

New Futures partners with families to create communities where children thrive. Our integrated, culturally relevant programs in low-income apartment complexes build skills, foster connectedness, and promote strengths.



NEW FUTURES 2005-2006 ANNUAL REPORT



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New Futures Mission

New Futures partners with **families** to create **communities** where **children** thrive. Our integrated, culturally relevant programs in low-income apartment complexes build skills, foster connectedness, and promote strengths.

FAMILIES

We develop our programs collaboratively with families.
We respond to what families tell us they need to help their children succeed.
We help with basic needs so families can focus on their goals.

COMMUNITIES

We provide programs within the communities themselves; we work in low-income apartment complexes in South King County, the area with the highest rates of poverty and the lowest rates of school readiness for kids.
We foster neighbors coming together to build connections.
We support individuals' cultures and help form connections between communities.

CHILDREN

We are a nurturing space where children gain skills, form relationships, and discover their gifts.

Director's Message



Dear Friends,

What a tremendously exciting year 2005-2006 was for us. We are delighted to share with you some of the highlights. With your support, this year we were able to move ahead in important areas identified through listening to families and partners:

Enhancing Programs for Children at Key Times:

MIDDLE SCHOOL TRANSITIONS: We are beginning a Middle School Success Program where we nurture children and their parents through the crucial transitions between elementary, middle, and high school.

EARLY LEARNING TO SUPPORT SCHOOL READINESS: Burien has the lowest rate of kindergarten readiness in the region. This year, we designed Empezamos Bien (Let's Start Well), a home visiting program to help families create homes where babies thrive.

Expanding and Diversifying Funding: This year we tripled both the number of individuals who support our work and the amount of support they invested. We launched three very successful public special events. Most exciting, we awarded three scholarships to teens from our programs for higher education.

Maximizing Our Impact: We continued to rigorously assess our outcomes, and conducted a research study to better understand our impact. We were honored to present the results of the project to the American Evaluation Association.

We are so very grateful for your support in 2005-2006, which made these advances and our ongoing work possible. It is truly a pleasure to partner with you, and with families, in creating communities where children thrive, and we look forward to a year to come filled with laughter, learning and inspiring possibilities!

All our best,

Tessa Gorman
2006-2007 Board President

Ruth Dickey
Executive Director

"[Without New Futures] I wouldn't have any of the goals I have today. I would be lost."
- a New Futures student

"My success is important to me and my family, as I will be the first to go to college. On the day when I graduate, I will definitely remember New Futures."
- a New Futures student

New Futures Board of Directors from September 1, 2005 to August 31, 2006:

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Tony Rojas, Board Treasurer
Whitney Williams, Board Secretary
Susan Capriotti
Amy Carter
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Many of our tutors are high school students from the apartment complexes we serve. As they mentor their young neighbors, they gain valuable work experience and become more connected to their community.

Hallmarks of New Futures

Neighborhood-based

Because our staff works right in the apartment complexes we serve they become neighbors—friends—to the families in the complex.

Residents can drop by our centers easily and without an appointment, so our sites are very accessible to families who otherwise might not access support. And because we are neighbors, we help strengthen the social systems within the complexes, which in turn build a vibrant community for families.

Integrated

High-quality programs, developed in partnership with families, only work when they are integrated. Our programs focus on children, their families, and their community. But since lives are not divided into these separate components, our programs aren't either. When children are enrolled into our after-school or youth programs, we work with their families to link them with their children's schools, help with basic needs, and offer whatever support they need. Our staff works closely together to integrate our services. Each program has intrinsic value. But they are most powerful when they are linked.

Culturally Competent

New Futures programs are relevant to families, reflecting their values and their dreams for their children. Our staff mirrors the children and families we serve, and we conduct annual cultural competence trainings for all staff. Cultural competence is an important component of our strategic plan and all our activities. Only through a culturally responsive program can we partner with families to create communities where children thrive.

Children

[New Futures' Children's Programs](#)
After-School
Middle School Success
School Connections
Teen

"If it wasn't for New Futures I probably wouldn't have finished sixth grade."
-a New Futures student



4 During Nature Week the youth went camping at Mt Rainier and built a picnic table as a service learning project.

New Futures is a place where young people are acknowledged and nurtured for the strengths and skills they bring to their community.

Children in our programs participate in a variety of activities, from academic to social to community-building. This spring children took break-dancing classes, developing self-expression skills through challenging physical exercise. They built positive relationships with each other and improved their literacy skills through writing about their experiences. The students also learned math skills through cooking, dissected owl pellets to learn scientific principles, and volunteered in our community by building picnic tables at Mt. Rainier National Park.

When children are supported by their family and community, research tells us they succeed more in school and in life. New Futures brings passionate parents and committed teachers together to help children thrive.

Results

We served 1,133 kids in 2005-2006. Our results show that our programs work:

- At the beginning of the school year, elementary children in our After-School Program were almost a full grade behind in reading. By the end they were more than a half grade ahead of their peers (an increase of 1.4 grade levels!).
- 67% of parents were more involved in their children's education.
- Children attending the program for their second year scored half a grade higher on their reading scores than first-time participants.

One Child's Story

Luis was in sixth grade, and looking at a difficult transition to middle school. He was in an English Language Learners (ELL) class and reading at a fourth grade level. Next year he was headed to a middle school rife with gangs and violence. To attend a safer school, he not only had to improve his reading, he also had to move from the ELL class to a mainstream class. New Futures After-School Program's Academic Coordinator tutored Luis individually in reading, English, and in Spanish so he could remain bilingual. She also worked with Luis's parents to help them feel comfortable giving up the extra support of the ELL program.

By the end of the year, Luis's oral reading had improved an astounding five grades; he was reading at a 9th grade level. He had not only moved from the ELL classroom to a mainstream room, but Luis also received the Presidential Award from his school for his exemplary effort, persistence, and achievement.

New Futures Family Advocates provide a nurturing space with resources for self-empowerment. They work with the parents of children in our programs as they build their skills to become increasingly self-sufficient. We help support their passion for their children's success by increasing their connections with school and community, while simultaneously helping families meet basic needs and achieve their goals. Family-supportive events help strengthen the relationship between family members.

Results

Nearly 2000 individuals worked with New Futures in 2005-2006. The families planned approaches to increase community connectedness and make neighborhoods safer places to live. They came for help ranging from finding food, clothing, housing, and medical care to enrolling in adult education classes or college. They worked to develop a plan to avoid crises.

- 80% of families are better able to meet their basic needs.
- 60% attend more groups, classes, or programs after working with New Futures.

One Family's Story

Sisters Shadi and Golnaz were demonstrating concerning behavior issues at their middle school. The sisters had been good students last year but were disruptive in the classroom this year. When their teacher tried to express her concerns to the sisters' mother, Mariam, she encountered a language barrier. Mariam speaks an Afghan dialect of Farsi which is unusual in our community. With Shadi and Golnaz's teacher unable to communicate with their mother, their behavior was not improving.

Our Education Advocate connected Mariam and her daughters with a volunteer translator, Yasmeen, who speaks their language. Mariam is a strong single parent with high expectations for her daughters' positive participation in school. As such, she was excited to have the opportunity to communicate with their teacher about their school behavior. No longer isolated from her daughters' education, Mariam can now reinforce school work and appropriate behavior at home. Yasmeen is also able to help the girls understand their homework, allowing their hard work to be fruitful. Yasmeen is now a regular weekly volunteer with the family. And Shadi and Golnaz have another caring adult and partner who is committed to their school success.

Families

[New Futures' Family Programs](#)
Family Advocacy
Leamos (Let's Read)

"We never miss one [New Futures monthly family night]. They are part of our family."
- a parent at Arbor Heights site



A family of New Futures. We work closely with a child's whole family because we know that family participation is critical to kid's school success.

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Communities

[New Futures' Community Programs](#)
Community Development
English Class
Spanish Class

"It's amazing how this one community center has made such an impact on this apartment complex."
— a volunteer for New Futures



6 One of our programs this summer featured break dancing classes to learn self expression and social skills, build literacy, and improve children's self-esteem.

It takes a safe, healthy, economically stable environment for children to thrive. Community connectedness has been linked to higher educational performance and lower rates of teen pregnancy, child abuse, and crime. New Futures helps build the community within the apartment complexes, and helps connect residents to the wider community. Cultural Festivals and Family Nights improve communication between different ethnic and cultural groups. Classes like English and Spanish build the skills of community members and get neighbors to meet each other. Many of the residents involved with New Futures become leaders in their communities.

Results

In 2006, children and adults attended more than 40 community special events and worked together to build a foundation of community connectedness.

- 70% of families talk more to their neighbors.
- 68% feel there are more people in their community who care about them.
- 63% attend more community events.
- 54% help out more in their community.

One Community's Story

Twice a week, for an hour and a half, twelve elementary students learn to read and write Spanish in a class filled to capacity with a waiting list.

The popularity of this class is not surprising since the residents of this community are largely Latino. Parents there have expressed a desire for their children to speak and write in Spanish, especially Purpechan parents, for whom Spanish is not a first language.

An indigenous group from Mexico, many Purpechans do not speak Spanish or English. They speak Tarascan. Being able to speak Spanish will better assist Purpechans to connect with their Spanish-speaking neighbors, and will enable Purpechan children to translate and interpret for their parents in the community.

Spanish-speaking parents also value the class because as their children adapt to their new country, they often lose their native language and customs and important cultural traditions.

Research has shown that when children learn to read in their native language, they then learn better in English. This enhances the child's educational and leadership growth, and meets a critical need, evident by the commitment of both the parents and children to this program.

ReachOut™ is the social enterprise of New Futures which leverages over a decade of experience and lessons learned. Since 2004, ReachOut has been sharing New Futures' innovative best practices and proven results with the broader community. ReachOut offers training and consulting to promote the delivery of culturally-relevant and respectful services by organizations that support diverse, low-income populations. Trainings broaden and deepen parent and community involvement and help providers offer culturally-competent services.

In 6-month follow-up evaluations, organizations we train reported they have taken tangible steps to workplace application. As a result of ReachOut trainings, organizations tell us they have taken concrete actions such as recruiting more diverse board members, infusing cultural competency into the strategic planning process and peer review feedback sheets, and developing strategies to continue work on culturally-competent teaching as a component of all future professional development. All of these efforts result in ReachOut's most successful indicator, influencing the way organizations offer services and work with children and families.

Results

- Trained over 1200 participants.
- Rated greater than 4, on a scale of 1 to 5, for usefulness by participants.
- Worked with 15 clients, including the OSPI Mentor Academy and the Comprehensive Health Education Foundation (C.H.E.F.).
- Presented at 12 conferences, including the Child Welfare League of America 2006 National Conference and the National Head Start Association 33rd Annual Training Conference.

Testimonials

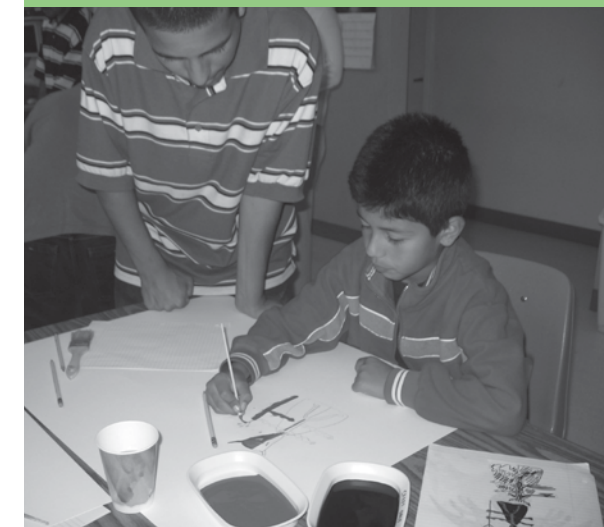
"I can't think of any trainers who have topped you in terms of responsiveness to our needs and promptness in reply and thoroughness in preparation... I very much appreciated your ability to draw out our needs and the way you fashioned the training to fit those needs."

- Ginny Ware, Transitional Housing Program Manager
New Beginnings

"The training was excellent. I've attended and participated in several trainings on race, cultural awareness, cultural competency, etc. but this is the best and most effective of all. I recommend ReachOut highly!"

- Rick Harwood, Principal
Global Connections High School

ReachOut



Two days a week, children in our After-School Program attend a literacy-focused program - this is an art project in process.

Evaluation

“It has been my privilege to work with the New Futures leadership and staff. Not only have they enabled me to build long-lasting, trusting relationships with our schools’ students and parents, they have been my mentors; teaching me about the values and cultures of the families we serve. We are all better human beings because of New Futures.”

- Vicki Fisher, Seaburst Elementary School, Former Principal & Sylvester Middle School, Principal

Children and families give their time, creativity, trust, and passion to New Futures every day. Likewise, volunteers and donors want to invest in programs that are effective. Therefore New Futures must rigorously evaluate the impact of its work.

We have a self-evaluation team made up of staff and professional volunteers with expertise in evaluation, database development, and data analysis.

New Futures is on the cutting edge of evaluation practices. This year we took our evaluation work to an international audience when we presented at the American Evaluation Association’s conference. We were invited to present our experiences using a comparison group to demonstrate our impact, and our thoughts on how public policy should take into account the challenges for small organizations in using scientific methods to evaluate programs.

Evaluation tools that New Futures’ utilizes:

- Diagnostic Assessment of Reading: A standardized literacy test administered in September and May to elementary children in the After-School Program
- Family Survey: An assessment of family impact through self-report, administered in October and May to families of children in programs
- Readiness to Learn: An external evaluation conducted by Washington State University

Analytical methods used:

- Immediate access to results through custom-built database
- Ability to analyze our impact through cross-referencing the data we collect and thus learn our specific areas of strength and weakness

Key learnings from our evaluation methods

We were able to analyze our data to determine that children do better on their literacy scores when their parents are more involved in their education, more connected to their community, and better able to meet basic needs. We know that our program model is truly working.

Volunteering

Volunteers are critical members of the New Futures family.

In 2005 – 2006 more than 900 volunteer hours helped New Futures carry out its mission. Volunteers helped by tutoring students, planning special events, contributing graphic design work, sorting clothes at the clothing bank, painting our program sites, assisting in the classroom, and helping us analyze our work through evaluation.

Thank you to each of you who donated your time and energy to make New Futures work possible.

Please visit our website (www.newfutures.us) to learn how you can volunteer this year to help children thrive.

Fundraising

Our success in helping create New Futures for children is because of the generosity of people like you.

Between this fiscal year and last, individual and corporate giving grew from 11.8% to 27.8% of our budget. We know this increase represents the philanthropic investments of many and we are profoundly grateful for this vital support of our work.

If you share our concern for providing learning opportunities for children living in the lowest-income, highest-crime neighborhoods in our community, we welcome your participation as an investor in New Futures. Please contact our development office at 206-248-9647 about specific ways you can improve the future of a child, family, or community.

“You must be the change you want to see in the world.” -Mahatma Gandhi

How to get involved



A child gets messy and inspired doing a science project during the After-School Program.

Thank you to our generous supporters

Our Supporters

New Futures is extremely grateful to our generous supporters who made our work in fiscal year 2005-06 (September 1, 2005 through August 31, 2006) possible.

Public (by giving level):

US Department of Education
WA State Office of the Superintendent of Public Instruction
King County Community Services Division
City of SeaTac
City of Burien
King County Housing Authority
King County Children & Family Commission

Private Foundations (by giving level):

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Individuals:

Debbi & Paul Brainerd
Sarah & Rich Barton
Chase & Teri Franklin
Susan Lammers & Walter Euyang
Janet Smith
In memory of Teamtrio

In-kind support (by giving level):

King County Housing Authority
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Virtu Investments
Jennifer Schubert

Craig McBreen
Alphagraphics
Susan Rudolph-Loos
Kirk Honda
Cascade Treasure Club
Museum of Flight
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International Union of Painters and Allied Trades
Burien/White Center Rotary
Exchange Club of Highline
Marvista Elementary PTSA
Lions Club Burien – SeaTac

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Debbi & Paul Brainerd
Sarah & Rich Barton
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Janet Smith
In memory of Teamtrio

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Founder's Circle: \$5,000 - \$9,999

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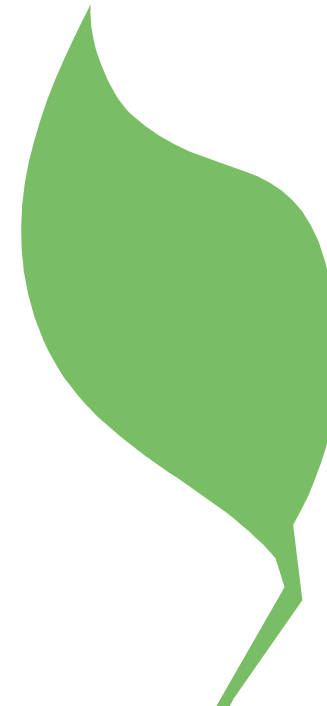
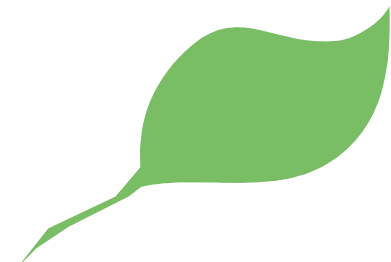
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We apologize in advance for any misspellings or omissions.



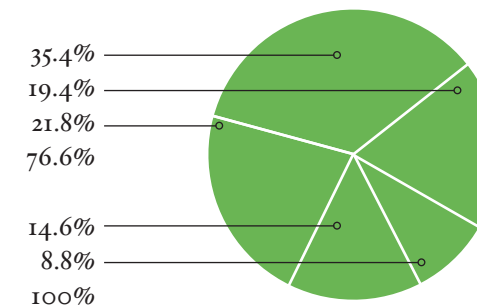
“For many local nonprofits, the innovation is in the approach... the organization [New Futures] relies on the real cultural understanding that only neighbors and friends can provide. As a result, their work is fundamentally built on inherent strengths, skills and trust.”
-Phyllis J. Campbell, President and CEO of The Seattle Foundation, Seattle Times editorial, August 4, 2006

Financials

Fiscal Year 2005 – 2006 New Futures Revenue and Expenses

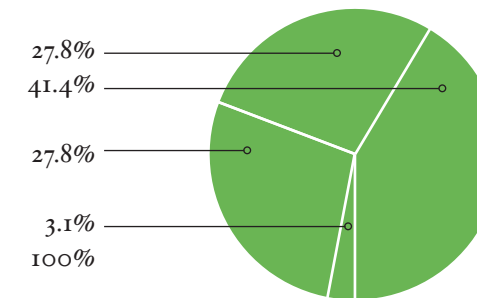
Expenses

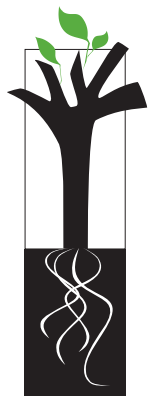
Children	\$562,600
Families	\$308,800
Communities	\$346,500
Total Programs	\$1,217,900
Fundraising	\$231,700
Administration	\$140,000
Total Expenses	\$1,589,600



Income

Public	\$422,000
Foundations	\$628,500
Individuals/ Corporate	\$422,300
Other	
(Earned income)	\$46,600
Total Income	\$1,519,400





New Futures

New Futures

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