

Moving Forward for D.C. Youth

The DC Children and Youth Investment Trust Corporation
2004-2006

About the Trust



The DC Children and Youth Investment Trust Corporation (the Trust) was formed in June 1999 as a 501(c)(3) organization to link public and private resources, creativity and commitment to strategically address the long-term needs of children, youth and families in the District of Columbia.

Vision

Our vision is that each child in the District of Columbia is given every opportunity to develop and grow into a healthy, caring, and productive adult.

Mission

- To design strategies that consistently promote the importance of investing in our children and youth.
- To support the development of strategic alliances to strengthen the quality, quantity and accessibility of services and opportunities that foster the healthy development of children and youth.
- To create an evaluation framework designed to measure the effectiveness of individual programs and youth-serving agencies throughout the District of Columbia.

Goals

- To create alliances that foster strategic and effective investment in children and youth.
- To ensure high-quality programs and services for every child in DC.
- To create mechanisms to evaluate the effectiveness of our efforts.

Moving Forward for DC Youth

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Letter from the Chairman

I am proud to share an overview of the activities of the DC Children and Youth Investment Trust Corporation. In the seven years since its founding, the Trust has played a unique and important role: innovator, collaborator, convener, and funder. The Trust is dedicated to creating lasting positive change.

Every year, the Trust refines its mission to offer every child in the District of Columbia opportunities to develop into a healthy, caring and productive adult. So many children in the District come from families that need extra support and services to improve outcomes for our children. The Trust does more than simply making sure these children don't fall through the cracks. We help them reach their full potential.

Since its inception, the Trust has raised and leveraged more than \$100 million in public and private dollars, granting more than \$74 million to some 130 community organizations serving our children and their caregivers. These dollars support many programs — parent centers, out-of-school-time programs, youth entrepreneurship and older youth programs, summer camps, adult literacy programs and lifelong learning coaches, and charter school improvements. Over the years, the Trust has positively touched the lives of more than 70,000 children, youth and parents.

“Over the years, the Trust has positively touched the lives of more than 70,000 children, youth and parents.”

In addition to making grants, the Trust is dedicated to improving program quality. The Trust is committed to technical assistance and capacity-building initiatives for our grantees and supports peer learning. The Trust also trains youth workers in the Youth Development philosophy in which young people play a key role in their own development.

The Trust would not be able to accomplish all it has without the generous support and cooperation of Mayor Anthony Williams, the DC City Council, the DC Public Schools, the Department of Employment Services (DOES) and the Deputy Mayor's Office for Children, Youth, Families and Elders. We have forged a close partnership with the city government, which has provided consistent funding for our work. We also look forward to working with the new mayor, Adrian Fenty. The Trust also has formed partnerships with private funders. We are very excited about The Wallace Foundation grant, awarded in 2006 to strengthen the city's out-of-school-time system. This grant was the result of a city-wide effort led by the Trust and marks a major milestone for confidence placed in the city by a national foundation.

The Trust is not only a bridge between those with resources and children who need support, but also an organization that provides technical assistance to those providing services to children. I am proud to report on our progress. Much remains to be done.

John W. Hill

Chair, Board of Directors

DC Children and Youth Investment Trust Corporation

Letter from the President & CEO

I'm pleased to report on the accomplishments of the DC Children and Youth Investment Trust Corporation. During 2005 and 2006, our support for about 150 community-based organizations (CBOs) offered opportunities for thousands of children and youth in the District to become healthy, caring, productive adults. We also supported their parents through parent centers and lifelong learning coaches to provide better stability in these young people's homes.

Far too many young people in the District face huge hurdles. Their families struggle to make ends meet. Their neighborhoods don't offer the same resources found in other neighborhoods.

These young people and their parents need the assistance provided by the Trust. Our work is guided by the philosophy of youth development: We must instill in young people the competence, confidence and connections they need to succeed in life. This approach doesn't view children as problems that need fixing. Rather, this approach sees them as valuable assets. We look for the good in each child and cultivate it. We challenge children to achieve their highest potential while supporting them to get there.

“We look for the good in each child and cultivate it. We challenge children to achieve their highest potential while supporting them to get there..”

The District government invests about \$15 million annually for after-school and out-of-school-time programs through the Trust, which awards those funds to CBOs that run the programs. We also secure generous support from private funders. Since 1999, we have raised more than \$100 million in public and private funds. During that time, the Trust has built a network of community programs, providing engaging opportunities for young people. The Trust also serves as a resource for CBOS, connecting them to funders, experts, and best practices.

In 2006, we launched the plan to strengthen our out-of-school-time system called “Project My Time: Providing Positive Choices After School.” The Wallace Foundation generously awarded the Trust \$8 million over three years for this initiative. The goal of Project My Time is to ensure that every child in DC has access to high-quality programs after school, on the weekends, and during summer. Effective after-school programs improve attitudes toward learning and reduce risky behavior. Such programs can help youth graduate on time, go on to higher education, and succeed in the job market.

Project My Time is the work of a broad partnership of the DC government and the school system, business leaders, local universities, private funders, parents, and CBOs. A dedicated group of stakeholders helped design our plan to improve the delivery system of after-school programs, and we are grateful for their collaboration. We especially appreciate the strong support of outgoing Mayor Anthony Williams and look forward to working with Mayor Adrian Fenty.

Our work has the power to change children's lives for the better. I could not be more excited about the future.

Greg Roberts

President and CEO

DC Children and Youth Investment Trust Corporation

Board of Directors

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President Emerita and Senior Scientific Adviser, CASE,
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The Advisory Board provides important context and perspective for the work of the Board of Directors and ensures coordination of Trust's strategies with those of the Mayor and the City Council. The Advisory Board consists of the sitting:

- Deputy Mayor for Children, Youth, Families and Elders
- Chair, Council of the District of Columbia Committee on Education, Libraries and Recreation
- Chair, Council of the District of Columbia Committee on Human Services
- Director of Parks and Recreation

Contributing Partners

The Trust gratefully acknowledges the generous support of these outstanding organizations and agencies that supported our work in 2005 and 2006:

American Experience Foundation
Anonymous
Diane and Norman Bernstein Foundation
Morris and Gwendolyn Cafritz Foundation
Carter and Melissa Cafritz Foundation
Capital One
DC Department of Health, Addiction Prevention and Recovery Administration
DC State Education Office
Lois and Richard England Family Foundation
Fannie Mae Foundation
Fight For Children
Freddie Mac Foundation
Bill and Melinda Gates Foundation
Leftwich & Lundaway, LLC
Eugene and Agnes Meyer Foundation
Moriah Fund
Prince Charitable Trusts
Coalition of Community Foundations for Youth
PNC Foundation
The Wallace Foundation
Wilmer, Cutler, Pickering, Hale and Dorr, LLP

Accomplishments 2005 and 2006

The Trust is far more than just a funder. Since its start, the Trust has served as a central clearinghouse for community-based organizations (CBOs) that provide programs in the District of Columbia. The Trust provides a central place for these organizations to find funding, advice, research, and information. The Trust manages city funds and leverages those public dollars to secure additional private investment. The Trust awards both public and private dollars to CBOs to run programs and assesses programs' performance. The Trust also trains youth workers, provides technical assistance for CBOs, advocacy, evaluation, outcome reporting and ongoing networking efforts to offer seamless support for children and youth.

In 2005, the Trust awarded a total of \$16.6 million in grants to community-based organizations that served more than 11,200 children, youth and parents. That year, the Trust managed some \$9.5 million in District funds and raised an additional \$12.3 million from other sources. The Trust granted a similar amount in 2006 — some \$15.7 million — to organizations.

In addition to managing funds from city agencies, such as the City Council's Violence Intervention Plan and Parent Advocacy Center, the Office of the Deputy Mayor for Children, Youth, Families and Elders, the Trust forms pivotal partnerships with government agencies, such as the DC Public Schools and the Mayor's Office, to better serve DC children. In addition to managing local public dollars, the Trust also is a leader in seeking funding from both local and national private sources, such as The Wallace Foundation.





Bringing the City Together and Bringing National Foundations to Our Work

Project My Time —

The Wallace Foundation Initiative

The Trust is embarking on an exciting new initiative that we believe will engage more students in the District in after-school programs that are safe, enriching and of the highest quality. We are beginning in middle schools but the goal is that eventually all children in the District will benefit from this improved system.

After a competitive process, the Trust was one of five cities selected by The Wallace Foundation to receive a major grant to build a strong, aligned system for delivering high-quality, out-of-school-time programs in the District. In 2006, The Wallace Foundation awarded the Trust \$8 million to build a better after-school system that will:

- Build closer partnerships among schools, city agencies, community-based providers and parents through engaged city leadership to achieve better outcomes for children
- Produce a supply of high-quality programs that fit young people's interests and needs
- Develop standards for programs and accrediting quality programs
- Provide training for providers
- Assemble a database that will permit officials to match children with quality after-school programs and other services and will help to track the effectiveness of after-school programs
- Conduct a communications campaign to build excitement and interest

A hallmark of this initiative is the broad partnership of the DC government, the school system, business leaders, local universities, private funders, parents, and community-based organizations.

The Trust named this initiative Project My Time: Providing Positive Choices After School, a name intended to suggest to young people that they can make positive decisions about their free time out of school.

Project My Time aims to ensure that every child in DC has access to high-quality programs after school, on the weekends, and during summer. Such programs can help youth graduate on time, go on to college, and succeed in the workforce. Project My Time will help more parents and children find, enroll and stay in out-of-school time programs that engage them. Programs will





build on what children are learning in school, while providing safe, fun, and stimulating places for children to thrive.

The pilot middle schools are Hart, Kelly Miller, and Lincoln. In partnership with the local principals and after surveying parents and students about what they would like, we will offer high-quality, engaging programs at each site, beginning in January 2007. Included will be academic enrichment, homework help, and electives, such as art, music, dance and sports. We plan to add additional sites each year, including charter schools, community-based sites, and recreation facilities. *Contact Meeta Sharma-Holt*

Truancy Work Supported by the Youth Transition Funders Group

Like many urban school districts, the District of Columbia Public School system faces a staggering truancy problem. During the 2003-04 school year, nearly a third of the system's 62,000 students was

chronically truant. The overall truancy rate that year was 23.5 percent, more than quadruple the national average of 3 to 5 percent.

In January 2006, the Youth Transition Funders Group (YTFG) provided funding through the Coalition for Community Foundations for Youth for the Trust to work on the issue of disconnected youth. Like the out-of-school-time initiative funded by The Wallace Foundation, this work is another excellent example of the Trust's leadership in seeking support from national private sources and in serving as a bridge between local government agencies.

The Trust joined the Truancy Task Force, established in 2004 by the DC Family Court and the DCPS School Board with a goal of reducing truancy in elementary schools. Hoping to build on DC's success with truant elementary school students, the Trust worked with the task force to focus on truancy in middle schools and expand effective models to help older youth. The Truancy Task Force chose to replicate a model used in Louisville, Ky., that examines the causes of truancy and includes families in the solution. The task force launched a 10-week pilot of that model with 15 students at Garnet-Patterson Middle School. The model required students to meet weekly with a judge in a truancy court at the school. It also provided outreach to students' families through a family advocate or social worker and offered activities to engage families in the school community. The YTFG grant also supported policy work: having youth advocates engage mayoral candidates in conversations about disconnected youth and creating a government scorecard to evaluate the District's financial investment and its impact on children and

youth. The second year of YTFG funding will expand the program to Kramer and Walker Jones middle schools and identify strategies for truancy diversion programs at two high schools. *Contact Mark Ouellette*

DC Youth Sports Network

Quality youth sports programs can change a young person's life for the better. In DC, however, not every child has equal access to quality sports programming. Led by the Trust, the **DC Youth Sports Network** is a new effort to help level the playing field for all youth by ensuring access to adequate facilities, programs, coaches, volunteers, and resources across the entire city. The network is another good example of the Trust's role as convener, bringing together city agencies, such as the DC Department of Parks and Recreation and the DC Public Schools, private foundations and CBOs. The DC Youth Sports Network coordinates trainings, resources and communications to enhance the development of quality sports programs for DC youth. It works with youth sports organizations and supporters to increase the quality, scale and sustainability of programs and to promote youth sports as a positive youth development approach.

Contact Ed Davies



Supporting Programs

Year-Round Programs

The Trust commits considerable resources to year-round grants that support out-of-school-time programs across the city, parent centers and programs for older youth and youth entrepreneurship.

In 2005, the Trust awarded about \$5.1 million in year-round grants to 93 community-based organizations that served 4,100 children and youth and 900 parents. In 2006, the Trust awarded about \$5.7 million in year-round grants to 89 CBOs. The Trust plays an important role in ensuring that the money is directed to city neighborhoods that need it most, such as Wards 7 and 8.

Out-of-School-Time Programs

First-rate out-of-school-time programs instill in children and youth the skills they need for success in school and in life. Whether it's an after-school boxing program, entrepreneurial training or tutoring and mentoring, the Trust knows that high-quality programs build youngsters' self-confidence.

One such program is *Reaching Inside for Self Esteem (R.I.S.E.)*, a Trust grantee for five years. R.I.S.E. has about 35 to 45 children and youth, ages 5 to 15, at Benning Terrace, a public housing project in Southeast DC, and is opening a new facility for 25 youngsters at Elvans Road Community Center in Southeast. A reading teacher visits both sites, and staffers help students with basic math skills. Once a week, students learn African American history. Students take field trips and receive supervised

recreation, such as arts and crafts, fine arts, music appreciation, and dance. A new feature is nutrition and healthy eating. One Friday evening a month is Family Night, in which families are invited to watch movies. "Ultimately, programs like ours give these kids a better quality of life," says Francine Shuford, R.I.S.E. program director. "Most of our students live in areas that are hot spots and are below the poverty level. We offer them diverse cultural, academic and social activities. R.I.S.E. also offers one-on-one and group tutoring, a big help for students who don't have adults who can assist them with homework." Shuford says her organization wouldn't be able to do all it does without the Trust. "The Trust is a very valuable organization not just for R.I.S.E. but for the whole city with its youth worker training and different meetings where we can network with other organizations." She appreciates the opportunity the Trust





offers for collaboration with other community-based organizations — and likens it to a feast: “You can take what’s in your pot and join someone else’s pot and make a bigger meal for a larger group of people.”

Ten years ago, Rosemary Akinmboni began an after-school program at the Garfield Terrace Family public housing project in Columbia Heights. Noticing the lack of organized after-school activities, Akinmboni invited neighborhood children to her home. “There was nothing for these children to do, nobody to help them with their homework or anything,” she says. Now, the **Garfield Terrace Family Council** has its own space and serves about 75 school-aged youths every summer and nearly 30 youths every school year. The program offers tutoring, computer training, classes in dancing and acting and also fun family activities — all in an effort to create a safe, inspiring and enjoyable environment for children. Students in the program who used to have failing grades in math are now getting As and Bs, Akinmboni says. Some of her students have gone on to college; others are succeeding in the military, security, maintenance, and

firefighting jobs. “The program is helping the children a lot,” Akinmboni says, noting the value of the Trust’s support from financial assistance to staff training. “Anything that we really need, they always are helping us,” she says.

Older Youth and Youth Entrepreneurship

Youth on the verge of making their own way in the world need support as much as young children. The Trust supports many programs for older youth preparing to enter the workforce. These programs teach job skills — both specific trade skills and good work habits. Other programs offer support as teens try to figure out their place in the world.

A Trust grantee for three years, **Mentors Inc.**, is a one-on-one mentoring program for students in traditional and charter public high schools in DC. Mentors Inc., recruits students, interviews and trains them. Mentors also are screened and trained. The goal for the 2006-07 academic year is 250 matches. Mentors and teens must meet at least eight hours a month for freshman and sophomores; five hours a month for juniors and seniors. They also must talk or e-mail once a week. Mentors Inc. provides support through relationship managers and refers families to partner organizations if needed. Mentors Inc., also organizes monthly structured enrichment activities for the pairs and tries to ensure that the activities have an educational component, such as a Shakespeare performance. “Our mission is to increase the graduation rates and success of students in public schools by matching them with caring adult volunteers in structured mentoring relationships,” says Mona Sanders, executive director. The organization focuses on freshman in the lowest performing schools. “We want

to prepare them for college or meaningful work,” she says. All of her seniors graduated; 98 percent went on to post-secondary education. “Over the last few years, funding by the Trust and other foundations has supported a database to track students more effectively,” Sanders says. “The more an organization of can avail itself of generous grants like those from the Trust, the more it can focus on its mission. That makes a big difference.”

Another program for older youth is the **Sexual Minority Youth Assistance League**, or SMYAL, which runs an After-School Youth Center, serving about 450 youth, ages 13 to 21, who are lesbian, gay, bi-sexual, transgender or questioning their sexuality. Located in Southeast, SMYAL received its first Trust grant in 2005. “Our young people face a lot of problems in their family situations, their schools and communities,” says Andrew Barnett, SMYAL operations manager. “They come from impoverished backgrounds. About 99 percent are African American and are dealing with racism. Add being lesbian, gay, bisexual or transgender — it’s another risk factor. It can be very isolating to come out in high school.” Many youth are kicked out of their homes when they reveal their sexual orientation, forcing them to sell sex for food, clothing and shelter. SMYAL offers different programs five nights a week. A young men’s support group called Brotherhood University tries to prevent HIV infection by educating about risky behaviors. It also builds ties to the larger lesbian, gay, bisexual and transgender community by having different men from that community talk about their lives. The Ladies Lounge is a support group for young women, providing a safe space to talk about

issues such as substance abuse prevention, safe sex practices, and self-esteem. The Trust’s support also helps RYSE — RainbowYouth for a Safe Education, a year-old group that tackles harassment in school and trains youth to be advocates to make their schools safer. *Contact Jose Dominguez*

Parent Centers and Parent Advocacy Programs

The Trust recognized that empowering children means supporting their parents to be better parents. The Trust has helped thousands of parents through parent centers that tackle issues, such as parenting skills, literacy, education, English as a Second Language and immigration, and supports for homeless families. The needs are great. In DC, one in three adults reads only at or below a third-grade level. These adults struggle to fill out a job application, read a prescription and cannot read to their children. Washington has thousands of residents who lack basic skills to get and keep a job.

Parklands Community Center in Southeast is an example of an outstanding parent center. After years





of providing year-round programs to children and youth in the Shipley Terrace, Garfield and Congress Heights neighborhoods, Parklands Community Center re-directed its efforts to support their parents. “You can try to get children and youth to turn around and give them positive alternatives, and that was our goal,” says founder and executive director Brenda Jones. “But if the home is not stabilized — which is really done by the adults in the community — a lot of this is in vain.” To support families affected by drugs and violence, Parklands expanded its services and programs to parents, thanks to the Trust. “That was a big boost for me to be able to say, well, now I can finally concentrate on the parents because there is a funding entity that will support this effort,” Jones says. Since then, the center has helped about 600 parents and youth strengthen their ability to create a wholesome, nurturing home environment by providing job and housing assistance, parenting workshops, family counseling, family bonding events and a parenting support group. *Contact Kimberly Boyd-Lewis*

Summer Programs

It’s often called the summer slide. For many urban children, learning takes a vacation during summer. Even worse, many children from low-income families actually lose what they’ve learned in school during the summer months. According to Johns Hopkins Center for Summer Learning, children from low-income families lose nearly three months of grade-level equivalency during the summer, compared to an average of one month lost by middle-income children when reading and math performance are combined.

To fight the summer slide, the Trust supports many DC summer programs to make those weeks productive for thousands of children and youth. The Trust awarded about \$4 million in 2005 to 46 community-based organizations and \$3.7 million in 2006 to 53 CBOs for summer programs. Those grantees included CBOs, churches, charter school and public schools. Each program includes academic enrichment, arts and recreation. Programs offer tutoring in math and reading to help children retain what they’ve learned in school. Engaging summer programs hold the interest of children and youth at program sites and help young people access the USDA summer meals program administered by the State Education Office. In 2006, Trust-funded programs helped the State Education Office reach more kids than ever, an estimated 29,000 eligible children enjoyed nutritional breakfast and lunch throughout the summer. The Trust also trained and placed 131 college interns in our summer programs. A partnership with the Department of Employment Services resulted in jobs for about 200 high school students whom we trained to work in our summer programs.

In its role as innovator and convener, the Trust also led the creation of several **summer learning projects**, partnering with renowned local and national organizations to bring exciting, hands-on learning projects and curricula to summer programs. CBO staff received training and materials to enrich the summer learning experience for children and youth. These learning projects served some 740 young people: a math/boat building project with the Alexandria Seaport Foundation, Live It Learn It Learning field trips to places such as Frederick Douglass National Historical Site and the National Museum of American History, hands-on science projects through the National Science Resource Center, visits from a 16-foot model of the schooner “American Spirit” through the National Maritime Heritage Foundation, playwriting workshops through Young Playwright’s Theater, a NASA astronomy program, a soapbox derby, and a science project called Kinetic City. Up to 1,000 more kids went through Discovery Creek Children’s Museum Rolling Rainforest. “This is such a resource-rich city, but so often people running programs don’t have the time to find these activities that expand kids’ horizons,” says Peter Gutmacher of the Trust. “The Trust doesn’t just give people money. We help them build what they do. We work with an organization to train staff and to give it a larger vision of what it can be.”

Trinidad Concerned Citizens for Reform is an outstanding summer enrichment program for about 35 to 45 kids in northeast DC. The popular program combines academics, field trips and community projects. Among the fun field trips: Nationals games, a scrimmage between the Washington Redskins and Baltimore Ravens, movies, swimming, bowling, and

museums. The program also teaches life skills and offers extra help in key subjects. “We get their report cards and try to concentrate on those who are weak in math, writing and reading,” says Wilhelmina Lawson, who runs the program. “We have had teachers and parents say they can see the improvement.” She also sees a big difference in the youths’ ability to set goals: “I ask these young men: What do you want to do with your life? They used to say they wanted to own a chop shop. Now, they will say real career goals, like being a CSI agent or an astronaut.” Lawson advises them to work on their grades and personalities to accomplish those goals. “A lot of kids come to us with so much hate,” she says. “We try to break that cycle of violence. A lot of these kids have one parent, and some of those mothers aren’t mothering.”

To Fred Rogers, program director at ***LINK, Linking Communities for Educational Success***, the Trust is more than just a funder. “The Trust guides us on how to expand intelligently and move into other schools and wards that need our services,” he says. “Any time we need advice on how to handle certain things, the Trust is there to help us. The Trust helps us grow intelligently, manage more sites and bring on more people.” During the summer, LINK operates an all-day program, five days a week in Ward 7 for about 120 youth, ages 10 to 15. Held at Fort Dupont Park, LINK offers everything from chess lessons to gardening to health and nutrition. A partnership with Metro Teen AIDS broadened youths’ HIV awareness. A partnership with Junior Achievement led to a finance curriculum and tickets to a Nationals game. LINK also operated one of the city’s largest free lunch programs for its 120 kids and offered field trips on Fridays. “A lot of these students have never seen any

of the monuments before,” Rogers said. “We created a scavenger hunt that led them to clues to monuments on the Mall. It was a wonderful learning experience.”

Contact Jose Dominguez

Mentoring and Youth Development

Boys of Color Initiative

Studies show that several factors harm the graduation rates of African-American young men, including school district policies on suspensions, expulsions and special education enrollments. Young men of color are going on to higher education at lower rates, are disproportionately involved in the juvenile justice system, and are experiencing high rates of unemployment or underemployment, according to recent studies.

In 2006, as part of its **Boys of Color Initiative**, the Trust launched a cross-cities learning circle with leading national organizations to help young men in Washington, D.C., Baltimore and Philadelphia improve the educational attainment of young men of color. The learning circle also will work to improve outcomes in other areas, such as disproportionate representation in foster care and the juvenile justice system, health issues and workforce development. The Trust is partnering with the After-School Institute in Baltimore, the National Organization of Concerned Black Men and the United Way of South-eastern Pennsylvania.

The Trust awarded mini-grants totaling \$186,000 to 18 organizations to share best practices and to develop strategies to improve both educational and non-



educational outcomes of young men of color. The organizations represent a cross-section of the District’s population, serving African-American, Latino, Ethiopian young men and those with special needs. The two lead organizations, the National Organization of Concerned Black Men and Life Pieces to Masterpieces, are working on a toolkit of best practices successful with young men of color. They also are devising strategies to recruit, train and retain men of color as mentors and to track the interactions between mentors and young people. In addition, young men from the 18 organizations will be trained to map successful programs in their communities.

As part of this effort, the Trust recruited about two dozen political, educational, business and philanthropic leaders in 2005 to form a local Leadership Council. These concerned leaders not only demonstrate a commitment to young men of color, but also are developing strategies to improve outcomes and create positive change.

Literacy Loop

Launched in January 2006, the **Literacy Loop** is a tutoring and mentoring program that trains and supports high school students to tutor elementary students in reading as a way of building the skills of both the older and young students. The program is supported in part by Prince Charitable Trust. The high school students are trained and matched with three to four elementary school students for six-week sessions. They meet three afternoons a week at CBOs that are Trust grantees. Three CBOs are participating in the Literacy Loop: Columbia Heights Youth Club, the National Organization of Concerned Black Men and the East Capitol Center for Change. Each organization has partnered with a DC public high school to recruit tutors: Coolidge, Woodson and Ballou. The 50 high school students are paid \$9 to \$12 an hour. In 2006, there were two sessions in the spring and one in the summer; more sessions are planned for 2007. "The goal is to improve academic outcomes for both the elementary students and the high school students," says Kendall Joyner, the Trust senior program associate. "Another goal is to build the teenagers' skills and good work habits as they prepare to enter the workforce." *Contact Kendall Joyner*

Mentoring Project

In 2006, Capital One provided a grant to the Trust to support an innovative tutoring/mentoring program. In this program, three community organizations are working together to provide quality tutoring and mentoring services to 100 middle school students in the District. The program builds upon the expertise of each organization to ensure that the participants receive academic support to increase school performance. The

program also offers students the opportunity to interact with caring, nurturing adults who can share personal experiences and different perspectives.

Contact Kendall Joyner

DC GAME

Recognizing that girls and young women have distinct strengths and needs that require specialized supports and services, the Trust is developing a new initiative: DC Girls Acquiring A Meaningful Experience (**DC GAME**). This initiative will support existing DC-based organizations in their efforts to provide girls and young women with opportunities to express their opinions, excel as leaders, broaden their academic or life skills, and enhance their personal and professional development. The Trust had conversations with its grantees regarding their existing girls' focused programs and/or projects, and then the Trust met with local DC grant-makers to gain more information and insight about organizations in the District and throughout the region working to support girls and young women. These conversations resulted in a multi-faceted approach to achieving the goals of DC GAME. In 2007, the Trust will fund at least eight existing DC-based organizations to implement nine-month-long, girls-focused programs and/or projects incorporating a youth development approach that will help girls, particularly low-income girls of color, in their transition into dynamic and healthy women. The Trust also will hold a symposium for girls as well as practitioners in April 2007.



Training and Technical Assistance

The Trust provides a wide variety technical assistance to CBOs to increase their capacity and enhance their sustainability. Since the Trust began its work six years ago, it has offered trainings and conference to grantees and other CBOs that help improve an organization's infrastructure as well as the professional development of its staff. Offerings have included program content, organizational and financial management, fund-raising, networking, youth worker training and accessing various public meal programs available to children. All of this work is being brought together as the Trust launches a **Capacity Building Institute** in 2007, designed to help CBOs effectively fulfill their missions. This work includes training CBOs to meet local and national quality out-of-school time standards, and helping them achieve accreditation through the National Afterschool Association. Working with the University of the District of Columbia, the Trust is developing a certificate program to credential youth workers who provide direct services to young people ages 5 to 24. In January 2007, the Trust will pilot its first cohort of "**Emerging Leaders**" to build the next generation of executive directors for youth-serving CBOs. Promising senior managers will go through a year-long experience of mentoring, training and course work to prepare them for leadership at the helm of an effective not-for-profit. In partnership with **Fannie Mae Foundation**, the Trust is embarking on a **replication project** for youth-serving CBOs that are poised to expand their programs and serve youth in middle-school at additional sites to support the Project My Time pilots.

Selected CBOs will receive organizational assessments and individualized growth plans that will guide their work toward additional programming sites.

DC BEST –Youth Worker Training

In addition to grants, the Trust is at the forefront of the youth development movement through our programs dedicated to that concept. Youth development is the process by which all young people seek ways to meet their basic physical and social needs and build the competencies necessary to succeed in adolescence and adulthood. The Trust believes that if we do not provide young people with opportunities and support, they will go elsewhere to meet their needs.

DC BEST is a nationally-recognized training for the adults who work with youth. More than 700 youth workers from over 100 DC organizations have par-





participated in this 30-hour course. The course explores concepts such as the attributes, skills and knowledge needed by an exemplary youth worker. The training also examines the barriers adults bring to their work with youth and how to practice caring behavior. The course also covers how best to support youth in reaching their own goals. Workers also learn the best ways to supervise youth workers as well as how to design, implement and evaluate youth development programs. Through DC BEST, the Trust creates leaders who believe children and youth are valuable assets to be developed, not problems to be “fixed.” The training is so effective that employees from different government agencies are signing up for it, such as the Child and Family Services Agency and the DC Department of Youth Rehabilitative Services.

In March 2006, the Trust pioneered a new training called “Navigating Street Culture” for about 30 youth workers, teachers and school psychologists who work with middle and high school students. More training is planned for 2007. The seven sessions help those who

work with youth better understand youth culture and street socialization. The curriculum helps participants: Learn about gangs and why youth join gangs; learn about and use the youth development approach with young people; better communicate with youth; learn to integrate the youth development approach into programs. Other topics include stereotypes about young people, their language and “street code.”

Street code refers to a young person’s behavior as he tries to fit into his world. Street code is a set of informal rules governing people’s behavior in public. For young people, the rules describe both a correct way to act or carry themselves and a proper way to respond if challenged or confronted. Youth workers need to understand “coding” or posturing, such as the way a young person stands or sits. For instance, young people may regard making eye contact for too long without speaking or without acknowledging the other person’s presence as disrespectful, but at the heart of the street code is the issue of “respect.” “It’s important for all people who work with young people to be competent in youth culture,” says Thandor Miller of the Trust. *Contact Mustafaa Madyun or Thandor Miller*

Learning Standards and Program Content

In 2005, DC Public Schools implemented the District’s new education standards for Math and English/Language Arts. To after-school providers, these standards posed a challenging and exciting opportunity for out-of-school time to enhance and support the skills that young people learn in their classrooms. The Trust designed and delivered a series of CBO trainings to help them plan and design pro-

gramming during the after-school year based on the learning standards. The course is designed demystify the learning standards and show CBOs how to align much of what they already do with the youth's school-day learning. With clearer understanding by after-school providers, the new standards can become a rich resource for creating, crafting and evaluating activities to engage young people in learning and help them meet their goals.

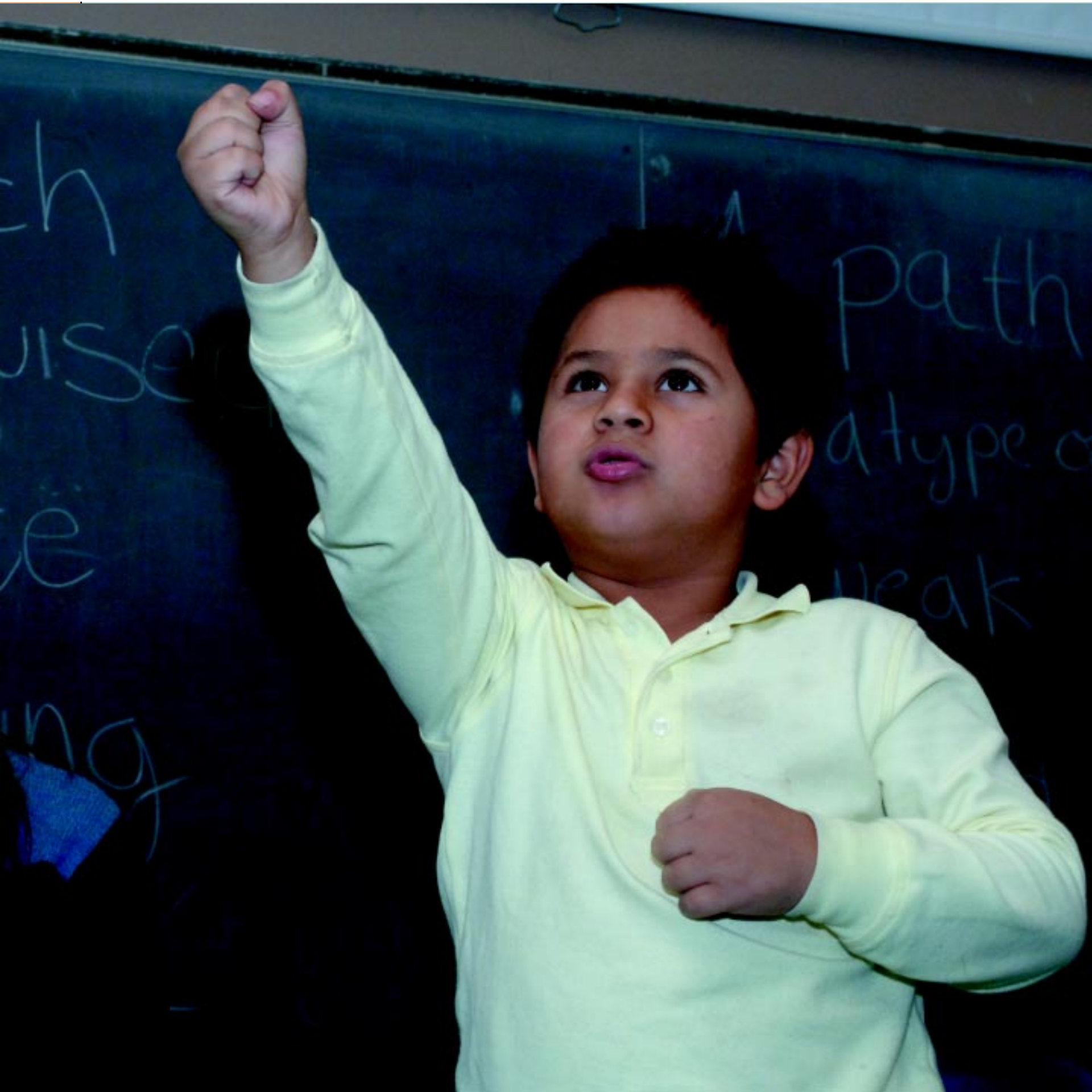
Literacy and Lifelong Learning

In 2003, the Trust had joined Mayor Anthony Williams' Literacy and Lifelong Learning initiative to increase the literacy of District residents. The State Education Office provides the Trust with funds to award to CBOs for literacy programs for parents.

The **Lifelong Learning Coaches** are an important strategy in the literacy effort. The Trust has hired 20 coaches who provide adult basic education, GED classes, and English as a Second Language instruction. The coaches train CBO staff to provide these services and help manage programs at many sites. They also serve as a professional resource to DC government agencies and CBOs by sharing current research, best practices and other data. The coaches participate in monthly professional development and training activities. Across the District, they help develop, implement, and evaluate adult and family literacy curricula and training initiatives.

At the Carlos Rosario International School in northwest DC, Lifelong Learning Coach Hilary Sullivan helps coordinate five English classes for immigrant parents at elementary schools across the District. As a

coach, Sullivan helps plan the curriculum and supports the Immigrant Family Literacy Program's 10 faculty members. The work is rewarding, says the 25-year-old Massachusetts native, because it meets the needs of parents who want to learn English and become more involved in their children's education. "Immigrants come here and are trying so hard," she says. "All of my students work at least two jobs and then come to school. I see such a huge effort from this population in trying to make it here, but without the education, they'll never be able to do it." By working through the Trust, Sullivan also finds support among like-minded organizations. "Moving here, I knew nobody," she says. "Then I came into this literacy circle, and all of a sudden, I knew people from every major literacy organization in DC." The connection with other groups keeps her aware of efforts throughout the District. "You see the big picture at what's happening to change the literacy rates in DC," she says. *Contact Kimberly Boyd-Lewis or Lynn Pinder*



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Research and Evaluation

The Trust is a leader in research and evaluation, seeking out best practices and useful tools from across the nation that can help CBOs best meet young people's needs. The Trust helps its CBO partners with research needs, whether it's helping them find additional funding, sharing the latest technologies with groups or helping a summer pilot project evaluate its program.

The Trust also insists on consistent measuring and reporting of standards of performance — through **WEBSTARS**, the Web-based Services Tracking and Reporting System, the Trust's mechanism for data collection and grants management. The secure system lets grantees know expectations, identify outcomes and meet reporting requirements. WEBSTARS tracks funds expended and work accomplished. It also stores aggregate information on who is served, attendance, participation, consent and demographic information while ensuring individuals' privacy. This system allows funders to make better decisions about how their money is spent.

The Trust is committed to **performance-based granting** through establishing and monitoring outcomes as a way to improve the quality of youth development programs and to ensure a smart return on investment. Since hiring a director of research and evaluation in February 2006, the Trust is developing a comprehensive plan for evaluating programs and is working to create a positive culture among its grantees toward evaluation. "We are working with grantees so they see the value of looking at their programs and

assessing how well they are doing," says Carol Strickland, the Trust's director of research and evaluation. "We want them to be intentional about the goals they set and keep an eye on how well they are meeting their targets. We are trying to connect quality and outcomes." To that end, the Trust has organized an affinity group of grantees interested in learning about evaluation.

In 2005, the Trust also had the Academy for Educational Development evaluate the effectiveness of summer programs to ensure that parents' and children's needs were met. During summer 2006, the Trust partnered with several CBOs, the DC Public Schools and the DC Parks and Recreation Department to conduct a survey of summer programs citywide. A simple checklist survey was aimed at understanding what goes into providing quality summer programming and gathered information about a host of topics, including youth development engagement, parent/family engagement, life/social





skills, safety, academics, and training youth as staff. “We wanted to find out what programs were doing and offer a space to reflect on promising practices, questions, concerns and needs,” says Strickland. The Trust also has created a site visit observation based on the Trust-developed out-of-school-time standards and a Youth Development Assessment Tool, which gives young people an opportunity to communicate to programs about how well their needs are being served.

In 2005-06, the Trust commissioned Child Trends, a DC non-profit research organization, to conduct the **Outcomes Monitoring Project** to track how well youth in grantee programs met outcomes. Of the 291 teens surveyed, a majority agreed that:

- There were adults they respected in the program (100%)
- They cared about doing well in school (95%)
- They felt safe in their program (88%)
- They expected to complete college or graduate school (83%)

Contact Dr. Carol Strickland

Grantee Partners

2M Center, Inc. (05)
A Greater Washington (Summer 05) (05)
Academy for Ideal Education (05)
Advocates for Justice & Education, Inc. (05-06)
African Heritage Dancers & Drummers, Inc. (Summer 05) (05-06)
Allen A.M.E. Learning Institute Inc. (Summer 06)
Allen Chapel AME (05-06)
Alliance of Concerned Men, Inc. (05)
Anacostia Community Outreach Center
ARCH Training Center (Summer 05) (05-06)
ARCH/Kidpledge (Summer 06)
Asian American Leadership, Empowerment & Development (AALEAD)
(Summer 05, 06) (05-06)
Beacon House (Summer 05,06) (05-06)
Boat People SOS-DC (05)
Boys & Girls Clubs of Greater Washington (Summer 05, 06) (05-06)
Brainfood (05-06)
Bright Beginnings, Inc. (05-06)
Calvary Bilingual Multicultural Learning Center (05)
Capitol Educational Support, Inc. (06)
Capitol Hill Computer Corner (Summer 05) (05-06)
Carlos Rosario International Career Center (05-06)
CASA for Children of DC (05)
Center for Child Protection and Family Support, Inc. (05-06)
CentroNia (Summer 05, 06) (06)
Children's National Medical Center (06)
Children's National Medical Center Adolescent Readiness Center (05)
Chinatown Service Center (Summer 05) (05-06)
City Gate, Inc. (Summer 06)
Clubhouse #11 (Summer 06)
Coalition for Economic Empowerment (CEE) (Summer 06)
College Bound (05)
Columbia Heights Youth Club (Summer 05,06) (05-06)
Community Academy PCS (05)
Community Equity Empowerment Partnership (05)
Community Family Life Services (05)
Community of Hope (Summer 05) (05-06)
Community Preservation and Development Corporation (Summer 05) (05-06)
Covenant House Washington (Summer 05, 06) (05-06)
D.C. Creative Writing Workshop (05)
Dance Institute of Washington (Summer 05) (05-06)
Dance Place/ DC Wheel Productions, Inc. (05)
DC Children's Trust Fund (05)

DC SCORES (Summer 05) (05-06)
DC Youth Orchestra Program (05)
E.L. Haynes Public Charter School (Summer 05) (06)
Earth Conservation Corps. (05-06)
East Capitol Center for Change (Summer 06) (05-06)
East of the River Clergy Police Community Partnership, Inc. (Summer 05) (05-06)
Edgewood Community Services (Summer 05,06)
Ethiopian Community Services and Development Council, Inc. (ECSDC) (06)
Facilitating Leadership in Youth (FLY) (Summer 05) (05-06)
Falconsedge Male Taskforce, Inc. (Summer 06) (06)
Freedom Youth Academy, Inc. (Summer 05, 06) (05-06)
Friends of Carter Baron Foundation of the Performing Arts (Summer 05, 06) (05-06)
Friends of Tyler School (Summer 06)
Friendship House Association (Summer 06) (05-06)
Friendship Public Charter School (Summer 06) (05-06)
Garfield Terrace Family Council (Fairmont Youth Academic Program)
(Summer 05, 06) (05-06)
Gift Family Resource Center (05)
Girl Scouts of National Capitol Area (Summer 05)
Greater Fellowship Full Gospel Baptist Church (Summer 05) (05)
Greater Washington Urban League, Inc. (05-06)
GWU Upward Bound (Summer 05)
Heads Up (Summer 05) (05-06)
Higher Achievement Program (Summer 05, 06) (05-06)
Hillcrest Children's Center (05)
Hoop Dreams Scholarship Fund (06)
Horizons at Maret (Summer 06)
Horton's Kids, Inc. (05-06)
IDEA Public Charter School (Summer 06) (06)
Ideal Academy Public Charter School (06)
Johenning Temple of Praise Destiny Project- Youth Adult Program (05)
Jubilee Enterprise of Greater Washington (05)
Keely's District Boxing and Youth Center (Summer 06) (05-06)
Kid Power-DC, Inc. (05-06)
Latin American Youth Center (Summer 05, 06) (05-06)
Life Pieces To Masterpieces, Inc. (05-06)
LINK (Summer 05) (05-06)
Little Lights Urban Ministries (Summer 05, 06) (05-06)
Lydia's House (05-06)
Martha's Table, Inc. (Summer 05, 06) (05-06)
Mary's Center for Maternal and Child Care, Inc. (05-06)
MCIP (05)
MELD/EvenStart, Inc. (06)

(continued)

Grantee Partners (continued)

Mentors, Inc. (05-06)
Metropolitan Delta Adult Literacy Council, Inc. (06)
Multicultural Career Intern Program (06)
Multicultural Community Service (Summer 06)
National Center for Children and Families (Summer 05, 06) (05-06)
National Organization of Concerned Black Men, Inc. (Summer 05) (05-06)
New Community After School and Advocacy Program (Summer 05,06) (05)
Nomis Youth Network (Summer 06) (06)
Northeast Performing Arts Group (Summer 05,06) (05-06)
Northwest Settlement House (05-06)
Parklands Community Center (Summer 05) (05-06)
PEACEHOLICS (06)
Perry School Community Services Center, Inc. (Summer 05, 06) (05-06)
Positive Nature, Inc. (Summer 06)
Progressive Sport and Entertainment Alliance (Summer 06)
Project 2000 (05)
Reaching Inside for Self-Esteem, Inc. (RISE) (Summer 05) (05-06)
Recreation Wish List Committee of Washington, D.C. (Summer 05) (05)
Sasha Bruce Youthwork, Inc. (SBY) (05-06)
See Forever Foundation (05-06)
Sexual Minority Youth Assistance League (06)
Shakespeare Theatre Company (05-06)
Shaw Community Ministry (05)
Smithsonian Anacostia Museum & Center for African American History (Summer 06) (05-06)
South Washington/West of the River Family Strengthening Collaborative (Summer 06)
Southeast DC Partners (05)
Southeast Tennis and Learning Center - Recreation Wish List Committee (Summer 06) (06)
T.E.A.M. Program (Summer 06) (06)
Teaching for Change (06)
Temple of Praise (Summer 05, 06)
The Fishing School, Inc. (Summer 05, 06) (05-06)
The Good Samaritan Foundation (Summer 05, 06) (05-06)
The House DC, Inc. (06)
The National Association of Former Foster Care Children of America (06)
The Shaw EcoVillage Project (Summer 06)
The Washington Middle School for Girls (Summer 06) (06)
THEARC (Summer 06)
Themba, Inc. (Summer 05, 06) (05-06)
Thurgood Marshall Academy Public Charter High School (Summer 06) (05-06)

Tree of Life Community Public Charter School
Trinidad Concerned Citizens for Reform, Inc. (Summer 05, 06) (05-06)
Turning the Page (05)
Union Temple Baptist Church (05-06)
Urban Alliance Foundation (Summer 06) (06)
Urban Ed., Inc. (05-06)
Urban Village Community Center Association (Summer 06)
Washington Education & Tennis Foundation (Summer 06)
Washington Enrichment and Cultural Arts Network, Inc. (WE CAN) (05-06)
Washington Tennis & Education Foundation (05-06)
WVSA Arts Connection (Summer 06) (05-06)
Y.O.U.R. Community Center (Summer 05, 06) (05-06)
Young Women's Project (Summer 05) (05-06)

Financial Statement 2005

Statement of Financial Position (September 30, 2005)		
	2005	2004
ASSETS		
Cash and cash equivalents	\$ 6,313,204	\$ 3,369,406
Grants receivable	64,894	235,535
Prepaid expenses	24,919	24,257
Net furniture and equipment	48,729	76,888
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TOTAL ASSETS	\$ 6,451,746	\$ 3,706,086
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LIABILITIES AND NET ASSETS		
Liabilities		
Accounts payable and accrued expenses	\$ 295,858	\$ 58,560
Grants payable	947,170	744,970
Capitol lease obligation	13,160	17,677
Refundable advances	2,128,597	2,224,296
Agency liability	2,167,000	-
Deferred rent	-	4,797
Tenant deposits	3,053	3,053
	<hr/>	<hr/>
TOTAL LIABILITIES	\$ 5,554,838	\$ 3,053,353
	<hr/>	<hr/>
Commitments, Risks and Contingencies		
Net Assets		
Unrestricted	683,927	616,793
Temporarily restricted	212,981	35,940
	<hr/>	<hr/>
TOTAL NEW ASSETS	896,908	652,733
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TOTAL LIABILITIES AND NET ASSETS	\$ 6,451,746	\$ 3,706,086
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Financial Statement 2005

Statement of Activities (September 30, 2005)				
	Unrestricted	Temporarily Restricted	2005 Total	2004 Total
REVENUE AND SUPPORT				
Grants and contributions	\$ 12,249,870	\$ 1,027,546	\$ 13,277,416	\$ 11,807,595
Interest	168,659	—	168,659	48,593
Sublease rent	33,554	—	33,554	48,883
Registration fees	4,015	—	4,015	14,170
Donated goods and services	—	—	—	12,850
Net assets released from restrictions:				
Satisfaction of program restrictions	850,505	(850,505)	—	—
TOTAL REVENUE AND SUPPORT	13,306,603	177,041	13,483,644	11,932,091
EXPENSES				
Program Services				
DC Initiatives	6,741,347	—	6,741,347	6,538,053
Summer Youth Programs	2,581,272	—	2,581,272	2,375,252
Literacy	1,779,962	—	1,779,962	1,398,008
Therapeutic Intervention	881,517	—	881,517	242,196
Fannie Mae Foundation DAF	622,530	—	622,530	709,508
Youth Worker Training	130,978	—	130,978	132,366
Wallace Foundation (out-of school program)	54,822	—	54,822	—
Summer Program Private Pool	39,450	—	39,450	31,651
Youth Anti-Tobacco Initiative	36,705	—	36,705	112,696
City Build Initiative	19,894	—	19,894	—
TOTAL PROGRAM SERVICES	12,888,477	—	12,888,477	11,539,730
Supporting Services				
Management and general	245,390	—	245,390	7,324
Fundraising	100,282	—	100,282	55,745
Standards and evaluation	5,320	—	5,320	65,356
Total Supporting Services	350,992	—	350,992	128,425
TOTAL EXPENSES	13,239,469	—	13,239,469	11,668,155
Change in New Assets	67,134	177,041	244,175	263,936
NET ASSETS, BEGINNING OF YEAR	616,793	35,940	662,733	388,797
NET ASSETS, END OF YEAR	\$ 683,927	\$ 212,981	\$ 896,908	\$ 652,733

To learn more about the work described in this report, contact the designated staff at 202.347-4441.

Project My Time	Meeta Sharma-Holt
Truancy Work	Mark Ouellette
Year-Round and Summer Programs	Jose Dominguez
Parent Programs	Kimberly Boyd-Lewis
DC BEST	Mustafaa Madyun
Boys of Color	Kendall Joyner
Literacy Loop	Kendall Joyner
DC Youth Sports Network	Ed Davies
Lifelong Learning and Literacy Coaches	Kimberly Boyd-Lewis and Lynn Pinder
Research and Evaluation	Carol Strickland, Ph.D.
Summer Learning Projects	Peter Guttmacher

Applying for Grants

The Trust's grant-making is designed to strategically support the development of the District's children and youth. The Trust releases periodic Requests for Proposals (RFPs) for targeted grant-making initiatives and does not accept applications for funding outside of the RFP process. In general, the Trust requests proposals for year-round and summer programs each year. Other RFPs are issued when opportunities and initiatives are presented to the Trust. RFPs are posted on the Trust's web site (www.cyitc.org) and listed with the Mayor's Office of Partnerships and Grants Development





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