500	
Snacks	\$5,000	\$1,500	\$6,500	
			\$0	
			\$0	
			\$0	
TOTAL Non-Personnel Base Budget:	\$22,250	\$37,300	\$59,550	
TOTAL BASE BUDGET:	\$98,650	\$129,900	\$228,550	

The maximum possible Levy allocation for 2013 Elementary School Summer learning is \$152,976 of which 75% -- \$114,732 -- is available for Base Budget pay. Please limit the Levy Budget portion of Base Budget proposals to no more than \$114,732.

Performance Pay Expenditure Plans	Levy Budget	Other Funding or In-Kind Leveraged from Levy Funding	Total	Description of Expenses. Please include an indication of whether you expect to spend anticipated Performance Pay earnings during the program this year or in the next year of programming.
Total Potential Performance Pay (25% of Total Proposed Budget Request)	\$32,883	N/A	\$32,883	