

Commission on Out of School Time Grants and Youth Outcomes
Meeting Minutes
June 28, 2018 6:00pm – 7:30pm
One Judiciary Square, 441 4th Street NW, Room 1107 South, Washington, DC 20001

Commissioners In Attendance: Valrie Brown (designee Sheryl Hamilton), Tacharna Crump (6:45), Councilmember David Grosso, Mark Hecker, Burnell Holland, Jeanette Kowalik, Walter Peacock (7:20), Heather Peeler, Anisah Rasheed, Maggie Riden, Aurora Steinle, Mila Yochum (Acting Chairperson)

Commissioners Absent: Vanessa Gerideau (excused), Travaughn Kinney (excused), Lisa McNeill (excused), Jiselle O’Neal, (excused), Margaret Siegel, (excused)

Attending Staff Members: Alex Brown, Debra Eichenbaum, Jeremy Welsh-Loveman

I. Call to Order

The commission meeting was called to order by Yochum at 6:07 pm.

II. Public Comments

1. Kendell Bryan, Amy Jacques Garvey Institute: Bryan acknowledged Councilmember David Grosso and stated that the strategic plan should state “shall” help non-profits raise funds. Bryan asked the Commission to define Local Education Agency and to make sure it is not a loophole that allows for-profit businesses to compete with nonprofit organizations with operating budgets under \$250,000. The Commission should investigate that issue. Bryan asked what the strategic plan will do, what is the vision to help nonprofits east of the river. Many youth want to vote and the age should be lowered to 16 for voting eligibility. The strategic plan should specifically help youth and organizations east of the river. He would like to see evidence of assistance provided to youth and nonprofit organizations with operating budgets of less than \$250,000 that are east of the river, because those organizations are struggling.
2. Jasmia Hawkins and Courtney Holliday, Amy Jacques Garvey Institute spoke together about the need to fund summer opportunities. Hawkins and Holliday provided written testimony.
3. Mike Leon, Latin American Youth Center spoke to the Commission in support of United Way of the National Capital Area and provided written testimony.
4. Timothy Johnson, United Way of the National Capital Area spoke about the work of United Way National Capital Area and provided written testimony.
5. Evroy Marrett, US Dream Academy only provided written testimony.
6. Wilma Harvey, Education Plus 2 only provided written testimony.

III. Announcement of a Quorum

10 Members were present at time of roll call and quorum was announced.

IV. Approval of the Agenda

Holland motioned to approve agenda. Peeler seconded the motion. Unanimous approval, agenda approved.

V. Approval of the Minutes

Grosso motioned to approve the minutes. Steinle seconded the motion. Unanimous approval, minutes approved.

VI. Adoption of Bylaws (Roll Call Vote)

The draft bylaws have been on the record for two months with proper public notice. Debra Eichenbaum called out the roll for individual vote.

Councilmember David Grosso – approved

Valrie Brown – approved

Mark Hecker – approved

Burnell Holland – approved

Jeanette Kowalik – approved

Heather Peeler – approved

Anisah Rasheed – approved

Maggie Riden – approved

Aurora Steinle – approved

The bylaws were unanimously approved and bylaws adopted June 28, 2018. That was the first official vote of the Commission.

VII. Updates: Office of Out of School Time Grants and Youth Outcomes

Yochum provide the following updates: The RFP for grant making partner is closed and currently under review. The OST grants for FY19 closed last Thursday and our current grantmaking partner, United Way NCA is processing those submissions. The OST Office had a one day conference on June 22. There were 103 attendees and it received an 80% satisfaction rating. The last update is a two page attachment on the parent needs assessment (Appendix B). These are early findings from our research partner on the parent survey. Additionally, our youth survey will close at the end of the month. The financing needs assessment is also currently being worked on.

Holland: The youth survey is still pending. Will the report be a summary or will it be comprehensive. I'm just not sure how the specific survey is structured. Will we have access to the anecdotal answers?

Yochum: There were only a couple of open ended questions in the survey and will receive those answers. We have had several focus groups throughout the strategic planning and initial needs assessment with youth.

Grosso: Can you review the timelines for the grant making? What are the timelines for announcing those grants?

Yochum: The announcement for the grant making partner will be made in July, hopefully at the end of July so the grants can start at the beginning of FY19. For the OST grants we will make decisions in early August. It is an aggressive timeline since the grant period begins in August.

Grosso: Now that the budget is finalized I'm just curious on what your thoughts are and how did you get the number, the \$2 million that will be given out.

Yochum: There will be \$6 million that will be given out for school year funding. \$2 million will be given out for those that submit an audit. There is a smaller grant opportunity for locally led grass roots organizations without an audit targeted to organizations with operating budgets of less than \$250,000. And the last piece is for organizations that currently have a SY17-18 grant, they can get continuation grants. So in total it will be about \$6 million in funding for SY18-19 OST grants.

VIII. Strategic Plan Discussion

Yochum: Commissioner Steinle has agreed to facilitate the next part of the meeting on the strategic plan (Appendix C).

Steinle: For this part of the agenda we will walk through the strategic plan, if you remember where we left off, the next step was to hold some public meetings to engage some outside stakeholders and a youth engagement forum.

Yochum: Last night a group called The Sanctuaries facilitated a youth feedback session on the strategic plan. It was an interactive 3 hour discussion where the youth created some art to provide the feedback. Commissioners Steinle, Yochum and Crump attended the event. Additional information will be distributed after it is finalized.

Steinle: The Sanctuaries encouraged the OST Office to not have too much adult presence so that the youth can openly discuss things. The facilitators broke it down into the different values and had the youth articulate what those values meant to them. The youth then discussed the values. This exercise resulted in one change which we will walk through.

These feedback sessions from providers and youth have informed the red lines in the strategic plan. The first change is under vision. The suggestion is to move "by providing resources and supports..." to The About the OST Commission paragraph. That is the duty of the Commission and currently reads as if they children and youth will be providing the resources. This change was agreed to by commissioners.

Grosso requested "of Columbia" be added after "District" throughout the document.

Discussion ensued regarding the vision and Commissioners agreed to the final vision statement as, "All children and youth across the District of Columbia have the skill, attitudes, and knowledge necessary to achieve and thrive in school, the workplace and their communities."

Steinle then moved the discussion about the values.

Kowalik: Inquired about the need to address or state structural racism in Equity.

Grosso: Stated the values as lacking 'Fun' and broad.

It was determined that since this is a strategic plan for the Office of Out of School Time Grants and Youth Outcomes, it was inappropriate to commit to fun.

Kowalik: Do we want to define stakeholders?

Yochum: The youth seemed to know who the stakeholders were; it was eye opening. The youth said it was anyone who had an interest or stake in OST.

Steinle: I like the idea of defining the term, but not incorporating it into the values section.

Yochum: We do need to define some terms at the end, and 'stakeholders' is on the list and we can continue to define it as we do more outreach. I'm going to go back to where the goals are. The goals are

missing from the handout, many of these are just notes from previous meetings. These are some of the thoughts that came out. So the goals and notes just ended up getting combined. We want to now focus on the top strategic priorities that will be the final public part of the strategic plan. Then the working groups will dive into more detail. So we want to think about "What are our strategic goals and priorities?" I don't know how this group wants to proceed, what are your top few priorities, we had a long list.

Crump: Back to collective action. I know it had come up about DCPS sharing resources and public transportation. I want to make sure that doesn't get lost, government sharing resources and entities as wells. I want to make sure we don't lose that piece of it.

Riden: If we add to vision "Mutual Respect and Responsibility" instead of "Collective Action"

Grosso: You can add resources.

Commissioners discussed and agreed to the values section as:

- **Youth Voice:** Children and youth contribute directly to decisions that will impact their lives.
- **Equity:** Decisions are made recognizing structural racism with a determined focus on dismantling those systems and achieving equitable outcomes for children and youth.
- **Commitment to Learning:** Continuous improvement and learning leads to stronger more effective systems, organizations and programs.
- **Mutual Respect and Responsibilities:** We respect the unique insights, resources and contributions of all stakeholders to realize our collective vision.

The Commissioners then moved into discussion of the strategic goals and priorities.

Peeler: In terms of goals, are we thinking about what is doable? What needs to be addressed?

Yochum: The strategic plan is reexamined every three years. We can think about the key strategic goals and priorities. It could be the coordination piece, and then from there we could develop some things under there. We can't cover everything in three years. This commission needs to decide what goals and strategies they really want to tackle in the next three years for the OST Office and field. Who wants to start?

Hecker: This is a starting point that makes sense. A bucket that has come up seems to be capacity building, training or pipeline development, when there are organizations that are doing great work at the grassroots level.

Grosso: Something about data analysis and collection too.

Peeler: Something about access to quality programs, we want as many kids as possible to have access.

Brown: We want to have something in place for funding small CBOs. Do we put a system in place to provide funding for organizations with small budgets?

Riden: Something regarding equitable access.

Crump: Equity and funding and capacity building should go together. In terms of data and analysis I think it's very important. We talk about quality programming but we don't really know how well current programming is doing. We need the data.

Grosso: And that is where the needs assessment comes in, we don't know if we are serving the community. And then we need to move towards how we accomplish those goals. Is quality a priority? Improving quality?

Crump: If we are talking about a bucket list of three years, are we looking to increase quality or quantity. I think we would need to focus on one or the other and it needs to be defined. I think one should be a priority, because I don't think we can do both in the next year. Quality demands more support and so does quantity. As a provider, that's what I say, since quality is more expensive.

Hecker: If we name quality as one of the strategic goals then we can define what we mean by that, so the goal would be to define it. Quality could be the priority and defining it would be the goal.

Riden: And I don't think we have a definition.

Hickey: Some goals can go across multiple priorities.

Crump: Go back to the data and analysis because if we analyze the data we can have a better idea about where we are and where we want to be.

Brown: In terms of programming, what outcomes are we looking for Academic development, social and emotional development? Is it just somewhere for the kids to have a safe haven?

Crump: It's based on the safety and the neighborhood, the age, I think there are so many variables. I don't think we can leave one out, each program might focus on something different.

Brown: Are we going to define the types of programs so we attract those who offer these programs.

Yochum: As part of the quality work we will use the SAYO-Y to measure the safe environment of a program and then the relationship skills.

Peeler: I just want to think about equitable access, if in a particular community we want to make sure the providers are responsive to the needs of youth. That's part of equitable access.

Hecker: We want the kids to have diversity of options so that it's not just about the number of seats in each area, it's about making sure they have different options available.

Brown: The reason I asked is because I'm not sure how we would determine quality.

Crump: Quality is going to be determined by youth voice, by the data, by the community, by the parents and also by the data. I think youth voice, I think the SAYO-Y does that, it's based on youth voice. I think need to leave the outcomes up to the providers.

Grosso: And the definition of quality is open enough, I don't think we should limit it.

Crump: I agree, but what scares me is if we define it now, I think we might get pop-ups that try to meet different needs. I think that we have to leave room for the community to define what it wants. Otherwise I think we would get a lot of programs that pop up to deliver these goals as opposed to what they specialize in.

Grosso: We are doing something similar for early childhood, trying to define silver and gold, one of the challenges is if we define something like quality we have to not be exclusive, it has to be something that allows us to come along, it's important to engage community. We can't have our feet stuck in concrete. I don't think OSSE got it when they started doing their work, but they are catching up.

Riden: We need outcomes that are nimble and responsive to youth and to outcomes at every stage and level of development.

Grosso: I'm all for a lot of quality.

Brown: Looking for certain outcomes at each stage of development is important because providers sometimes hold youth in aftercare until the parents get there, so they will know there are measures, that it's not just a holding area, and that is quite common, we don't want to hear that all this money is being spent but the grades are not showing improvement.

Grosso: I agree that we all need safety and a place for a child to be safe. It has to be all these. I believe there have to be education outcomes, it has to be fun and safe, but there have to be education outcomes attached.

Peeler: There should be something about equity and capacity building. There is something implied in the development and growth of organizations. We are realistic about where organizations are so that everyone is growing and developing, I would like to see some specific milestones and steps towards that.

Hecker: We should also be able to point to some small steps already made. We should say how we want to, and do, invest in and assist small organizations. We can talk about some victories even if we haven't finished the strategic plan.

Crump: I would also like to add capacity building as well, traditionally that has been workshop based, but it should be one-on-one trainings. It would be more helpful to provide hands on help or financial management tools. If an organization hasn't done it before, theory doesn't help. A lot of our capacity building has been one size fits all.

Holland: I would go even further; it would be powerful if we had a pool of funds available to hire an expert to do site visits of programs and have a consultation with the provider to determine where they could improve. That one on one attention would be very valuable.

Crump: Like an external evaluation method.

Yochum: We are getting very in the weeds, going into tactics and strategies. We need to get back to the priorities.

Riden: Do we all know what we mean when we talk about equitable access? Is there a shared common definition? We need to define what we mean by equitable access.

Holland: Anything that is bold on the strategic plan should have a definition.

Steinle: In terms of buckets, is there anything in the engagement piece that we need to add? This is where we get to youth assessors or youth leadership or the family/parent stakeholder voice. Does it fit into something?

Peeler: Is that a system we would create, or something the providers would build?

Steinle: I think it is something systemic, something around engagement itself that should be a core function.

Riden: In the past we have lost that constant focus on getting youth input.

Steinle: Under coordination I think it's difficult to coordinate with other systems, maybe this is more of a 5 year plan. I'm thinking that there are all these other areas, such as homeless youth, that we need to think about in the future. It's a massive coordination.

Crump: We haven't defined quality or equitable access,

Grosso: Defining it is a goal we want.

Brown: Under collaboration, can we add "resources" to that too.

Yochum: We have about five minutes before we wrap up, so I want to focus on the big buckets. We can collect feedback in between meetings. If you add your thoughts and definitions to the minutes, we can combine those for the next meeting. These priorities are in no particular order. These are the big buckets for the next 3 years.

Strategic Priorities:

1. Engagement
2. Coordination and Collaboration
3. Data, data analysis and needs assessment
4. Equitable Access
5. Equity in Funding and Capacity Building
6. Outcomes
7. Quality

Grosso: Are you going to benchmark these? Can we look at other jurisdictions to see if we are missing something and to make sure we are not totally off base?

Yochum: This is already a long list.

Peeler: Perhaps we could also respond with our top three so we can get some prioritization. What is the timeline?

Yochum: Good suggestion. Are you comfortable with the values and the vision? We can move to our strategic priorities. For 2019 we would break into sub groups, finalize strategic priorities by July or August, we need to submit something to council by the end of the fiscal year. We were tasked to do it within 12 months. But we also want a good strategic plan and could ask for an extension. It was an aggressive goal to get a strategic plan in 12 months. I think the community input was very important. It would not be valuable without the public's input. We will submit a new timeline to the Commission based on where we are today as we go back to the agenda.

Yochum: any announcement before we adjourn?

Riden: Announcement, on July 10th PAVE and other organizations will be celebrating the large investment in OST programing, from 6:30-8:30pm. It would be great for commissioners to come.

Brown: On September 29, we are having our family and children engagement conference at the Washington Convention Center.

Crump: I know we should pick the top three priorities and send them, when we pick the top three do we need to say when we want these priorities to be met?

Yochum: The idea is the working groups will be formed by then and after that the commission will meet quarterly while the working groups are meeting monthly. That's when we put in SMART goals.

Crump: In taking it back to the community I'm trying to visualize, are we going to have set goals where we can see certain things being done. When are some of these tactics going to be enforced?

Yochum: First we need details around the priorities. There needs to be more than "engagement". We will put more definitions behind the priorities and then prioritize them.

Riden: And then under each of those buckets we hope to see progress and improvement year after year.

Steinle: In terms of implementation, this plan would take life as soon as it is approved.

Yochum: We should prioritize whatever the primary focus should be

Grosso: The work we will do over the next two years will be to make progress on the strategic plan.

Peeler moved to adjourn. Riden seconded the motion. Unanimous approval, meeting adjourned at 7:37 pm.

Hawkins and Holliday written testimony:

Good evening, my name is Jasmia Hawkins & this is Courtney Holiday we are here to testify for Amy Jacques Garvey Institute. I'm from Lincoln Heights Washington,DC & Courtney Holiday is from 53rd Washington,DC. I attend Virginia state university a full time senior and my major is social work. We both are 20 years old & African American females. Parents and the youth are suffering from multiple issues because the funding is being taken away for summer camp. The ages that are suffering five to thirteen. There is no fund and parents have to pay out of pocket or take off work to watch their children. The youth are now being in the streets where they see violence everyday. They grow up with no guidance because all the positive programs are being taken away. Parents voices need to be heard as well and no one is giving them a chance. I believe this is a good opportunity to bring east of the river community together. Having opportunities to keep youth in a positive environment is great for the future. Thank you for listening to our testimony to support the youth. Do anyone have any questions or comments.

Mike Leon written testimony:

Good afternoon and thank you for the opportunity to submit my testimony today. I am Mike Leon, the Community Wellness Director at the Latin American Youth Center. I am here today to describe LAYC's experience both pre and post DC Trust timeframe.

As you may know the LAYC's former CEO, Lori Kaplan, was one of the founders of the Children's Youth Investment Trust and the LAYC collaborated with The Trust for many years. Over time, the continued challenges and leadership turnover inside The Trust impacted the quality of their grants management including the quality of their RFP process, the evaluation process and the contract monitoring. While there were many good people who worked at The Trust, over time the quality began to deteriorate and confidence in the decisions and processes was lost.

When The Trust finally closed its doors, the LAYC appreciated the United Way's willingness to step in and do the important work to make sure that the funds provided for OST and summer were awarded, spent and accounted for.

The United Way immediately went into action and awarded grants quickly so as to not put any undue stress on grantees. They then took that first grant period to do a deep dive into DC Trust practices and asked for feedback from grantees for improvements.

I would like to list a few of the critical improvements that LAYC has noticed since United Way has been overseeing the city OST funds.

1. RFP process was rolled out earlier in the year, and was awarded in the spring for summer programs. This allowed grantees the time they needed to be able to prepare and hire staff so they could begin programming fully prepared.
2. Grantees were awarded funds at commencement of the grant period. This allowed organizations to properly ramp up services without having to put undue financial strain on organization cash flow. This was particularly helpful for some smaller organizations.
3. The United Way developed a Scoring Rubric that allowed organizations to fully understand what is needed to provide a high quality program. This tool assisted LAYC in preparing the most competitive application, but also informed program design improvements.
4. The United Way office is very transparent with developments that occur that can impact funding or timing of program delivery. They communicate regularly with LAYC.

The Latin American Youth Center would like to say that the United Way has done an excellent job in administering the OST funds since the closing of the DC Trust. They have established trust with organizations, improved systems, and developed new systems where needed.

Deciding on the proper steward for DC youth funding is top priority. You need a trusted partner respected both locally and nationally. LAYC believes that if the United Way is allowed to continue its work, the systems will continue to improve and organizations that work with youth will thrive allowing youth to thrive as well which is the ultimate goal for all of us.

Thank you.

Contact information:

Michael Leon, Community Wellness Department Director

Latin American Youth Center

leon@layc-dc.org (o) 202-319-2246 (cell) 202-744-4079

Timothy Johnson written testimony:

Good afternoon members of the Out of School Time Commission and other stakeholders. My name is Timothy Johnson and I am the Vice President, Community Impact at United Way of the National Capital Area (United Way NCA).

For more than 40 years, United Way NCA has worked to positively impact the lives of children and families in the District of Columbia (DC) and the surrounding metropolitan area by addressing the root causes of poverty and unequal access to services. United Way NCA's mission is to improve the lives of underserved individuals in the national capital area by focusing community resources on creating measurable and lasting impact. In 2013, we evolved our business model, from that of community fundraiser to the current United Way community impact model with an emphasis on outcomes and capacity building for area nonprofits.

Over the last two years, it has been United Way NCA's distinct privilege to serve as the District government's grantmaking partner. With the strong support of our Board of Directors and executive leadership team, United Way NCA was pleased to play a role in stabilizing the OST landscape in the face of some unexpected turn of events.

As many of you know, United Way NCA was asked by the City to serve as its grantmaking partner in the spring of 2016, after the unexpected closure of the Children and Youth Investment Trust Corporation (CYITC or DC Trust). With all of this unfolding, the OST community faced great uncertainty regarding funding and support.

United Way NCA stepped up quickly to serve as a resource to the District during this time and ensure the continuity of service provision by the District's OST community while instilling increased financial accountability, transparency and confidence into the grantmaking process. We believe that over the past two years, we have successfully fulfilled our role - showing great nimbleness and flexibility, criteria critical to ensuring that children and youth are being consistently and continuously supported.

To date, we have successfully executed nearly five grant competitions (school year and summer time) and have housed and managed the District's youth development training apparatus. Additionally, we incubated the OST Set Up team for a year and supported the District as a thought leader during the formation of the permanent OST Office and subsequent OST Commission.

We have succeeded in this role, in large part, because we leverage the power of more than 40 years of experience as a regional nonprofit leader. Our partnership value proposition includes:

1. United Way's brand (most recognized nonprofit brand in the country);
2. Community fundraising and grantmaking expertise;
3. Sizeable financial resources which have aided in ensuring timely cash flow to grantees over the past two years as the District's grantmaking partner;
4. Access to corporate partners' resources;

5. Ability to convene diverse segments of the community (businesses, government, nonprofits);
6. Strong regional learning network; and
7. Access to best practices from the United Way network (1600+ local United Ways).

In addition, we were able to recruit a number of the DC Trust's former staff who helped to successfully and seamlessly transition our nonprofit partners, again helping to ensure that there were no gaps in programming.

For our OST partners specifically, United Way NCA has provided a broad range of support to OST community members including:

1. Technical Assistance sessions to review RFP requirements;
2. Application reviews to ensure applicants are writing effective and clear proposals;
3. Financial documentation support for grantees, including tutorials on financial reporting and on-going assistance throughout the course of the grant period;
4. Programmatic support for grantees including helping grantees to create Scopes of Work and technical assistance to help ensure that grantees remain on track to meet their stated objectives and outcomes;
5. Semi-annual site visits that allow us to better understand the programs being funded and troubleshoot current and potential issues;
6. Volunteer Reviewer Training to ensure consistency and transparency in the proposal review process and ensuring that volunteer reviewers are appropriately trained and knowledgeable; and
7. Support for youth development staff to be trained by the Weikart Center for Youth Program Quality.

Overall, financial reporting and documentation requirements have become less burdensome and payments are consistently timely when compared to the period of time prior to United Way NCA's administration. We have streamlined the programmatic reports needed to document program efficacy and needed to help the District make future planning decisions. Grantees have reported that both the programmatic and financial reporting systems are greatly improved. This level of customer service remains a hallmark of United Way NCA's management and stewardship of District funds.

This is not all to say that there have not been opportunities to learn and improve, as can be expected in any new partnership and venture. No one organization or person is perfect. But United Way NCA feels confident that we have listened and responded appropriately to concerns raised by our partners and stakeholders and always with consultation and approval of the District of Columbia.

An example of our efforts for continuous improvement to grantmaking and partnership building led us to identifying alternative ways to allow grantees to demonstrate financial controls and accountability. When we took on this role, reestablishing trust back into the OST system was critical. In large part, as many of you know, the mistrust was widespread and due to financial mismanagement, and not just on the part of the DC Trust but also on the part of grantees. Both the Mayor and the City Council

had concerns about how funds were being spent and were not convinced that funds had always been spent for their intended purposes.

We believed at the time, and continue to believe, that audits or reviews are an accepted best practice of ensuring that a nonprofit has been and will be a good steward of grant funds. But we also know that audits or reviews carries with them an expense. When nonprofits voiced concerns regarding these potential costs, we worked diligently and expeditiously to respond. Working closely with our finance department led by a world class Chief Financial Officer and in partnership and consultation with DC government, United Way NCA has come up with a few proposed alternative methods of demonstrating financial controls that would alleviate some of the costs involved. These include:

1. Allowing applicants to utilize grant dollars to pay for financial reviews/audits;
2. Allowing the use of a fiscal sponsor; and
3. Partnering with the OST Office to create a mini-grant process for smaller community based organizations wherein other forms of financial documentation can be utilized in lieu of an audit or review.

Our goal is to provide an inclusive opportunity for ALL organizations wanting to do good work on behalf of the District's most vulnerable children and youth to be able to participate in the grant competitions.

United Way NCA is hopeful for the future of OST and summer time programming in the District and believes the District is on the precipice of truly changing the way we think about youth development as a profession and about the outcomes we expect to achieve for our children, youth and their families. The Mayor's significant increase to the OST budget for Fiscal Year 2019 is an important step towards these changes and improvement and we are pleased that we could play a role in the redevelopment of the District's OST system.

Based on what we've learned over the past two years, if United Way NCA is selected to continue on as the District's grantmaking partner, we will continue to be a thought partner and change agent and together with DC government, we will continue to make improvements to the grantmaking efforts. A few potential improvements include:

1. Hiring additional staff to support the financial and programmatic components of the grantmaking. These additions are essential to meet the financial and programmatic demands due to the increase in funding and grantees. Additional finance staff will ensure that financial technical assistance and payments continue to be completed in a timely and effective manner given the anticipated increase in organizations participating in the upcoming grant opportunities. The increase in programmatic support will ensure compliance with stated objectives and outcomes and inform the District on its OST investment;
2. Work with our sizeable, national United Way network to further innovate our Grantmaking processes to ensure that it represents the newest and most innovative best practices currently being used.

3. Continue our commitment to create thoughtful opportunities for smaller organizations to participate in grant competitions – identifying ways to keep them financially accountable without being unnecessarily burdensome.
4. Continue to ensure that the RFP process assesses an organization’s ability to provide meaningful programming and not their application writing endurance.
5. Explore opportunities to incorporate the OST grants into United Way NCA’s proprietary grants management web-based solution to improve reports submission and document retention;
6. Identify the best ways to incorporate youth voice into our own and the District’s grantmaking practices; and
7. Work with the District in its efforts to support multi-year grantmaking. Our experience shows that multi-year grantmaking is directly connected to nonprofit effectiveness and overall impact.

We strongly believe that United Way NCA has proven to be an excellent grantmaking partner and I hope that the information we have provided you with today, helps to exemplify all of our efforts as well as the work that still lies ahead. We continue to be prepared to roll up our sleeves and jump in to help you all continue to support young people. Our staff, as well as our Board, is committed to this work. We thank the commission and other community stakeholders for providing us with this opportunity to speak with you. We are happy to answer any questions you may have.

Evroy Marrett written testimony:

Good morning Chairman Phil Mendelson and other members of the Committee of the Whole. My name is Evroy Marrett, Learning Center Director for the U.S. Dream Academy at Turner Elementary School, located in Southeast Washington, DC. Thank you for giving me the opportunity to provide my written testimony.

I am here to provide testimony in support of the United Way of the National Capital Area, an organization that has provided support in the form of training and capacity building to both my learning center and my organization, in general. Since the dissolution of the City Youth Investment Trust Corporation (DC Trust), United Way of the National Capital Area has intervened as an effective and efficient fiduciary agent. Their ability to implement qualitative grants-management controls and the effective dissemination of grant funds has helped our learning center be more productive in our daily operations.

Who We Are

The U.S. Dream Academy is a unique after school and mentoring program that delivers an integrated model of academic services that complements the District of Columbia Public School's (DCPS) strategic goals by providing: character development, dream-building, skill building, and site-based mentoring to children in 2nd to 8th grade who have a family history of incarceration, facing academic and/or social-emotional challenges in school.

The first Dream Academy Learning Center was opened in partnership with D.C. Child and Family Services Agency (CFSA) at the Ferebee Hope Elementary School complex in Southeast Washington, D.C., in 2000 at a ceremony attended by then President William Jefferson Clinton.

The U.S. Dream Academy's current target population consists of African American families whose children attend Turner Elementary School as well as the surrounding community. The community is 93% African American, more than half of program participants live in Parkland, Congress Heights, and the Henson Ridge apartments, all of which are public housing communities that surround Turner Elementary.

The Learning Center has tremendously benefited from United Way's support and has been an Out-of-School Time (OST) grant recipient since 2010. The Dream Academy has served over 9,000 children since its inception and is now in 7 communities and 11 locations across the country including Washington, DC. The Dream Academy's current program model emphasizes three areas of growth for young people: *Skill Building, Character Building, and Dream Building*.

The following accomplishments reflect the program services and exposure that our DreamKids receive from United Way of the National Capital Area funding and grants-management strategies:

United Way's Impact

In addition to the funding that United Way provided to our program, they have also been a positive growth-agency in youth development practices for youth in the District of Columbia. They cultivated and maintained a youth development culture where students have a “voice and choice” as they develop into tomorrow’s leaders. Students have an increased sense of “Belonging and Membership” and are viewed as a collaborative asset in the youth development space. Our organization has received financial and technical assistance, training, professional development, and invaluable feedback from site visits so that we can be more effective in our work in an organic way.

Personally, I’ve been able to benefit from industry experts that are a part of the United Way network. In March 2018, I was certified as a trainer for the David P. Weikart Center’s Youth Work Methods. I can now share research-based youth development practices to individuals and organizations who are committed to delivering high quality programs. This would have not been possible if United Way did not invest in my professional development. I’ve also had the opportunity to be a reviewer for the 2018 Summer Grant Competitions. This has been a transformative experience because it caused me to be more reflective, intentional, and innovative in my work as a youth development professional. These experiences continue to ignite my fire and passion for working on behalf of children and youth in the district.

In highlighting some of our program accomplishments, I’d like to draw attention to our:

Program Activities

Parent Engagement

- Parents and caregivers in our program have learned about setting goals connected to their future aspirations, resume writing, improving their Linked In profile, and Interview preparation, and understanding the basics of credit.
- A Parent Advisory Committee was created over the last two years to support our program in local fundraising efforts, support during special events, support with our Healthy Lifestyles Program, and participating in Literacy activities with DreamKids
- We had 15 parents/caregivers completed the above workshops during the course of the program year

Skill Building

Achieve 3000 – Online Learning

- This has been our 7th year using Achieve 3000, an online learning curriculum, designed to measure students’ reading ability, track reading progress throughout the year and match students’ reading level with tailored material created to move students towards success in college and career readiness.

- Currently, DreamKids are averaging 72% on their first activity attempts and 81% on second attempts. Moreover, DreamKids have +91 in positive Lexile growth.
- DreamKids have completed over 827 article activities since September 2017.

STEM Education

- A partnership with the University of Maryland has given us the opportunity to deliver STEM education to DreamKids over the course of the year.
- DreamKids learned about kinetic and potential energy, density, various chemicals, circuits, static, and electricity, to name a few.

Spelling Bee

- DreamKids had the opportunity to participate in three D.C. Learning Center Spelling Bees.
- During these fun-filled experiences, DreamKids were tasked with spelling words in line with their respective grades.
- In the end, first, second, and third place winners were crowned as the champions. Placing DreamKids received trophies and special treats for practicing and exhibiting their hard work during the competition.

Character Building

Character Strengths:

- Each month in the learning center, we focus on specific character strengths so that DreamKids can model positive behavior and have consistent reminders around the expectations for the learning center.
- We also place an emphasis in the learning center on Building Community via ice breakers and fun team building activities
- Provide opportunities for students to plan and reflect before, during, and after activities
- Mentors and volunteers are asked to express care, share power, provide support, challenge growth, and expanding possibilities during themed weeks
- In the months of January to February, DreamKids focused on “self-regulation”. We also provide regular “Rap Session” for students to share their conflicts so peers can help them reach positive resolutions
- “Rap Sessions” also provide students with a platform to convey their feelings in a productive and civil manner.

Healthy Life Styles:

- Currently, as part of the Learning Center’s Healthy Lifestyles program, students receive a holistic experience during simulated exercise sessions on the Xbox360 Kinect, participate in healthy cooking sessions, and increase their knowledge of what it means to live a healthy lifestyle via nutrition education workshops.
- Giant Grocery Store nutritionists facilitated healthy snack preparation sessions and provided shared nutrition education with DreamKids
- A partnership with Georgetown Medical School facilitated a series of tailored mini-medical school concepts and principles for DreamKids focuses on exercise and nutrition.
- This experience was an invaluable opportunity, which taught our DreamKids about being a doctor and sparked their interests and aspirations in this area.
- Our DreamKids utilized the concepts they learned about the cardiovascular system, healthy eating, muscles, and bones in the context of exercise.

- DreamKids participated in a simulation check-up where they received the opportunity to use actual tools from the Dr.'s office that's used for annual check-ups.

Dream Building

Entrepreneurship:

- Provides our students with the opportunity to work diligently on their business plans focusing on using specific business jargon such as "slogan", "marketing", "feasibility", and "opportunity".
- Students learned about the importance of marketing and how to ensure high demand for their product.
- A group of DreamKids participated in a "shark tank" like competition scenario in front of judges and peers. The top winners won supplies and monetary prizes.
- Our DreamKids showcased everything they learned the past couple months in a game of jeopardy. The five categories included muscles, bones, digestion, nutrition/exercise, the heart, and miscellaneous.

Middle School Expansion Project

Johnson Middle School – 6th and 7th Grade Lunch Sessions

- United Way's support allowed our learning center to engage previous DreamKids and new students at Johnson Middle School.
- DreamKids learned about Japanese culture and tried sushi for the first time.
- DreamKids conducted in-depth discussions around social justice issues and other school-related equity issues.
- DreamKids participated in self-reflection poems that prompted them to connect to their inner-feelings and express themselves in socially-emotional productive ways.

Wilma Harvey written testimony

Members of the Out of School Time Commission, my name is Wilma R Harvey, Founder/CEO of Education Plus 2 (EP2) a small community based nonprofit organization located in Washington DC. It is my honor to submit for the record Education Plus 2's support of the United Way of the National Capital area to continue to work with small community based "grassroots" organizations such as EP2.

It is has been through the technical support and funding from the United Way of the National Capital area that we have been able to continue our work since grant funding was terminated by the former DC Trust. We encourage the Commission to continue to work with the United Way of the National Capital area so that Capital Area can help us continue our work with our most vulnerable for children/youth and their families.

Since our inception, EP2 has provided direct services and to at-risk, underserved and homeless children, youth and their families throughout the Washington, DC metropolitan area. Our mission is to equip these children, youth and their families with the skills and knowledge required to bring about positive change in their lives. EP2's primary focus is on health education, health and wellness and provide actions and participatory methodologies to empower families and communities to change their realities and expand their access to positive opportunities. For the pass six summers EP2 has provided health and wellness camps to this target population for the pass six summers, due in large part, from grant funding we have received from the Capital Area.

Let me briefly share a story (there are many true stories we could share) that hopefully will help show the need for continue technical and financial support for small organizations community based organizations in our city through the United Way of the National Capital Area.

- Jason (fictional name) a homeless 8 year old camper, (true story), came to our summer camp extremely angry and upset. The camp counselor spoke with Jason to inquire about his change in behavior. He stated that he did not want to come to the camp that day. The counselor inquired why-he was upset with his mother because he made him come to camp-he wanted to go to his grandmother's house so that he could sleep-Jason stated that he slept in the bed with his mother and brother, the brother was an aggressive sleeper and Jason had not been able to get a good night sleep. The EP2 team was able to work with Jason's family funding from the Capital Area to help Jason secure better sleeping arrangements.

EP2 is currently running a six week summer camp, technical support and funding are urgently needed. We seek support for the children, youth and families we are committed to serve.

Respectfully submitted,
Wilma R. Harvey
Founder/CEO
Education Plus 2



Out-of-School Time Programs in the District of Columbia Needs Assessment—Survey of Parents 2018: Preliminary Results

The OST Office contracted with Policy Studies Associates (PSA) to develop and analyze surveys for the youth and parent needs assessment. Parents Amplifying Voices in Education (PAVE) canvassed and asked parents to complete the survey. The canvassing was conducted in April and May of this year and yielded the input of almost 1,200 DC parents, with children in grades Pre-K through 8. A copy of the survey is attached. The survey collection for youth is scheduled to be completed at the end of June.

- **Characteristics of respondents:** Parents represented wards across DC. Parents also had children in all grades Pre-K through 8 and were relatively evenly divided between having children in DCPS schools and in public charter schools.
- **Important program features:** Parents were asked to select the features that were most important to them when selecting an OST program. The two features most frequently selected were:
 - Safe environment (78% of respondents)¹
 - Alignment with their child's interests (53%).
 The top two choices were consistent across subgroups.²
- **Desired program activities:** Parents were asked to write one program activity that they would most like to be available to their child. The most commonly desired program activities fell under the categories of:
 - Arts—for example choir, band, and painting (29%)
 - Sports—for example basketball, soccer, gymnastics, and physical activity (26%).
- **Challenges:** Parents were asked to identify challenges in finding an OST program for their child. The most frequently selected were:
 - Lack of transportation options (53%)
 - Desired programs were not affordable (45%)
 - Lack of information on available programs (37%).
- **Transportation:** Parents were asked to select their preferred OST transportation options. Parents across wards were most likely to report that they preferred program-provided transportation TO the program (52%), especially for afterschool programs and elementary students, followed by having the parent—or someone the parent knows—drive the child to the program (50%). Parent provided transportation was the top selection AFTER the program (65%), for all subgroups.
- **Information:** Parents reported that they preferred to receive program information from:
 - Their child's school (76%)
 - Social media (37%)
 - Website, such as the Learn24 website (30%).

¹ Throughout the survey, parents often selected more than one answer choice to indicate their preferences. As a result, the sum of respondents selecting choices does not add up to 100%. Rather, responses indicate the relative importance of each choice, measured by the frequency of selection.

² PSA examined responses for: parents who focused on afterschool or summer programs when taking the survey; parents who focused on an elementary or middle school child; parents who lived in Wards 7 and 8 or Wards 1-6; and whether respondent lived in a zip code with an income above or below the District median.



Out-of-School Time Programs in the District of Columbia Needs Assessment—Survey of Parents 2018

For PAVE to complete in advance: This survey focuses on SUMMER or AFTERSCHOOL programs

Ward of residence: 1 2 3 4 5 6 7 8

Zip code: _____

Child's grade: _____

If you have more than one child, focus on your OLDEST child enrolled in elementary or middle school in DC.

Enrolled in:

DCPS Public Charter School Private School Parochial School Home School

Ward of school: 1 2 3 4 5 6 7 8 I don't know

1. Three (3) features most important to you when selecting a program?

<input type="checkbox"/> Safe environment <input type="checkbox"/> Clean facilities <input type="checkbox"/> Quality of activities <input type="checkbox"/> Variety of activities <input type="checkbox"/> Certified teachers as staff <input type="checkbox"/> Caring staff <input type="checkbox"/> Trained staff <input type="checkbox"/> Program helps develop my child's culture/identity	<input type="checkbox"/> Program reputation <input type="checkbox"/> Program hours <input type="checkbox"/> Convenient to home or work <input type="checkbox"/> Program offers transportation <input type="checkbox"/> Program is free or low-cost <input type="checkbox"/> Program serves all my children <input type="checkbox"/> Program accommodates my child's special needs <input type="checkbox"/> Other _____
---	---

2. Preferred way to receive information about programs?

<input type="checkbox"/> Child's school <input type="checkbox"/> Social media <input type="checkbox"/> A website (like Learn24) <input type="checkbox"/> Ads (like radio/news/metro)	<input type="checkbox"/> Brochures received in the mail <input type="checkbox"/> Fair/showcase (like My School DC) <input type="checkbox"/> Other _____
---	---

3. Preferred way for you to register your child for a program?

Online Send in a paper form In person Telephone



4. Preferred transportation option for your child to get to a program?

<input type="checkbox"/> Staying at school	<input type="checkbox"/> You or someone you know driving the child
<input type="checkbox"/> Walking	<input type="checkbox"/> Program provides transportation
<input type="checkbox"/> Public transportation (bus/metro)	<input type="checkbox"/> Other _____

5. Best transportation option for your child after the program ends?

<input type="checkbox"/> Walking	<input type="checkbox"/> Program provides transportation
<input type="checkbox"/> Public transportation (bus/metro)	<input type="checkbox"/> Other _____
<input type="checkbox"/> You or someone you know driving the child	

6. What is ONE program activity that you would most like to be available to your child?

7. Is your child currently enrolled in an afterschool program?

Yes No

8. Do you plan to enroll your child in a summer program?

Yes No

9. What is the primary challenge you have when finding a program for your child?

<input type="checkbox"/> Desired program(s) too far from home/school	<input type="checkbox"/> Desired program(s) is full
<input type="checkbox"/> Desired program(s) is not affordable	<input type="checkbox"/> Lack of transportation options
<input type="checkbox"/> Lack of information on available programs	<input type="checkbox"/> None
<input type="checkbox"/> Poor quality of programs	<input type="checkbox"/> Other _____
<input type="checkbox"/> Available program(s) do not meet my child's needs	

Thank you!



**COMMISSION ON OUT OF SCHOOL TIME GRANTS AND YOUTH OUTCOMES
STRATEGIC PLAN
Adopted [INSERT DATE]**

About Learn24

Learn24 is a network of afterschool and summer opportunities supported by the Bowser Administration to ensure children and youth in the District have access to quality educational and enrichment activities beyond the school day.

A decade of research indicates that children and youth who regularly participate in quality afterschool and summer programs benefit in terms of their academic performance, social and emotional learning, and health and wellness. In addition, youth who participate in Out of School Time (OST) programs have improved school attendance; higher graduation rates; lower dropout rates; stronger academic performance and improved positive behaviors and work habits.

Learn24 supports access to and cultivation of high quality OST programs by:

- Building the skills for adults who work with children and youth in OST programs through workshops and conferences organized by The Institute of Youth Development.
- Working directly with OST program leaders and staff through observation, assessment and coaching to improve the program design and implementation.
- Communicating the importance of quality to key stakeholders to increase accountability across the network of OST providers.
- Providing access to funding.
- Measuring and reporting on outcomes for children and youth across the network.

About the OST Commission

The Commission on Out of School Time Grants and Youth Outcomes is a public body compiled of citizens and representatives from government agencies to support equitable access to high-quality, out-of-school-time programs for District of Columbia youth through coordination among government agencies, targeted grant-making, data collection and evaluation, and the provision of training, capacity building and technical assistance to OST providers. The Commission

Vision

All children and youth across the ~~district-District~~ have the skills, attitudes, and knowledge necessary to achieve and thrive in school, the workplace and their communities. by providing a system resources and support to that ensures high quality OST programs.

Values

- **Youth Voice:** Children and youth contribute directly to decisions that will impact their lives.
- **Equity:** Decisions are made with a determined focus on achieving equitable outcomes for children and youth
- **Commitment to Learning:** continuous improvement and learning leads to stronger more effective systems, organizations and programs and better results for young people
- **Collective Action:** All stakeholders respect the unique contributions of each entity and work toward shared goals and processes or **Everybody Matters:** respect the unique contributions of each other