



UNLOCKING OPPORTUNITIES: SERVICES THAT HELP POOR CHILDREN SUCCEED IN THE CLASSROOM

Part 6: Expanded Learning Programs

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Afterschool and summer programs offer hands-on and enrichment learning that build off and go beyond what students learn during the school day. These “expanded learning” programs improve academic achievement, keep children safe and supervised, and help working families.

Participation in expanded learning leads to improved school attendance, increased interest in school, and lower rates of students being held back.

Expanded learning programs can both build on instruction that occurs during school and provide enrichment that schools are not able to provide in the regular school day.

This brief describes the benefits of expanded learning programs and the types of programs currently offered to DC children, and it makes recommendations for improving access to quality programs in the city. There are a number of programs and providers in the District, but programs do not fully meet the needs of the community, providers rely on a patchwork of inconsistent funding streams, and the city lacks a coordinated system to evaluate programs and providers.

- **Scale up the capacity of quality expanded learning programs, particularly for summer school and disconnected youth.** There are not enough programs to meet the needs of children and youth in the city.
- **Adequately fund summer school within the school funding formula.** It is important to provide adequate resources to schools to continue to offer high quality summer school programs, given the change this year that

folded summer school funding into a new pool of resources for at-risk students that can be used for many services.

- **Continue to collect centralized data and evaluate expanded learning programs.**

Demographic and needs assessments should drive funding decisions for summer and school year expanded learning programs across the District. Year-to-year trends can show how programs are progressing to meet citywide goals.

- **Streamline funding and reporting requirements for the District’s expanded learning programs.** The city needs a common application and a common data collection system to measure outputs and outcomes across all programs. This would make it easier for policymakers and the public to monitor programs, while also reducing administrative burdens on community-based providers.

Expanded Learning Programs Have

Several Strengths. Expanded learning programs can both build on instruction that occurs during school and provide enrichment that schools are not able to provide in the regular school day. For example, schools and other agencies can partner with community-based organizations to offer mentoring, college preparation, arts enrichment, or sports. Close coordination with the school can complement the

school-day curriculum and offer targeted supports to students identified as needing extra help.

Participation in expanded learning programs is linked to several positive outcomes, including increased academic performance and classroom participation, improved student behavior and attitudes towards school, and reduced crime and delinquency.

- Several studies show positive academic impacts of participation in high quality expanded learning programs, such as higher school attendance rates, less tardiness, lower dropout rates, and improved homework completion.¹ One study of programs in 14 cities and 8 states found that low-income elementary and middle school students saw significant gains in math test scores when compared with their peers who did not participate in afterschool programs. Regular participation was also linked with improvements in work habits.²
- Summer programs address the serious problem of “summer learning loss.” Low-income students tend to lose two to three months of their learning during the summer without adequate practice, and much of the achievement gap between lower and higher-income youth is due to different levels of access to summer learning opportunities.³ Students who regularly attend high-quality

summer programs perform better in school than students who did not attend the same programs.⁴

- Expanded learning and summer programs also create access to healthy afterschool snacks and dinners. The federal Child and Adult Care Food Program reimburses schools and expanded learning programs that serve nutritious meals to their students. In the 2012-2013 school year, about 1.2 million meals (suppers) were served to students in DC through afterschool programs.⁵
- Many school districts invest in afterschool programs in part as a crime and delinquency prevention strategy, prompted by research showing that the afterschool hours are a prime time for juvenile arrests. For example, in 2004, Fairfax County, Virginia expanded afterschool programs using youth surveys and needs assessments, which resulted in a 32 percent decrease in youth gang activity as attendance in afterschool programs doubled.⁶

To be most effective for low-income students, expanded learning programs need to provide consistency and must be offered on a frequent basis. Quality programs for elementary and middle school students should operate every school day and offer students programming at least 15 hours a week (three hours every school day).⁷ In addition, how long a student participates in the

¹ Harvard Family Research Project. “After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It.” 2008, Issues and Opportunities in Out-of-School Time Evaluation, No. 10.

² Vandell, D., Reisner, E., & Pierce, K. “Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising practices.” 2007. <http://www.ncsl.org/print/educ/NDLHillPromisingPractices.pdf>.

³ Alexander, Karl L., Entwisle, Doris R., Olson, Linda Steffel. “Lasting Consequences of the Summer Learning Gap.” *American Sociological Review*, 2007, Vol. 72 (April:

167-180). <http://brettberk.com/wp-content/uploads/2009/07/april07asrfeature.pdf>.

⁴ RAND. Making Summer Count: How Summer Programs Can Boost Children’s Learning. 2011. <http://www.rand.org/pubs/monographs/MG1120.html>.

⁵ D.C. Hunger Solutions. E-mail dated March 27, 2014.

⁶ Fairfax County Coordinating Council on Gang Prevention, 2007.

⁷ Grossman, Jean Baldwin. Lind, Christianne. Hayes, Cheryl. McMaken, Jennifer. Gersick, Andrew. “The Cost of Quality Out of School Time Programs.” Public Private Ventures, The Finance Project. January 2009.

Extended School Day Or Expanded Learning?

Several DC Public Schools were given the option of extending the school day by an extra hour four days a week in the 2014-2015 school year. While about 25 schools have agreed to pursue this strategy, it is worth understanding the difference between a longer school day and expanded learning programs.

Expanded learning programs have a long history of accomplishing many of the same objectives of a longer school day, but with a focus on community-based partnerships, the capacity of program leaders to take on the responsibility of managing a program, and voluntary activities for those who want and need them. Extended school day, on the other hand, often emphasizes additional instructional time for all students in the school, and may utilize school-day teaching staff instead of community or neighborhood based providers. Regardless of which approach is used, research suggests that how the extra time is used is critical when it comes to impacting achievement of low-income students. Many schools find that a strategy to blend hands-on and enrichment learning can complement the more formal learning that happens during the school day.

program – or “participation duration” – also matters, with longer-term programs that engage youth throughout adolescence having the most impact.⁸ This can be an issue when funding is insufficient to allow a program to deliver consistent services throughout the school week or from one school year to the next.

Expanded Learning Services Currently

Offered to DC Students. The District’s children and youth can access expanded learning programming through several local agencies, including DC Public Schools, Public Charter Schools, Department of Parks and Recreation, Department of Mental Health, Department of Employment Services, Office of the State Superintendent for Education, DC Public Library, or community-based organizations that host programs across the city. Activities offered in programs include homework help, intensive math and reading tutoring, science exploration, art-based learning, and recreational activities to boost physical fitness.

Nevertheless, there are indications that existing programs are not able to reach all DC low-income

students. For example, the DC Alliance of Youth Advocates estimates there are over 31,000 at-risk students in DCPS schools, but there are under 7,000 expanded learning slots available, based on current provider capacity. Many of these children and youth are also at-risk for summer learning loss and can benefit from summer programs, but only about 3,500 students were served by DCPS summer programs in 2013. It is worth noting that, starting in the 2014-2015 school year, summer school funding for both DCPS and public charter schools will be drawn from a new pot of resources for at-risk students in the school funding formula. It will be important to maintain adequate funding for summer school programming in future years. Unfortunately, there is no centralized listing of all the providers that offer after and before-school programming to students in public charter schools, or how much parents and other private resources support the operation of these programs. That makes it difficult to assess the adequacy of expanded learning programs or to identify critical gaps.

While not comprehensive to include all privately funded programs, a summary of the main public funding streams for expanded learning in the District is below:

⁸ Roth et al, 1998.

Categories of Programs Offered to DC Public Schools Students Through Community- and Neighborhood- Based Partnerships

Academic Programs: Academic services include tutoring and homework help as well as instruction and support in math, reading, writing, science, social studies and other subjects.

Enrichment Programs: Enrichment services include visual arts, music, dance, theatre, arts & crafts and cultural learning. Enrichment also serves as an umbrella category for other types of development, including internship programs, career readiness and social creative development.

Wellness Programs: Wellness services include nutrition, cooking, anti-drug and anti-violence, character-building, pregnancy prevention and sex education programs.

Sports Programs: Sports services include athletic programs and recreational activities in addition to organized sports programs.

Source: DCPS website. http://dcps.dc.gov/DCPS/files/downloads/Beyond-the-Classroom/2012-CBO_Catalog-Final.pdf.

DCPS' Out-of-School Time Program (OSTP). Many low-income DCPS students get access to an expanded learning program through the school system's Out-of-School Time Program (OSTP). OSTP supported afterschool sites in 2013-14, which were selected because at least 40 percent of students were low-income enough to qualify for free or reduced-priced lunch. DCPS does not directly fund before- and after-school programs, but instead provides program space, security, custodial services, and food for community-based programs that are invited to provide services. DCPS expenses are funded primarily with federal Temporary Assistance for Needy Families (TANF) dollars.

DCPS partners with over 150 organizations to provide expanded learning services to students, both in schools and at off-site locations. As noted, these partners are expected to raise their own funds to support this programming. As an example of the programming provided, Critical Exposure trains youth in documentary photography, leadership, and advocacy to create policy changes in their communities. Through

partnerships with public high schools and afterschool programs, the organization served 175 students through 75 programs in 2013.

A full list of community- and neighborhood-based programs can be found in **Appendix 1** or here: http://dcps.dc.gov/DCPS/Files/downloads/Beyond-the-Classroom/2012-CBO_Catalog-Final.pdf.

However, there is not a detailed database on these programs, so it is not possible to identify how many students are served, what kinds of activities they participate in, or how many days and hours per week of programming are available. The OSTP's expanded learning programs works to align with the school day, with cluster coordinators at each site playing a key role.

According to DCPS, coordinators are often part of the school management team and have access to principal, teachers, and student data. In addition, the coordinator works to make sure community-based partners are aligned with the school's vision through meetings, sharing of the OSTP reading and math curriculum, and enrichment resources with the partners.

Case Study: DC SCORES

DC SCORES is a community-based organization that blends soccer, poetry, and service learning for low-income children ages 8 to 15. They provide free programming in 47 schools, including DCPS and public charter schools, and served about 2,000 youth in the District in the past year.

DC SCORES offers 24 weeks of programming during the school year (12 in the fall, 12 in the spring), offering a blend of soccer and writing sessions for elementary and middle school students. Soccer is offered continuously throughout the year, including through several winter programs and summer camps. During the school year, elementary school students participate in programming five days a week, while middle school students participate the program three days a week. DC SCORES arranges for free transportation of students on the weekly game day, allowing them to compete with other schools' soccer teams in different parts of the city.

While soccer helps students learn about being a team player and increases their physical activity, the youth also participate in a classroom component focused on writing. Twice-weekly poetry workshops are offered in the fall, culminating in a youth "poetry slam" event each December. In the spring, students engage in service learning projects where they identify an issue in the community and create and implement their own solution to address the problem. For example, last year at Kelly Miller Middle School, participating students did a project with their neighborhood assisted living center, helping the elderly residents learn computer and technology skills. Survey data from last year's participants showed positive impacts on school engagement, physical fitness, sense of belonging, and self-worth, with 83 percent of parents reporting their child spent more time reading or doing homework since participating and 78 percent of participating students improving their body mass index percentile.

DC SCORES, in its 20th year of operation, has seen positive impacts for several reasons. By emphasizing a continual pipeline and offering services in both elementary and middle school, students who participate longer term see consistency in programming. As a result, DC SCORES' retention rates are fairly high – 80 percent from season to season and 60 percent from elementary to middle school. They also hire teachers and support staff within the school building to act as coaches for their programs. These coaches receive separate training on soccer, writing, and positive youth development, but are already familiar with students' school environment and administration and thus offer an additional layer of stability for low-income students.

For more information, see <http://www.dcscores.org>.

21st Century Community Learning Centers. The 21st Century Community Learning Centers program is funded by the U.S. Department of Education and administered in DC by OSSE. The programs offer academic enrichment services outside of the school day, including tutoring in math and reading in low-performing schools, as well as other programming focused on youth development and enrichment, such as art, music, or recreation activities. In the 2013-14 school year, grants ranging from \$90,000 to \$470,000 each were

awarded to 24 organizations in DC. See **Appendix 2** for a full list of subgrantee organizations. A program evaluation of the DC 21st CCLC grantees between 2007 and 2012 measured outcomes during each year of program operation. The report showed improvement in student attendance at programs, school grades, classroom behavior and attentiveness, and that performance improved as programs matured over time.⁹ By the fourth year of operation, nearly half of regular program attendees participating in core

⁹ OSSE. 21st CCLC Evaluation 2013. <http://osse.dc.gov/sites/default/files/dc/sites/osse/public>

[ation/attachments/21st%20CCLC%20Final%20Evaluation%20Report%20102413.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/public/attachments/21st%20CCLC%20Final%20Evaluation%20Report%20102413.pdf).

content enrichment activities saw gains in grades from fall to spring. The share of students that got A's increased by 42 percent in math and 14 percent in reading. Nearly two-thirds of regular program attendees showed improvement in classroom behavior, attentiveness, and homework completion from fall to spring.

DC Public Library. In addition to literacy interventions in the classroom, struggling readers can receive tutoring services outside of school hours or visit the local public library in the summer months to keep them engaged and sharpen their reading skills. The DC Public Library, which has 25 locations in the District, offers free homework help, accessible online through a student's home computer or a library computer during operating hours, from 4:00 p.m. to midnight every day. The library's Summer Reading program is focused on keeping DC children reading and reducing summer learning loss.

DC Children and Youth Investment Trust Corporation. The DC Children and Youth Investment Trust Corporation, known as "the Trust," is a nonprofit that provides technical assistance and grants to youth-serving organizations in the District. The Trust is primarily funded with public resources. District funding for the Trust totals \$3 million in fiscal year 2015. Typically, the Trust receives another \$3 million in supplemental funds for summer programming. However, additional District funding is needed to adequately support current grantees and to expand the number of grantees in order to provide expanded learning opportunities to more youth, both during the school year and summer.

The Trust allocated \$4.2 million to 76 non-profit grantees for the 2014-15 school year, including 72

expanded learning programs and 4 parent centers (see **Appendix 3**). Parent centers work caregivers on parenting skills and on ways to engage in their child's academic career and reinforce what the youth are receiving through program participation. The Trust also supports summer programming - in 2013, the agency allocated \$2.7 million in grants to 97 community-based organizations that served almost 4,000 children and youth.

Data Collection and Targeted Services. The District is developing a citywide approach to delivering summer programs through the One City Summer Initiative (OCSI). The initiative began in 2011 as a collective strategy of several District agencies to combat crime during the summer months through comprehensive, goal-oriented youth programs. With an emphasis on a needs assessment to identify gaps and improve coordination between government agencies and community-based partners, it has seen success and reports positive outcomes for youth participants.¹⁰ The Trust, coordinating this effort on behalf of the District government, is focused on improving program coordination, data collection, and evaluation. Part of this work is tracking the unduplicated number of children and youth being served by multiple programs and agencies in DC. In the summer of 2013, almost 20,000 unique children and youth participated in 121 programs at 602 sites across the city.¹¹ The major agencies in the DC government - including DC Public Schools, Department of Parks and Recreation, DC Public Libraries, Department of Employment Services - offer a range of summer camps, summer school, youth employment, and sports activities for participating youth. See **Table 1** for a breakdown

¹⁰ Ibid.

¹¹ DC Children and Youth Investment Trust Corporation, DC One City Summer Initiative, 2013 Report of Findings. <http://cyitc.org/research/one-city-summer-initiative/>.

Table 1
2013 Summer Programming Operated by Select DC Government Agencies

Agency	Main Goal	Main Activities	Total Number of Youth Served
DC Public Schools	Academic Achievement	K-8 Summer School Program	1,734
Department of Employment Services	Workforce Development	Summer Youth Employment Program	11,247
Department of Parks and Recreation	Healthy Lifestyles	Summer Camps	2,859
Metropolitan Police Department	Safety and Structure	Youth Outreach Programs	118
DC Public Library	Academic Achievement	Summer Reading Programs	5,615
Department of Mental Health	Healthy Lifestyles	Healthy Lifestyle Programs	1,160
Office of the State Superintendent of Education	Healthy Lifestyles	DC Free Summer Meals Program	---

Source: DC Children and Youth Investment Corporation, One City Summer Initiative 2013 Report of Findings.

of the major agencies and their main activities for summer 2013.

Average daily attendance data is not available, but youth were considered to be in a program if they attended at least five days of programming in the summer. About 30 percent of the youth served came from target areas (defined below) and more than 50 percent of participants came from Wards 7 and 8.

The success of this effort is also tied to the identification of target neighborhoods and the allocation of resources to these areas. In 2012, the OCSI incorporated health, social, and education indicators with the Metropolitan Police Department (MPD) crime data to identify neighborhoods in the District with the highest rates of risk factors. Nine target areas were selected as high need, while four summer crime initiative, or SCI, areas were identified by MPD due to a recent increase in crime (see **Figure 1**). Target areas received additional programming to improve

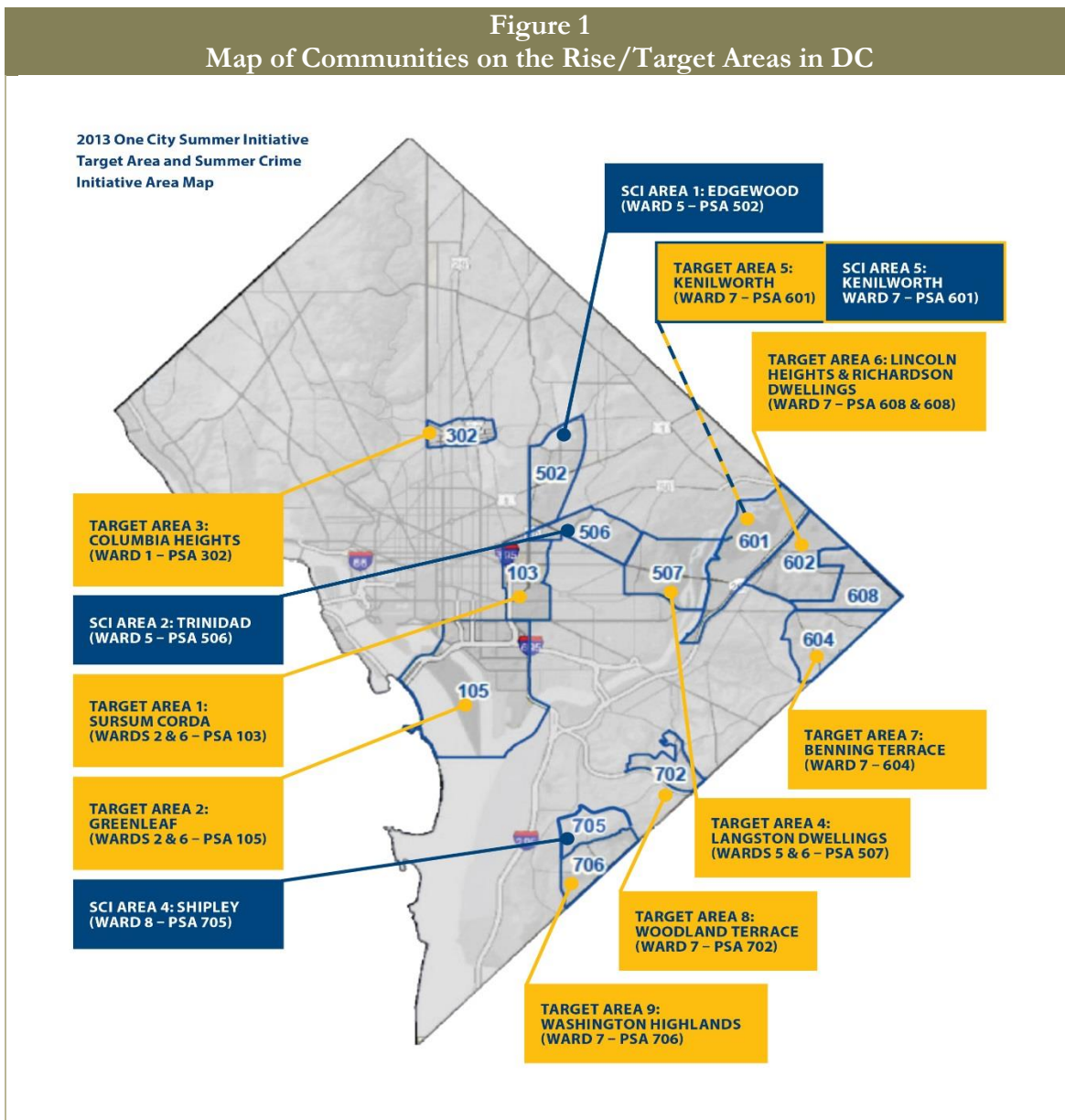
access to quality youth programs and the outcomes for participating youth.

The One City Summer Initiative has been expanded into a year-round effort called Communities on the Rise (COR), which speaks to improve the youth outcomes for each COR community.

Recommendations to Promote Access to Quality Expanded Learning Programs.

Effective expanded learning programs can offer low-income students a safe space to learn and additional academic and enrichment supports outside of the traditional classroom. There are a number of programs and providers in the District, but programs do not currently meet the needs of the community, providers rely on a patchwork of inconsistent funding streams, and are not regularly evaluated by one city entity. The following recommendations would address these issues:

Figure 1
Map of Communities on the Rise/Target Areas in DC



- Scale up the capacity of quality expanded learning programs, particularly for summer school and disconnected youth.** There are not enough programs to meet the needs of children and youth in the city. In addition to increased funding, it is important to develop a common and developmentally appropriate system of evaluating quality. Programs should offer sufficient activities during the school week and in the summer to be meaningful, and they should align with the school day curriculum.
- Adequately fund summer school within the school funding formula.** The school funding formula was changed this year to add resources for low-income (“at-risk”) students, but funding for summer school was folded into this new pot of resources. It will be important to monitor whether schools have adequate resources to offer high quality

Expanded Learning at DC Scholars Stanton Elementary School

Two elementary schools in Ward 8, Stanton Elementary School and DC Scholars Public Charter School, are known for the expanded learning environment offered to their students during afterschool hours. The programming, offered in both schools by People Animals Love, a nonprofit organization, is credited with tracking data on student achievement and showing strong outcomes for its participants, many of whom are low-income. The program serves more than half of the children in both schools. Demand for the program exceeds capacity - the program currently has wait lists.

The program is highly structured, offering a range of activities for students who attend between 3:30 and 6:30 pm on weekdays during the school year, and 8:00 to 3:30pm during the summer. Students are able to eat dinner for free as they receive homework help, engage in physical activity, or participate in an animal studies and natural sciences program. The goal of this program is to inspire inquiry-based thinking, provide children with a rich vocabulary, and provide students experiential learning, including field trips, art projects, or performances in front of families. For example, children may study about crayfish, observe an actual crayfish, and then create their own crayfish replicas using Play-Doh.

The program staff coordinate regularly with the school-day staff to ensure activities are properly aligned with what students learn during the day. The program also utilizes staff from City Year, a federal volunteer corps, who also provide classroom help during the school day.

The Stanton Elementary and DC Scholars program blends different funding sources, including a five-year 21st Century Community Learning Center grant and private resources.

For more information, visit <http://www.peopleanimalslove.org/>.

summer school programs, given that the new at-risk funds will also be used for school-year services.

- Continue to collect centralized data and evaluate expanded learning programs.** The data collected and included in the One City Summer Initiative report is a model that should be expanded to school-year programming. The type of demographic and needs assessment it uses should drive decisions over funding and location of expanded learning programs across the District. Year-to-year trends can show how programs are progressing to meet citywide goals.
- Streamline funding and reporting requirements for the District's expanded learning programs.** As this brief highlights,

there is a mix of public agencies and funding streams that support programs, making it challenging for providers to sustain funding and meet different sets of reporting requirements. Instead, it would be better to have one agency in charge of all funding and evaluation of expanded learning in the city. At a minimum, the city could develop a common application or reporting mechanism, and a common data collection system to measure outputs and outcomes across all programs. This would make it easier for policymakers and the public to monitor expanded learning programs, while also reducing administrative burdens on community-based providers.

Appendix 1

DC Public Schools Community and Neighborhood Based Organizations, School Year 2012-2013

100 Black Men of Greater Washington, DC	Citiwide Computer Training and Nursing Assistant Center
826DC	Colin Powell Leadership Club
4-H Center for Youth Development	College & Career Connections (CCC)
Accel Online	College Advocate
ACCESS Youth, Inc.	College Tribe
ACE Mentor Program (ACE DC)	Columbia Heights Youth Club
African Heritage Dancers and Drummers	Common Threads
Afterschool All-Stars	Community Family Life Services
American Friends Service Committee (AFSC)	Community Help in Music Education (CHIME)
American Poetry Museum	Community Preservation and Development Corporation (CPDC)
Anacostia Community Museum	Countdown to College and Careers
Arena Stage	Critical Exposure
Arts Group, Inc., The	Crittenton Services of Greater Washington
Ascendly Institute, The	Dance Institute of Washington, The
Asian American LEAD	Dance Place/DC Wheel Production, Inc.
Athletes United for Social Justice—Grassroot Project	Davette's Day to Day Learn & Play
Beacon House	Davis Aftercare
Berlitz	DC Boys Choir
Best Friends Foundation	DC Campaign to Prevent Teen Pregnancy—Youth Leadership
Big Brothers Big Sisters of the National Capital Area	DC Creative Writing Workshop
BOKS, Build Our Kids' Success	DC Language Access Coalition
Boys and Girls Clubs of Greater Washington, Inc.	DC Reads
Boy Scouts of America, National Capital Area Council	DC SCORES
Brainfood	DC Youth Ensemble
Brave Heart Entrepreneurial Youth Camp	DEA Youth Dance Program
Break the Cycle	Do the Write Thing Foundation of DC
Bridge, The LLC	Dreams for Kids
C3 Cyber Club	Dreams Work
CABEL Foundation, Inc.	Early Stages Learning Center LLC
Calvin Coolidge Alumni Association	Earth's Natural Force Connections
Camp Invention	East River Family Strengthening Collaborative, Inc. (ERFSC)
Capital Area Food Bank	Edgewood/Brookland Family Support Collaborative (E/BFSC)
Capital Education Support, Inc.	Education Plus
Capitol Hill Arts Workshop	FAIR Fund
Capitol Movement, Inc. (CMI)	Far Southeast Family Strengthening Collaborative
Center for Self Discovery (CSD-DC)	Field of Dreams
CentroNia	Fightlady Fitness
Chess Challenge in DC	FihankraAkomaNtoaso (FAN)
Chess Wizards Inc.	Fishing School, The (TFS)
C.H.I.L.D. Center	Food and Friends
City Arts	Food for Fuel
City at Peace DC	For the Love of Children
CityDance Ensemble, Inc.	
City Gate	
City Kids Wilderness Project	

Ford's Theatre Society
 Full Potential (Sharp Level Consulting, LLC)
 Future Next Corporation
 Future Project, The
 GALA Hispanic Theater
 Georgia Avenue/Rock Creek East Family Support Collaborative
 Girl Scout Council of the Nation's Capital
 Girls, Inc. of the Washington, DC Metropolitan Area
 Girls on the Run (GOTR)
 Global Kids
 Good Deed Before and Afterschool Learning Center, LLC
 Grand Ground Enterprise
 Groundwork Anacostia River DC Inc.
 Growing Together
 Healthcorps
 High Tea Society
 Higher Achievement
 Home Do, Inc.
 Horton's Kids
 Hubbard Place Urban Village
 Hung Tao Choy Mei Leadership Institute
 Imagination Stage
 Infinity Wellness Foundation (IWF)
 Inner City Excitement (DC ICE)
 Interstages
 iSpace Educational Services
 Jehovah Jireh Community Development Center, Inc.
 Joe's Den
 Joy of Motion Dance Center
 Jubilee Housing
 Judah Project
 Jumpstart – Howard University
 Junior Tennis Champions Center
 KaleidoLINKS
 Kid Power
 Kingman Boys and Girls Club
 Language Stars
 Latin American Youth Center (LAYC)
 Learn It Systems
 LearnServe International
 Lenore Blank Kelner and Company Creative Kids
 Limitless Possibilities, LLC
 Literacy Lab, The
 Little Blue House, The
 Little Lights Urban Ministries
 Mad Science
 Martha's Table
 Mary's Center
 Maryland Youth Ballet
 Men Can Stop Rape (Men of Strength Club)
 MEND Foundation
 Mentor of Minorities in Education's Total Learning CIS-Team (MOMIE's TLC)
 Mentors, Inc.
 Metro TeenAIDS (MTA)
 Metropolitan Basketball League
 Meyers Institute for College Preparation (Georgetown University)
 Momentum Dance Theatre
 Mr. Tony LLC
 Multicultural Career Intern Program, The
 MultiMedia Training Institute
 National Association of University Women (NAUW)
 National Organization of Concerned Black Men
 National Science and Technology Education Partnership (NSTEP)
 Neighbors of Seaton Place
 New Community for Children
 Next Year Project, The (TNYP)
 Nomis Youth Network
 Northeast Performing Arts Group/NE Outreach Youth Center
 Opportunities Industrialization Center, Inc. (OIC/DC)
 Paxen Learning Corporation, About Face
 Peace Doves Montessori
 Peace Thru Culture
 Pen/Faulkner Foundation/Writers in Schools
 People Animals Love (PAL)
 Pin Points Theater, Inc.
 Planned Parenthood Metropolitan Washington DC, Inc.
 Playworks
 Polite Piggy's Day Camp
 Power Tots Gymnastics and Dance
 Princeton Review, The (TPR)
 Prodigy Student Support Services
 Progressive Educational Experiences in Cooperative Cultures (PEECC)
 Radio Rootz DC
 Raising Expectations Inc.
 Reach Education, Inc.
 Reading Partners
 Recreation Wish List Committee
 Revolutionary Scholar Foundation
 Right Track Youth Foundation, Inc.
 Rita's Place
 Sasha Bruce Youthwork
 Saturday Environmental Academy
 Save the Children Federation, Inc.
 Savoreux Development Foundation
 Seaward Academy
 Serve DC: The Mayor's Office on Volunteerism
 Servinghym (GAYP, Inc.)

Shaw Community Ministry
Sister Action Sister Strength - DC Rape Crisis Center
Sitar Arts Center
Smart Activities for Fitness & Education (SAFE)
Soccer Tots
Solutions Educational Consultants
Step Afrika
Student Conservation Association (SCA)
Students Taking Charge (Action for Healthy Kids)
Super Leaders, Inc.
Synergistic, Inc.
Teatro de la Luna
Technology Advanced Gaming (TAG) Centers
Teens Count, Inc.
Time Dollar Youth Court (TDYC)
Turning the Page
TutorDudes
United Soccer Club —United for DC
United Planning Organization (UPO)
Upward Bound Program, George Washington University
Urban Alliance
Urban Ed., Inc.
US Chess Center
US Dream Academy
Vietnamese American Community Service Center
Washington Enrichment and Cultural Arts Network, Inc. (WE
CAN)
Washington Tennis and Education Foundation
Washington Youth Choir
Wilderness Leadership & Learning (WILL)
Witkids, Inc.
Women's Collective, The
Words, Beats and Life, Inc.
World Mission Inner City Extension Center
YMCA DC Youth and Government Program, The
YoKid Stretch Your Limits
Young Ladies of Tomorrow (YLOT)
Young Men & Women Empowerment Inc. (YMWE)
Young Playwrights' Theater (YPT), The
Young Women's Drumming Empowerment Project
Young Women's Project (TWA and PHASE), The
Youth Organizations United to Rise, (YOUR) Community
Center

Appendix 2
DC 21st Century Community Learning Centers Grant Programs
School Year 2013-2014 Subgrantee Roster

Subgrantee Name	Award Amount
Achieve Tutoring	\$200,000
AFC Scholarship Foundation, Inc.	\$250,000
Beacon House	\$229,000
City Gate, Inc.	\$200,000
City Kids	\$125,000
DC Scholars Public Charter School	\$225,000
DC Public Schools	\$225,000
Elsie Whitlow Stokes Public Charter School	\$125,000
Friendship Public Charter School	\$168,750
Higher Achievement Program	\$150,000
Horton's Kids	\$93,080
Kid Power Inc.	\$300,000
Life Pieces to Masterpieces	\$225,000
New Community for Children	\$225,000
Paxen Learning Corporation	\$243,750
People Animals Love	\$220,000
Sasha Bruce Youthwork, Inc.	\$225,000
Save the Children, Inc.	\$254,602
Synergistic, Inc.	\$337,560
The Fishing School	\$470,414
The Literacy Lab	\$150,830
The SEED School of Washington, DC	\$190,000
Thurgood Marshall Academy Public Charter High School	\$170,000
YOUR Community Center	\$90,000

**Appendix 3
The Children and Youth Investment Trust School Year Grantees, 2014-2015**

Out-of-School Time Programs - Organization Name	Proposed Ward for Program	Proposed Program Site (CBO, Public, DCPS-Session-Based, DCPS-Comprehensive, DPR, DCPL, DCHA)	Age Group (Younger, Older, Young Adult)	Proposed Program Site Name
A Greater Washington Fields of Dreams	8	DCPS	Younger	Simon ES Moten ES
After-School All-Stars	6	DCPS	Older	Stuart Hobson Middle School
Anacostia Community Outreach Center	5	CBO	Younger	Office
Asian American Lead	2	DCPS	Younger	Thomson ES
Atlas Performing Arts Center	6	CBO	Older	Atlas Performing Arts Center
Beacon House	5	CBO	Older	Beacon House
Boys & Girls Club	7 & 8	CBO	Younger	Boys & Girls Club Clubhouse #14 4103 Benning Road, NE/ Boys & Girls Club FBR@THEARC
Brainfood, Inc.	Citywide	CBO	Older	Columbia Heights - Mount Vernon-Chinatown
BUILD Metro DC	1, 4, 6 & 7	DCPS	Older	Roosevelt HS Eastern HS Maya Angelou PCS-Evans Campus Columbia Heights EC Friendship Collegiate Academy
Calvary Bible Institute Inc.	5	CBO	Young Adult	Calvary Bible Institute
Calvin Coolidge Alumni Association Inc.	4	DCPS	Older	Calvin Coolidge Senior High School
Capital City Area Health Education Center	6	DCPS	Older	Eastern Senior High
Centro Nia	1	CBO	younger	Office
Chess Challenge	4,6,7, 8	DCPS	Younger	Brent ES Leckie ES Kipp DC DC Prep Benning Academy Raymond Education Campus Hendley ES
Children and Charity International	2	CBO	Younger	Mt. Gilead Baptist Church
CitiWide Computer Training Center	1, 4	CBO	Young Adult	CitiWide Computer Training Center

City Dance Ensemble	1,2,4,6,7,8	Public, DCPS, Session	Younger	Brightwood ES; CW Harris ES; Oyster-Adams EC; JO Wilson ES; Thomason ES; Turner ES
City Gate	7,8	DCPS	Younger	Turner ES Beers ES Savoy ES
City Kids Wilderness Project	5	DCPS/DPR	Older	Burroughs EC or Turkey Thicket
City Year Washington DC	8	Public & DCPS Comp	Younger	Garfield Elementary School
Covenant House Washington	8	CBO	Older	Covenant House Washington
Daddy's Corner, Inc	1	CBO	Young Adult	Garfield Terrace Public Housing
DC Scores	2,5,7	Public& DCPS Comprehensive	Younger	Burrville Elementary School/Thomson ES/WheatleyEC
DC Wheels Productions, Inc./ dba Dance Place	5	CBO	Older	Dance Place
E.L. Haynes Public Charter School	1, 4	CBO	Younger	EL Haynes Georgia Avenue Campus EL Haynes Kansas Avenue Campus
Energy Institute for the Healing Arts Foundation	2 & 5	CBO	Younger	Brookland Manor Community Center King Towers Community Center
Ethiopian Community Service and Development Center	1,2,3,4,5,6,7,8	CBO	Young Adult	Ethiopian Community Service and Development Center
GALA Hispanic Theatre	1, 7, 8	CBO	Older	GALA Histanic Theatre
Georgetown University - Center of Social Justice Research, Teaching & Service	7	Public & DCPS Session	younger	Burrville Elementary School
Global Kids, Inc.	1	DCPS	Older	Bell Multicultural HS
Healthy Babies Project	5,6,7,8	CBO	Older	Healthy Babies Project
Healthy Living Inc.	5,7,8	DPR	Younger	Jelleff Community Center
Higher Achievement	1, 4, 7	DCPS	Younger	Marie Reed ES Brightwood EC Kelly Miller MS
Horton's Kids	8	CBO	Younger	Various sites
Humanities Council of Washington DC (Humanities DC)	7	CBO	Older	Cesar Chavez Public Charter Schools for Public Policy
Hung Tao Choy Mei Leadership Institute	1	CBO	Younger	Hung Tao Choy Mei Leadership Institute
Jubilee Housing Inc.	1	CBO	Younger	Jubilees Youth Services: Early Start Program & Activity Zone
Kid Power Inc.	1,4, 6	DCPS, Comprehensive	Younger	Amidon ES, Barnard ES, Miner, ES, Tubman ES
Latin American Youth Center	1,4	CBO	Older	Office
Life Pieces to Masterpiece	7	CBO	Younger	Office (Drew ES)
Little Lights Urban Ministries	6	CBO	Younger	3 different sites
Martha's Table	1	CBO	Younger	Martha's Table
Mary's Center for Maternal and Child Care, Inc.	1, 4	CBO	Older	Mary's Center for Maternal and Child, Inc.

				Coolidge Senior High School, Cardozo Education Campus, Columbia Heights Education Campus, Dunbar High School, Eastern High School, Ellington High School, McKinley High School, Phelps High School, Roosevelt High School, Wilson High School, Anacostia High School, Benjamin Banneker High School, School Without Walls High School, Ballou Senior High School, Luke C. More High School, H.D. Woodson High School, Washington Metropolitan High School
Men Can Stop Rape	1,2,3,4,5,6,7,8	Public, DCPS Session	Older	
Metropolitan Basketball League -- Metro Ball Youth Outreach	5, 6	CBO	Older	Boys and Girls Club of Greater Washington, Butler- Wyatt Clubhouse #2
MOMIES TLC	1	CBO	Younger	2 different sites
Multicultural Career Intern Program	1	Public, DCPS, Comprehensive	Older	Columbia Heights EC
National Center for Children and Families	7	DCPS	Younger	JC Nalle Community School
National Housing Trust	1,2,7,8	CBO	Younger	5 different sites
National Organization of Concerned Black Men	8	DCPS-Comprehensive	Younger	Savoy ES
New Community for Children	6	CBO	Younger	New Community for Children
People Animals Love	8	DCPS	Younger	Stanton ES
Perry School	6	CBO	Younger	Perry Center
Recreation Wish List	8	CBO	Younger	Southeast Tennis and Learning Center
Sasha Bruce Youthwork	8	Public, DCPS, Comprehensive	Older	Ballou HS
Shaw Community Ministry	6	Public & DCPS-Comp	Younger	Office
Smithsonian Institute- Anacostia Community Museum	8	DCPS	Younger	Savoy ES
Teens Run DC/ Center for Self Discovery	5,6,7,8	CBO/DCPS	Older	Ballou HS Wilson HS Booker T. Washington PCS Cesar Chavez PCHS Capital City PCS Latin American Youth Center
The Dance Institute of Washington	1	CBO	Older	Office
The Ethiopian Community Center, Inc.	4	CBO	Younger	Office
The Fishing School	6	Public	Younger	J.O. Wilson ES
The Learning Tree, Inc.	6	CBO	Younger, Older	Holy Temple Church of Christ, Inc.
The Literacy Lab	7	Public & DCPS Comp	Younger	Smothers Elementary School

Thurgood Marshall Academy Public Charter High School	8	CBO	Older	Thurgood Marshall Academy Public Charter High School
Tree of Life Community Public Charter School	5	CBO	Younger	Tree of Life Community Public Charter School
Urban Alliance Foundation	Citywide	CBO	Older	Urban Alliance Headquarters
US Dream Academy	8	DCPS	Younger	Turner ES
Washington Math Science Technology Public Charter High School	5	CBO	Older	Washington Math Science Technology Public Charter High School
Washington Tennis & Education Foundation	7,8	DCPS	Younger	Simon ES Kimball ES Randle Highlands ES
Washington School For Girls	8	CBO	Younger	Town Hall Education Art Recreation Center (THEARC)
Young Ladies of Tomorrow	4, 5, 6, 7 & 8	CBO	Older	Young Ladies of Tomorrow
Youth Organization United to Rise (YOUR)	4	CBO	Younger	YOUR Community Center
Parent Centers - Organization Name	Proposed Ward for Program	Proposed Number of Participants	Proposed Program Site (CBO, Public-DCPS, DPR, DCPL, DCHA)	Proposed Program Site Name
Jubilee Housing, Inc.	1	20	CBO	Jubilee Youth Services Early Start Program Space & Teen Renaissance Program Space
Teaching for Change	2, 8	20	Public-DCPS	Orr Elementary School/ Thomason Elementary School
National Center for Children and Families	8	20	CBO	Achievement Preparatory Academy
CentroNia	1	20	CBO	CentroNia
Source: DC Children and Youth Investment Trust Corporation, 2014				