

COVER SHEET

Organization Information:

Organization name: SafeFutures Youth Center

Organization address: 6337 35th Avenue SW, Seattle, WA 98126

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

Washington State non-profit corporation (501 c 3)

Application Components and Checklist (submit in this order)

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Sorya Svy

(please print clearly)

Title: Executive Director

Mailing address: 6337 35th Avenue SW, Seattle, WA 98126

Day/Work phone: (206) 938-9606 x 106 Email address: sorya@sfyc.net



Signature: _____

Date: February 9, 2012

Additional information is provided in Attachment 3.

Key People

SFYC employs a variety of staff members who are responsible for the coordination and implementation of our programs, each of whom bring a variety of talents and skills to our organization. **Doan Nguyen** is our Academic Services Coordinator for the Motivating Youth to Succeed in Academics (MYSA) program, and is fluent in Vietnamese. She has been with SFYC since June 2011 providing mentoring and academic enrichment support for our youth. She has also been an exemplary volunteer tutor for our MYSA Program since January 2011. Our AOD Coordinator, **Nigel-Andrew Paclibon**, is responsible for performing outreach and education focused on substance abuse prevention and education. He has also been an exemplary tutor for our MYSA program since January 2011 and is fluent in Tagalog.

SFYC also employs a well-qualified group of case managers who are educated in effective case management practices and whose cultural and linguistic backgrounds closely align with those of the youth they serve. Our Lao/Mien Case Manager is **Yaochien Sirisisangpha**, whose professional background includes working with at-risk Southeast Asian youth for more than 12 years. Yaochien's background includes serving as a long-standing, highly-esteemed community elder for decades in the Lu-Mien community in Seattle, and he is currently a board advisor to the *Lu-Mien Community Association of Washington State*. **Veasna Hoy** is our Khmer case manager and has been with SFYC since May 2011. She is fluent in Khmer and has experience working with Khmer youth, as she was an English teacher in Cambodia for two years prior to her employment with SFYC.

Finally, our Khmer Parent Support Coordinator, **Sokunthea Ok**, brings to SFYC an extensive educational and professional resume. Sokunthea has been with SFYC for 6 years, and came to us with 10 years of professional work experience in social services in Cambodia and the U.S., as well as 9 years of experience working for the immigrant/refugee communities in King County. She has a Masters in Social Work from the University of Washington, and her expertise is in child development and chemical dependency prevention and counseling. She is fluent in Khmer/Cambodian, Thai and French.

SFYC's Executive Director, **Sorya Svy**, is responsible for overseeing our programs as well as administration and fiscal management. Sorya has been with SFYC for 15 years, serving as the Executive director for 11 of them. Sorya has extensive experience providing mental health counseling and case management for high risk youth of color, up-to date and wide-ranging knowledge about program design and best practices in providing services to youth designed to increase their involvement with their education and decrease their risk of joining a gang or becoming involved with criminal activity, and well-developed connections and partnerships with other youth-focused social services coalitions in King County. In addition, Sorya is fluent in the Khmer language.

Previous Experience

SFYC serves primarily at-risk, low income refugee and immigrant youth and families residing in Southwest and Southeast Seattle and White Center. These regions are home to the highest concentration of low-income families in King County and are incredibly diverse, with Southeast Asians (Cambodian, Vietnamese, Thai, Lao and Mien), Pacific Islanders, African Americans and East Africans being the primary

populations. The demographic features of our clients mirror the diversity of the regions we serve:

- 59% Asian (Cambodian, Vietnamese, Thai, Lao, Mien, Filipino, Pacific Islander)
- 27% African (Somali, Oromo, Eritrean, Ethiopian) or African American
- 2% Hispanic/Latino
- 12% Other (Mixed race, Caucasian, Native American)

The majority of our youth are between the ages of 12 and 19, are male (65%), and are at moderate to high-risk of academic failure or drop-out or involvement with gangs or other criminal activities.

Over the past 14 years our Motivating Youth to Succeed in Academics (MYSA) program has helped youth involved overcome the barriers they face to achieving academic success. The services each youth receives while participating in this program are tailored to fit their individual needs, and include daily tutoring services, access to SFYC computers in order to complete their homework, high school graduation support and individual academic advocacy. In addition to homework help, we also offer dedicated, subject-specific enrichment workshops for the youth to participate in when they don't have any homework to complete, which are designed to help them improve in subject areas in which they are struggling. We also offer students support designed to help them pass the required Washington State academic competency tests, such as regular practice tests and individual tutoring plans designed to strengthen tested skills in which they may be lacking. Finally, because 90% of our clients are from families whose first language is not English, we provide intensive English language instruction as part of our overall academic enrichment program.

Our case managers work directly with school staff as advocates for our youth, closely monitoring their school attendance, completion of graduation requirements and, if applicable, their disciplinary issues. Because of the close relationships our case managers have formed with these schools, they are able to directly access the school records of the youth they work with, allowing them to closely track their progress. In addition, because our case managers are bilingual and bicultural, they are able to serve as an important link between the school and our youth's parents, many of whom do not speak English, allowing them to facilitate parent-teacher conferences and keep parents informed about and involved in their child's education. Our Academic Services Coordinator also works with the schools, and through *The Source* is able to access student records, allowing attendance and grades to be monitored. In many cases our ASC is also able to obtain from the schools information about individual assignments and projects, allowing her to tailor her interactions with individual youth in our MYSA program to meet their specific academic needs. The relationships our organization has formed with the Seattle public schools that we serve have created avenues for improved communication, access and efficient methods for delivering necessary services to our youth and families.

In addition to helping our youth achieve success while enrolled in Middle and High School, we also strive to encourage our youth to continue their education after graduation. Our program staff do this in a variety of ways, such as offering SAT tutoring throughout the year, helping students through the college application process from their admissions essay to applying for financial aid, and helping them find and apply for a variety of scholarships. Our case managers are also instrumental in helping our youth

successfully complete the college application process by encouraging and facilitating parent involvement in their child's education. Our parent support programs, which focus on educating the parents of our youth about the American school system, increasing their involvement in their child's education through facilitating their participation in parent-teacher conferences and other school events, and encouraging them to take an active role in promoting the importance of a college education to their child's success, are particularly useful in this regard. They also serve as translators for parents who do not speak English so that they can be involved in their child's education and as advocates for the student so his or her specific needs are understood by teachers and school staff.

Because of their enrollment in these programs, the youth involved with SFYC have achieved many remarkable successes:

- *During the 2010-2011 school year, 97% of the youth involved in our programs reengaged or reenrolled in school

- *During the 2010-2011 school year, 100% of eligible seniors graduated from high school or received their GED

- *Academic and award attainments by current and former SFYC youth have established higher standards for SFYC youth, such as ivy-league university admission

- *SFYC successfully identified and overcame the barriers to school attachment for a group of chronically truant 7th graders, who thanks to intensive and consistent support and mentoring progressed into school attachment and have now successfully gone on to high school

- *In 2011, SFYC received an award from South Lake High School for "outstanding contributions of time, dedication and support to the students of South Lake High School" thanks to the dedicated collaboration of SFYC case managers with school officials to provide individualized, intensive case management services to a group of South Lake students.

Adding to our ability to achieve these successes and continue to deliver them are our partnerships with various organizations throughout the community. Since 1997, SFYC has been closely partnering with Southwest Youth & Family Services (SWYFS) in our service area, which was established in 1979 to provide counseling, education, and family support to communities in West Seattle and surrounding areas. Since Fall 2009 our partnership has included South Seattle Community College's Career Link and Life Skills Training to ensure that youth are provided with academic support as they transition from completion of high school to vocational training and/or college. We also partner with the City of Seattle Seattle Youth Violence Prevention Initiative, a coalition of 10 area groups dedicated to preventing youth crime and involvement with the juvenile justice system. Finally, SFYC has an ongoing partnership with United Way of King County, one which has been instrumental in the implementation and maintenance of our MYSA program.

Additionally, SFYC has partnered with the Seattle & Highline School Districts for over a decade to provide services to students who need additional help in achieving academic competence and success. SFYC bridges the gap between school administration, students and their families, working to break down the barriers preventing a student from achieving his or her academic potential. In order to do so

SafeFutures has worked to establish stronger relationships by meeting face to face with school administrators and counselors from Chief Sealth, West Seattle, Southlake, Cleveland, Franklin and Rainier Beach High Schools and Aki Kurose, Denny and Madison Middle Schools. Examples of school personell with whom SFYC has close and ongoing relationships include Christine Mattfeld, ELL Health Education Specialist with the Seattle Public School District, Ginny Kalkoske, Intervention Specialist with the Seattle Public School District, Carol Johnson, Head Counselor at Southlake High School, Lenora Glymph, Attendance Specialist at Cleveland High School and Ellen Recupido, Counselor at Franklin High School. SFYC bridges the gap between school administration, students and their families, working to break down the barriers preventing a student from achieving his or her academic potential. Our case managers serve as translators for parents who do not speak English so that they can be involved in their child's education and as advocates for the student so his or her specific needs are understood by teachers and school staff. They also make sure that the needs of our youth that are not met during school hours are met within the context of our programs through such services as English language instruction and individualized tutoring. We have also implemented programs in coordination with the schools themselves; for example, in the Strategic Prevention Framework-State Incentive Grant (SPF-SIG) program, SFYC staff partnered with Seattle Public Schools to provide drug and alcohol prevention programs to students and parents at Madison Middle School. We also partnered with High Point Elementary (now West Seattle Elementary) to provide students with the opportunity to use technology to improve their ability to learn. It is SFYC's standard practice to coordinate and communicate with our partners to prevent duplication of services and to focus on using available resources to create the greatest positive impact for the community.

The youth we serve have a variety of specific challenges to overcome in order to achieve academic success. For example, the majority of the youth involved in SFYC programs are foreign born, and evidence suggests that it is these youth who are particularly at risk for academic failure, as many of them face both economic and linguistic challenges. The Lao and Mien populations, which reside primarily in Southeast Seattle and are some of the primary populations served by SFYC, face these challenges at even higher levels than youth from other cultures. Likely as a result, only 5% and 6.6% of Washington State residents from these populations respectively hold a bachelor's degree or higher (2000, United States Census).

Another problem faced by the youth involved in SFYC programs is low attendance rates, which have decreased up to 10% in the past 5 years, a trend that begins in the middle schools and only worsens in the high schools. For example, only 47% of students at Aki Kurose middle school had less than 10 absences during the 2010-2011 school year, a number that dropped to 32% of students at Rainier Beach High School (2011, Seattle Public Schools School Report for 2010-2011). Improving the school attendance of the youth involved in SFYC programs is one of our primary goals, which we accomplish by progressing our youth into school attachment through maintaining an encouraging, positive environment, decreasing barriers to school attendance in the youth's life, and providing individually-tailored programs for each of our youth in order to address their personal academic challenges.

Tracking to Success

SFYC staff collects qualitative and quantitative service data from each client's file, including demographic features, staff/client contacts and referrals. We diligently record indicators of success, such as increased school attendance, and milestones, such as high school graduation or employment training and placement. For school-related data, direct services staff has access to *The Source*, a Seattle Public Schools web-based data-base of student records including attendance, grades, credits earned and other relevant information critical to advancements and graduation.

Each youth involved in our programs has an individual file, which is updated weekly by our Academic Services Coordinator (ASC). When a youth enrolls in our program, he or she completes an intake form, which includes information about the school they attend and their contact information, which allows us to find and track that student on *The Source*. Included is an example of the template we use to track the information of each individual youth, which we update weekly. This spreadsheet includes the student's class schedule, including his or her grades in each class for each semester as well as his or her overall GPA, and a record of absences, including the date, class period and whether it was excused or unexcused, information which is obtained from *The Source*. In addition, we track the student's weekly attendance at our MYSA program. Other information in the file includes the student's progress towards meeting his or her graduation requirements, such as passing necessary classes and receiving the necessary amount of credits. We also keep track of his or her progress towards applying for college, including SAT/ACT scores, completion of FAFSA and scholarship applications, schools applied to, and career goals. Finally, our file for each youth includes space for our staff to write comments to assess each youth's progress throughout his or her involvement in our programs. Specifically our files include space for an assessment of each youth's strengths and weaknesses (both academic and otherwise), as well as the barriers to his or her success, such as family issues, behavioral issues, truancy issues, etc. All of this information allows us to create a complete profile of the youth, allowing us to tailor our services to each individual in order to meet his or her unique needs as successfully as possible.

Women and Minority Inclusion; Non-discrimination

Since its inception 15 years ago SFYC has been dedicated to maintaining non-discriminatory hiring practices, and in fact we encourage women and minorities to apply. If we receive funding we would seek to hire another member of our staff in order to increase our capacity to deliver our services. Our hiring practices themselves demonstrate our commitment to maintaining a diverse group of staff. Besides posting job advertisements on *Craigslist*, we also publish them in a variety of newspapers which reach culturally diverse populations, such as *Asian Weekly* and the *International Examiner*. In addition, our board members and current staff also reach out to the leaders of a diverse range of cultural communities in the Seattle area to alert them about any available positions.

SafeFutures Youth Center ISP Key

REDUCTION IN CRIMINAL INVOLVEMENT AND BEHAVIOR

- 1a Fulfilment of probation, diversion, or community service requirements
- 1b Reduction of discipline referrals, suspensions, and/or expulsions due to violence related incidents in 90 days
- 1c Reduction of criminal referrals, admissions, or detention days for 90 days
- 1d Reduction in gang-related behavior for 90 days or exit from gang
- 1e Transition out of severe behavior disorder classroom

INCREASED SCHOOL SUCCESS

- 2a Re-enroll in school or enroll in a GED program
- 2b Complete General Educational Development (GED) certificate
- 2c Progress to the next grade level or graduate from high school
- 2d Increase quarterly attendance by 10%
- 2e Increase quarterly grade(s) in at least one required course (English Language Arts, Mathematics, Social Studies, Science) or show academic improvement on Individual Education Plan (IEP)
- 2f Complete 60 hour service learning requirement
- 2g Pass one GED subject test
- 2h Enroll in post-secondary education/training
- 2i Attend post-secondary education/training for at least one quarter

INCREASED INVOLVEMENT IN PRO-SOCIAL ACTIVITIES

- 3a Enrollment and regular participation (70% attendance rate) in a community service program in the areas of recreation, music, arts, dance, sports, life skills, etc. for 90 days or duration of program

INCREASED EMPLOYABILITY SKILLS

- 4a Complete pre-employment/job readiness training (80% attendance rate for duration of the program)
- 4b Complete internship or group project (80% attendance rate for duration of the program and a positive evaluation)
- 4c Secure employment

ENGAGEMENT IN TREATMENT

- 5a Enrollment and regular participation (70% attendance rate) in a treatment program such as substance abuse, mental health, family counseling, etc. for 90 days or duration of program

IMPROVED HOUSING STABILITY

- 6a Secure safe and stable transitional or permanent housing
- 6b Retain safe and stable transitional or permanent housing for at least 90 days

IMPROVED FAMILY FUNCTIONING

- 7a Increased positive family interactions and reduced family conflict for at least 90 days
- 7b Increased parent/guardian ability to support their child's goals and to navigate/access the school, court, and/or social service systems

