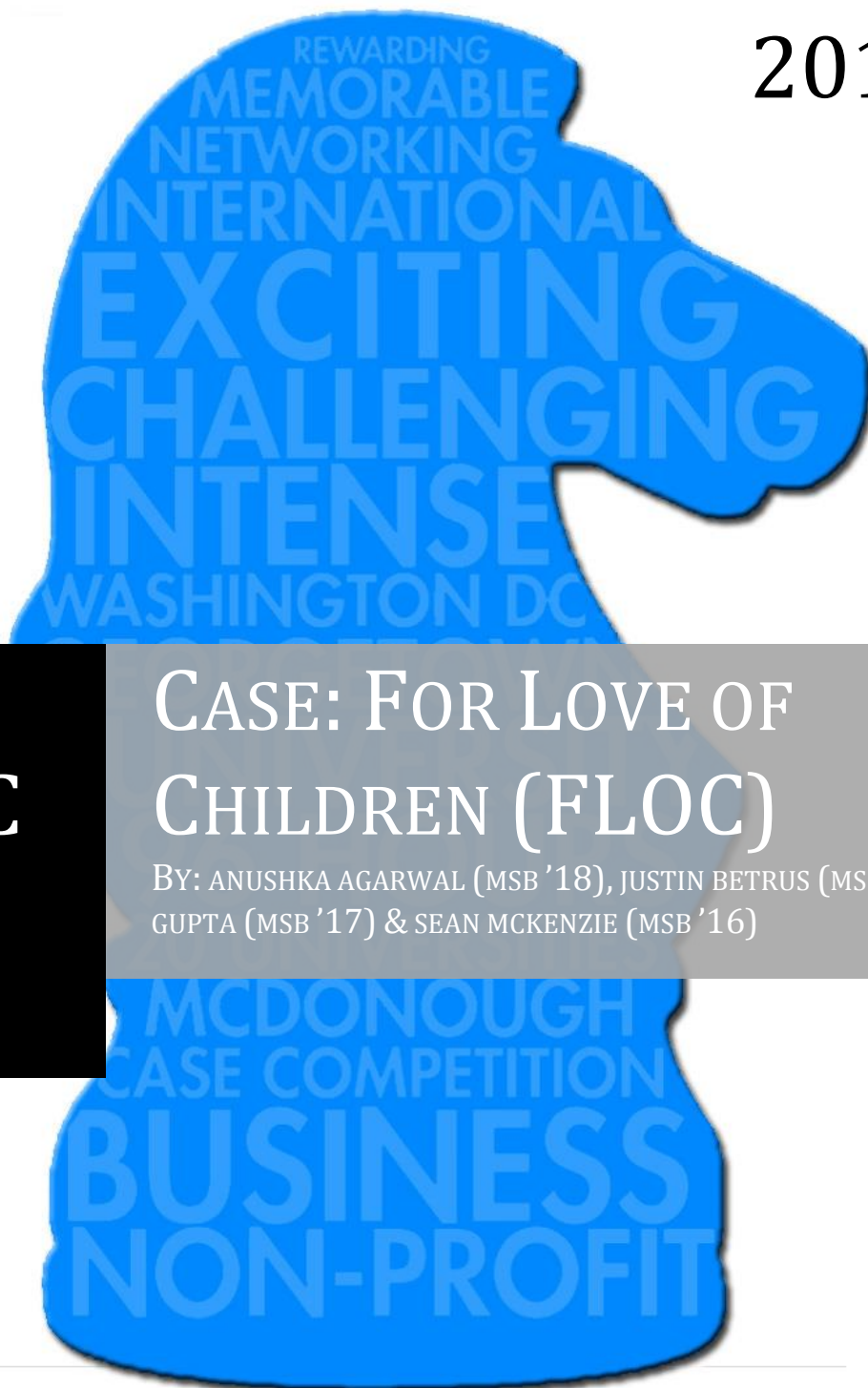


2015



MHBSC

CASE: FOR LOVE OF CHILDREN (FLOC)

BY: ANUSHKA AGARWAL (MSB '18), JUSTIN BETRUS (MSB '16), DIPALI
GUPTA (MSB '17) & SEAN MCKENZIE (MSB '16)

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Case Discussion

For Love of Children (FLOC) is a nonprofit organization that offers educational programs to low-income students as they progress from elementary school through high school and beyond. The organization works with volunteers and community partners to provide these educational services. Although FLOC has achieved relative success in recent years, it faces challenges related to capacity constraints, limited access to public transportation, high levels of staff turnover, and a lack of community among volunteers. The executive team at FLOC is interested in developing a plan to choose an ideal neighborhood expansion strategy and revamp volunteer recruitment and retention practices.

This case is based on a real organization headquartered in Washington, D.C. The details in the case are deliberately limited to information about For Love of Children. You are encouraged to conduct research, but only publicly available sources are acceptable. You are not permitted to contact your coach, advisor, professors, or any other individual regarding the case. Please contact the competition director at challenge@hilltopconsultants.org if you have a question about whether or not a source is acceptable.

Organization Description, Mission, and Goals

Here in our nation's capital, barely half of DC Public School (DCPS) youth graduate from high school. That shocking statistic only leads to more sobering numbers. According to the DC Alliance for Youth Advocates, there are over 14,000 young people in DC neither enrolled in school nor employed, and less than 42% of 20-24 year olds in DC have full-time employment. In the highest-need wards of the city, those statistics are only grimmer.

As a nonprofit mission-based organization, FLOC aims to change that statistic by offering educational programs to help students succeed from first grade through college. Its services are provided free of charge to students from low-income families in DC and West Virginia. FLOC believes that, with proper academic support, mentoring, and guidance, all students can become contributing members of their communities. Specifically, its vision is "a city where every child's

potential—regardless of zip code, skin color or family status—is unlocked with a post-secondary

degree, opening the doors to success in life.” FLOC is committed to the belief that all children should be guaranteed access to opportunities for progression through their educational journey and into a chosen career. In acknowledging that the best education combines quality classroom teaching with enhanced learning opportunities outside the classroom, FLOC brings together students, volunteers, families, and community partners in proven programs that teach, empower, and transform.

In operation since 1965, FLOC has served more than 10,000 children and youth and has become one of the most respected nonprofits in the community. Today, FLOC has 21 full-time staff members and annually recruits about 10 salaried AmeriCorps staff members to work full-time for a year. Over three hundred volunteers serve nearly six hundred students per year in local schools and in FLOC’s facilities. Most of these students are from Wards 1 and 4, which are closest to FLOC’s site.

Programs and Services

FLOC provides three distinct service segments: the Neighborhood Tutoring Program (NTP), the Scholars Program, and the Outdoor Education Center.

Neighborhood Tutoring Program

The Neighborhood Tutoring Program is a volunteer program for students in 1st–12th grade. The program helps students reach grade-level competency in math and reading by providing each student with one-on-one attention and a structured curriculum. Students are frequently tested to ensure mastery over current material before proceeding to new material. The Neighborhood Tutoring Program includes 300 students during the school year and 100 students during the summer. The students meet at the main center four times a week. FLOC hosts four neighborhood tutoring programs: two at local DC public schools, one at a DC parks and recreation center, and one at the Woman’s National Democratic Club. The curriculum is divided into three segments: the Language Reading Curriculum, Wilson Reading Curriculum, and FLOC Math Curriculum.

The Language Reading Curriculum is a comprehensive elementary program that is tailored to each student's level. It is designed to improve students' phonics, vocabulary, reading comprehension, and writing skills. The Wilson Reading Curriculum is a 12-step system targeted towards adolescents. Students in this curriculum improve their vocabulary and reading comprehension skills. The FLOC Math Curriculum is a 40-step system that helps students learn concrete, symbolic, and abstract methods of instruction.

FLOC Scholars Program

The FLOC Scholars Program serves students beginning in the 6th grade through the 12th grade and beyond. It is intended to equip them with the skills needed to graduate from high school and pursue higher education. The Scholars Program includes 140 middle and high school students, as well as 60 students pursuing postsecondary education. Postsecondary students who have a demonstrated need can apply for scholarships based on their federal aid eligibility.

The Middle School and High School Program assists students with their non-cognitive skill development, college search, college applications, and financial aid process through weekly workshops and individual academic advising sessions. The FLOC Postsecondary Scholars Program provides students with advice and workshops that assist them in navigating their college or vocational school experience. FLOC dedicates 5.25% of its earnings each year to investments in Postsecondary Scholars. The Fred Taylor Scholarship Fund is created to help students pay for postsecondary education by offering scholarships. FLOC invests up to \$2,000 per student renewable annually for five years for a total of \$10,000.

FLOC Outdoor Education Center

The Outdoor Education Center is an experiential learning system located in West Virginia. Its aim is to facilitate healthy character development for youth and adults through environmental education and outdoor activities. This center also serves as a revenue base, offering its grounds to groups of customers for a fee. These groups are usually corporate retreats or other similar clientele.

Tutors

Tutors play an integral role in the organization's operations, as FLOC relies on 350 or more volunteers each year. While the vast majority of these tutors are volunteers, a portion are Federal Work Study students from George Washington University. The minimum age for being a volunteer is 16 but most of these tutors

are between their twenties and thirties in age. Volunteers are recruited from DC, as well as neighboring areas of Maryland and Virginia.

FLOC utilizes a variety of methods when recruiting new tutors. Internet postings, such as advertisements on Craigslist, have traditionally been the primary source of recruits. Word of mouth, flyers, referrals from partner organizations and businesses that promote volunteerism for non-profits, volunteer fairs, and university visits to college students are also regularly employed. With regards to this last category, a partnership with George Washington University has granted FLOC access to work-study students. Roughly a quarter of FLOC's volunteers are recruited through referrals.

The recruiting process begins with potential volunteers submitting a fairly routine online application. Next, the selected volunteers attend a 90-minute orientation to become acquainted with FLOC's expectations, narrow down their tutoring focus, and determine their ideal fit within the organization. The volunteers then undergo general pre-program training in a group setting, where they are taught how to implement their respective curriculum, vary lesson plans to keep students engaged, and deal with behavioral challenges. They are encouraged to serve more remote, high-need sites if possible since such areas are particularly difficult to recruit for. For example, the Southeast Tennis and Learning Center at Commerce Heights and Mississippi Avenue in Ward 8 is currently served by 16 volunteers. Lastly, each volunteer undergoes a background check.

Since each volunteer works with only one student, s/he is given a write up on the student before the program begins. Each volunteer must work for 2.5 hours minimum per week per program and is expected to write a lesson plan by the end of each week. Neighborhood Tutoring Program staff members are on site every week to help guide these tutors throughout their volunteer program. In addition to providing volunteers with personalized feedback on an ongoing weekly basis once their program begins, FLOC staff members review volunteers' lesson plans.

Volunteers commit to one school year and are given a survey at the end of this time period asking them if they would like to return. To encourage volunteer retention, FLOC staff presents volunteers with thank-you notes, gifts, and awards. Each year, approximately 1/3 of FLOC volunteers are returners, and the average

returned volunteer stays with FLOC for 2-3 years. This is partially due to the fact that FLOC

makes it as easy as possible to return, as no orientation or re-training is required again.

Students

The student recruitment process typically begins with direct referrals from teachers and program leaders; referrals provide the largest source of new student recruits. After being referred, students and their parents are tasked with the decision to apply to FLOC's programs. All prospective students are tested to assess grade-level equivalency on a national scale and to determine their eligibility for programs. Since FLOC's tutoring services occur on a one-on-one basis, a volunteer must be assigned to each incoming student. If there is not a volunteer in place to assist the new student, the student is kept on a waitlist for a short period of time until a volunteer becomes available.

Since FLOC aims to make a long-term commitment to its students and families, retention of the previous year's students is the first and strongest recruitment tool. Of the 20 students in the typical scholars program graduating class, approximately seven have been with FLOC since elementary school, seven since middle school, and six since high school. In general, FLOC does not accept new students after their junior year of high school. Though FLOC programs are open to students across the city, the majority of FLOC students come from Wards 1-5 and the organization is currently exploring ways to expand programming to better serve students in Wards 7 and 8.

Strengths and Weaknesses

FLOC's main asset is its strong curriculum and effective programming. For the past 8 years, 100% of 12th grade Scholars have graduated from high school and have been enrolled in a postsecondary institution. In the tutoring program, students make an average improvement of 1 year in math or reading after three and a half months of consistent tutoring.

Another strength lies in the fact that FLOC's work is mission-driven. Staff members and volunteers are fueled by a deep conviction that they can make a difference in their immediate surroundings. This strong employee morale provides the genuine care and determination necessary for FLOC to achieve its goals. This

strength is accentuated by FLOC's location, as it is situated in an area with many young professionals who strive to become more acquainted with the community.

A third strength of FLOC can be seen in its recruiting practices. FLOC relies on a variety of outlets to appeal to new tutors, diversifying its reach. Through these efforts, it has consistently been able to fulfill yearly needs for volunteers at its flagship site. FLOC has also become adept at conveying its high-need sites to volunteers, allowing it to fill more remote sites. In terms of retention, FLOC has managed to streamline and even glorify the return process for current volunteers. In addition to being thanked and awarded at the conclusion of their term, volunteers are allowed to bypass training and other logistical procedures that were required during their initial hiring period.

Although FLOC's services are valued highly, the organization faces several weaknesses that it hopes to address in order to grow. First, its current off-site programs in Southeast DC suffer from a lack of visibility. Since FLOC does not have a permanent home in this part of the city, it has struggled to gain recognition and establish a deep presence in the community. This has occasionally made it difficult for FLOC to generate awareness and advertise services to potential volunteers.

A second weakness of FLOC is reflected in its organizational structure. Given that its AmeriCorps employees have a one-year contract, FLOC has a high turnover rate among this segment. This challenge has culminated in a loss of developed professionals, as these employees leave FLOC only shortly after absorbing its best practices. AmeriCorps employees make up one-third of the staff force, requiring FLOC to devote substantial resources to rehiring and retraining new employees each year. However, by developing intentionality within its training and communicating structural changes in its staff, FLOC has been able to clarify employee expectations early in their employment period. AmeriCorps employees receive lower compensation than regular employees, allowing FLOC to further combat this structural challenge by employing more staff members for less money.

A third weakness of FLOC is the lack of community among volunteers. Since volunteers are recruited individually, they do not know each other before joining FLOC. Even after beginning to work with students through the organization, the volunteers rarely interact with one another. This can be attributed to the fact that one-on-one tutoring only entails interaction between a volunteer and a student.

A final weakness of FLOC is the inaccessibility of its off-site locations. As stated, since Wards 7 and 8 do not have access to after-school programs, FLOC is interested in opening a second facility there. While it is currently operating a Saturday tutoring program out of the Southeast Tennis and Learning Center in Ward 8, this location is a little over a mile from the nearest Metro station. Furthermore, since many of FLOC's volunteers are from the northwest part of DC, they are unfamiliar with and far from Wards 7 and 8. Consequently, FLOC must find volunteers who either live nearby or are willing to drive. This poses a serious challenge to new volunteer recruitment.

Partnerships and Revenues

With regards to its collaborative capacity, FLOC frequently forms partnerships with nearby organizations. Recognizing the value of shared data and information, FLOC seeks to engage with other organizations that provide safety net and teaching services to similar demographics. Partnerships with educational and social service outlets with large student and family referral networks provide a strong basis for securing student applicants. Specifically, FLOC maintains close ties with the DC Alliance of Youth Advocates (DCAYA) and the Office of State Superintendent of Education (OSSE). More broadly, FLOC also joins forces with nonprofit organizations that operate in different spheres but still address its core objectives, such as social service agencies, adult training centers, health programs, youth advocate centers, and religious foundations. Most of FLOC's partnership efforts are focused on gaining a greater understanding of area trends and learning best practices for recruiting and curriculum development. While its strategic planning aims to align resources with partner organizations, FLOC seeks to avoid competition with high-quality educational service providers. Thus, when deciding whether or not to begin new outreach efforts, FLOC is more inclined to target underserved areas that lack a proliferation of peer organizations. Examples of such

peer organizations with similar reach as FLOC are Reading Partners, Horton's Kids, Higher Achievement, Capital Partners for Education, and the College

Success Foundation. Additionally, FLOC partners with a select number of corporations that function primarily as funding sources.

Currently, FLOC has revenues of about \$2,000,000 in its annual budget. Approximately half of that money comes from individuals, as there are about 500 active donors contributing some range of support. FLOC maintains a loyal donor base; about 75 of these individual contributors have been giving since its inception nearly fifty years ago. Currently, FLOC's primary means of soliciting individual contributions is through its annual end-of-year appeal during the holiday season.

Hosting a luncheon each spring also functions as a call to action for past donors and new potential donors. FLOC secured approximately \$350,000 from its luncheon this past spring. FLOC encourages its volunteers to act as ambassadors for its work by partaking in peer-to-peer fundraising and hosting mini-campaigns. Through these campaigns, volunteers encourage friends and family to sponsor a year of their service with FLOC or make a donation in their honor. Roughly a quarter of FLOC's revenue can be traced to grants received from foundations. Furthermore, around 12-15% of FLOC's revenue is derived from corporate supporters. Most of FLOC's remaining revenue comes from religious institutions and employee giving campaigns, while a small amount is procured from team-building activities and overnight retreats in FLOC's outdoor educational facility. While FLOC's executive team expects its revenue base to grow in the future, it anticipates a shift in the distribution of these revenues. Specifically, it envisions a reduced reliance on individuals and increased dependence on foundations and corporate sponsors.

Three Year Plan and Other Recent Developments

Based on FLOC's current positioning, top management has designed a plan heavily focused on expansion in the near future. Some of the budgeting and financing highlights are described below. Executive administration has deemed \$2,500,000 over the next three years an acceptable figure to appropriately fund the different goals FLOC aims to achieve. The campaign started in January 2015 with \$500,000 already realized. FLOC will allocate \$1,000,000 towards organizational growth,

which includes funding for space, resources, and staff members in the new center. \$500,000 will go towards the provision of scholarships for a growing number of students in FLOC's small scholarship fund, which has an existing balance of

\$1,000,000. Another \$500,000 will act as a reserve fund designed to preserve FLOC's liquidity in difficult economic times. The final \$500,000 will be dedicated to capacity-building projects that better organize and manage data. This includes student databases, facilities, computers, network infrastructure, and other technological-related investments. FLOC has an annual budget of approximately \$2,000,000. Given that it has already raised \$500,000, FLOC will have to raise \$2,000,000 more to reach the \$2,500,000 needed for the 3 Year Plan. This amount is in addition to the \$6,000,000 that FLOC will require for its operating budget over the next three years, bringing the grand fundraising goal to \$8,000,000.

New Center

By the end of 2017, FLOC will expand its own services into new neighborhoods. This expansion will allow the organization to double the total number of students directly served by its programs. By 2017-2018, all programs will have expanded accordingly: NTP will be in a position to have doubled its student capacity from 300 to 600 in the school year, and from 90 to 180 in Summer Academies; The Scholars Program will have added six new cohorts of students, raising programmatic capacity from 200 to 320. Scholars will also have developed the capacity to serve 355 students in Middle School, High School, and Postsecondary programs.

After an initial round of research and planning, FLOC is currently focused most on Wards 7 and 8, acknowledging that neighborhoods in these wards have very limited access to high-quality out of school programs. Top management has narrowed down a list of approximately thirty neighborhoods to five. Currently, it is looking to expand into one of the following areas: Anacostia / Barry Farm, Congress Heights, Deanwood, Mayfair, or Benning Heights.

Historically, one of FLOC's four off-site tutoring programs has been located east of the Potomac River in an area that is not metro-accessible. As stated earlier, this site is currently located at the Southeast Tennis and Learning Center. Several potential neighborhoods that FLOC has analyzed are similarly residential in nature. Since these neighborhoods have few businesses and public places, it is

difficult to pinpoint a captive audience and identify places where potential students and tutors are gathering.

Please see the following table for details on FLOC's plans to expand slowly to a new location:

| Year | | Growth numbers |
|---------|------------|--|
| 2015-16 | Volunteers | <ul style="list-style-type: none"> • 2-4 new program assistants for pilot Scholars 6th and 9th grade classes in target location |
| | Students | <ul style="list-style-type: none"> • Launch Scholars Cohort #2 with 6th and 9th grade classes. Add 40 students to overall enrollment. Increase Postsecondary Scholar enrollment to 70 students. Overall Scholars = 250. |
| 2016-17 | Volunteers | <ul style="list-style-type: none"> • 40-60 new tutors in pilot NTP Wednesday evening site in target location • 40-60 new tutors in pilot NTP Saturday morning site in target location • 2-4 new program assistants in pilot Scholars 7th and 10th grade classes in target location |
| | Students | <ul style="list-style-type: none"> • Two new NTP sites, Wednesday Night (45), and Saturday AM (45), located in target neighborhood. • Second site Scholars cohort now includes 6th, 7th, 9th and 10th graders: an additional growth of 40 students. Increase postsecondary Scholar enrollment to 75 FTE. |
| 2017-18 | Volunteers | <ul style="list-style-type: none"> • 2-4 new program assistants in pilot Scholars 8th and 11th grade classes in target location • 40-60 new tutors in pilot NTP Monday evening site in target location • 40-60 new tutors in pilot NTP Saturday afternoon site in target location |
| | Students | <ul style="list-style-type: none"> • Four new NTP programs now running in new building: <ul style="list-style-type: none"> ➔ Wed Night and new Sat AM grow to 55 each (additional 20 students) ➔ New Monday Night and Sat PM at new location (45 students per) • Summer of 2018 would be the first time a second set of NTP summer academies could be held, potentially raising the number of students receiving summer programming from 90 to 180. • Second site cohort now includes 6-11th grade classes: an additional |

| | | |
|---------|----------|---|
| | | growth of 40 students. |
| 2018-19 | Scholars | Second site growth complete with the addition of 12th grade Scholars class, serving an additional 20 students |

Objectives

One of the most pressing challenges facing FLOC's current programming efforts is the reality that demand has outpaced capacity; its existing physical space can no longer offer the room needed to expand its efforts. As FLOC explores possible neighborhoods for expansion, it recognizes that many of the most underserved communities also lack access to public transportation. This is complicated by the fact that FLOC always maintains one high-need site that is not metro-accessible. What strategies could FLOC employ to recruit and retain volunteers in programs that are located in parts of the city with limited connections to public transportation? Could FLOC facilitate transportation to areas that are not metro-accessible?

The majority of FLOC's staff members are in their early-to-mid-twenties. Like many nonprofits, FLOC experiences a high level of annual organizational turnover due to the one-year term of AmeriCorps staff. How can FLOC best serve young employees who require professional development? On a macro level, how can FLOC combat programmatic and student relationship challenges associated with regular staff changes? Can FLOC leverage the demographics of its staff in any meaningful way?

After-school programs are generally the most convenient times for students to receive educational assistance. However, since many of FLOC's tutors have jobs during the day, they are unavailable to meet with students immediately after school. Can FLOC secure volunteers with greater flexibility throughout the day? How can FLOC attain the same volume of volunteers found during evening times?

Given the one-on-one nature of FLOC's tutoring programs, students and tutors must be recruited at the same time and increased at the same ratio to ensure that a match is always available. If either students or tutors are recruited more heavily than the other, the less heavily recruited group will be forced to wait (albeit only

shortly). As FLOC considers opening a new center, how can it ensure that students and tutors are added at the same pace?

Although the one-on-one relationship between tutors and students ensures a very personal experience, it makes it difficult for FLOC to cultivate a sense of community among its volunteers. The volunteering experience is mostly individual and efforts to form relationships between volunteers seldom occur organically. Would FLOC benefit from a strategy that addresses how to foster a more collective identity among volunteers?

Your presentation should address the objectives outlined above, but it need not be limited to only these points. You do not need to pose a specific solution to each individual objective. However, a comprehensive solution will likely show careful consideration of these objectives as a whole, in conjunction with each other.

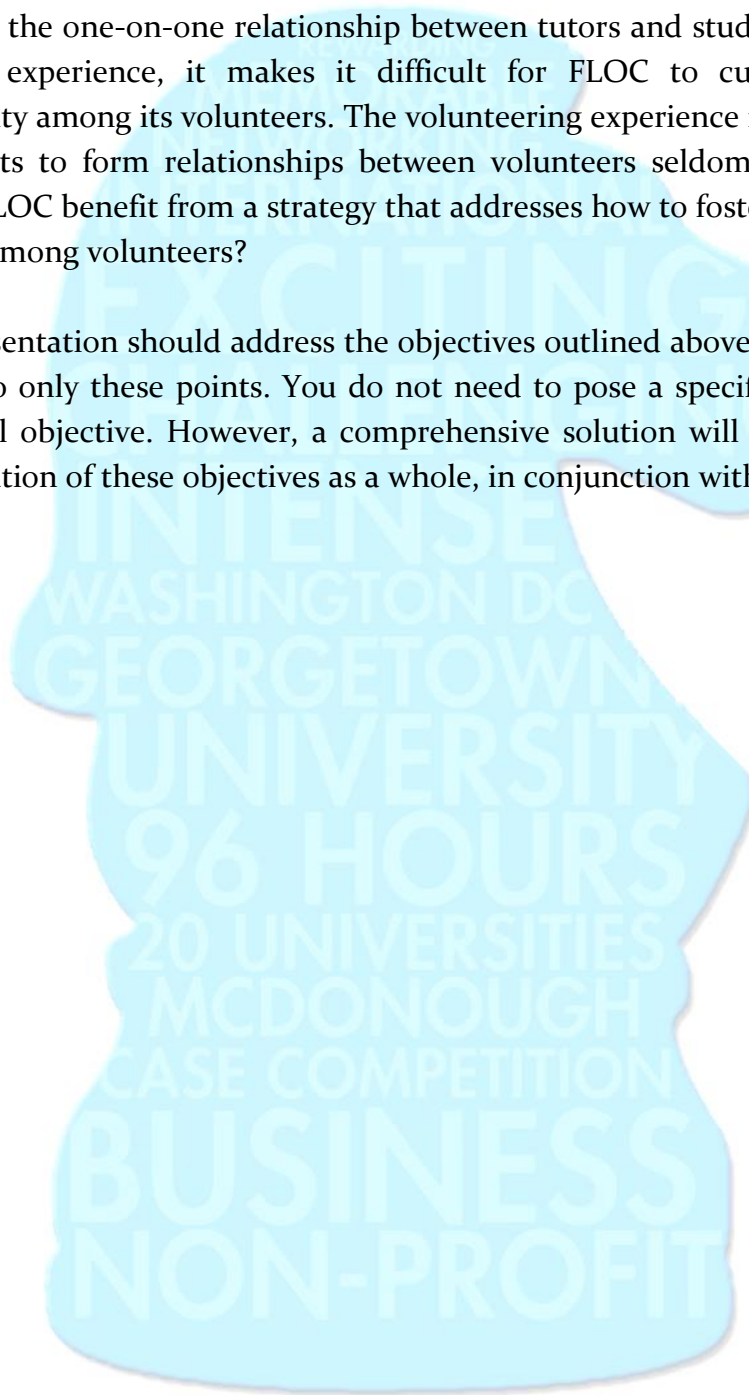


Exhibit 1: Statement of Financial Position

FOR LOVE OF CHILDREN, INC.

STATEMENT OF FINANCIAL POSITION

September 30, 2013

(With Summarized Financial Information as of September 30, 2012)

| | 2013 | 2012 |
|---|---------------------|---------------------|
| ASSETS | | |
| Cash and cash equivalents | \$ 197,642 | \$ 68,667 |
| Investments | 955,385 | 946,806 |
| Accounts receivable, net | 9,139 | 29,846 |
| Pledges and grants receivable, net | 266,757 | 313,458 |
| Prepaid expenses and security deposits | 44,591 | 45,030 |
| Property and equipment, net | 296,728 | 292,532 |
| TOTAL ASSETS | \$ 1,770,242 | \$ 1,696,339 |
| LIABILITIES AND NET ASSETS | | |
| Liabilities | | |
| Accounts payable and accrued expenses | \$ 8,989 | \$ 24,026 |
| Accrued salaries and benefits | 96,524 | 91,428 |
| Deferred rent | 4,669 | 4,130 |
| TOTAL LIABILITIES | 110,182 | 119,584 |
| Net Assets | | |
| Unrestricted | 533,177 | 377,450 |
| Temporarily restricted | 826,883 | 899,305 |
| Permanently restricted | 300,000 | 300,000 |
| TOTAL NET ASSETS | 1,660,060 | 1,576,755 |
| TOTAL LIABILITIES AND NET ASSETS | \$ 1,770,242 | \$ 1,696,339 |

Exhibit 2: Statement of Activities

| FOR LOVE OF CHILDREN, INC. | | | | | |
|---|-------------------|---------------------------|---------------------------|---------------------|---------------------|
| STATEMENT OF ACTIVITIES | | | | | |
| For the Year Ended September 30, 2013 | | | | | |
| (With Summarized Financial Information for the Year Ended September 30, 2012) | | | | | |
| | Unrestricted | Temporarily Restricted | Permanently Restricted | 2013 Total | 2012 Total |
| REVENUE, GAINS AND SUPPORT | | | | | |
| Grants and contributions | \$ 1,723,967 | \$ 36,770 | \$ - | \$ 1,760,737 | \$ 1,406,556 |
| Program service fees | 92,191 | - | - | 92,191 | 108,872 |
| Net realized and unrealized gains on investments | 33,735 | 15,443 | - | 49,178 | 103,913 |
| Interest and dividends | 18,620 | 8,518 | - | 27,138 | 24,123 |
| Net assets released from restrictions: | | | | | - |
| Satisfaction of time restrictions | 76,471 | (76,471) | - | - | - |
| Satisfaction of purpose restrictions | 56,682 | (56,682) | - | - | - |
| TOTAL REVENUE, GAINS AND SUPPORT | 2,001,666 | (72,422) | - | 1,929,244 | 1,643,464 |
| EXPENSES | | | | | |
| Program Services: | | | | | |
| Neighborhood Tutoring Program | 510,047 | - | - | 510,047 | 465,759 |
| High School Scholars | 253,777 | - | - | 253,777 | 230,693 |
| Post-Secondary Scholars | 129,315 | - | - | 129,315 | 98,454 |
| Middle School Scholars | 196,671 | - | - | 196,671 | 181,242 |
| Fred Taylor Scholarship | 56,682 | - | - | 56,682 | 34,542 |
| Outdoor Education Center | 376,864 | - | - | 376,864 | 341,098 |
| Total Program Services | 1,523,356 | - | - | 1,523,356 | 1,351,788 |
| Supporting Services: | | | | | |
| Management and general | 68,077 | - | - | 68,077 | 62,758 |
| Fundraising | 254,506 | - | - | 254,506 | 200,825 |
| Total Supporting Services | 322,583 | - | - | 322,583 | 263,583 |
| TOTAL EXPENSES | 1,845,939 | - | - | 1,845,939 | 1,615,371 |
| CHANGE IN NET ASSETS | 155,727 | (72,422) | - | 83,305 | 28,093 |
| NET ASSETS, BEGINNING OF YEAR | 377,450 | 899,305 | 300,000 | 1,576,755 | 1,548,662 |
| NET ASSETS, END OF YEAR | \$ 533,177 | \$ 826,883 | \$ 300,000 | \$ 1,660,060 | \$ 1,576,755 |

Exhibit 3: Student Recruitment Flyer

FREE Educational Programs



For Love of Children

We provide free educational services beyond the classroom to help low-income DC students succeed from first grade through college and career.

Neighborhood Tutoring Program

- Two-hour one-on-one sessions with a trained tutor twice a week
- Step-by-step instruction in **reading and math** for students in **grades 1-12**
- Students recognize their progress as they master each new concept
- On average, students improve 1 year in competency after just 3.5 months of consistent tutoring

| | |
|----------------------|-----------------------|
| Reading, grades 1-5 | Tues, 6-8pm @FLOC |
| Reading, grades 6-12 | Tues, 6-8pm @WNDC |
| Math, grades 3-12 | Thursday, 6-8pm |
| Math, grades 1-12 | Saturday, 10am-12pm |
| Reading, grades 1-12 | Saturday, 1:30-3:30pm |

Scholars Program

- College preparation for **grades 6-12**
- Explore the arts, the environment, world cultures, and potential careers
- College tours, SAT/ACT prep, and help with the college application process
- Community service, academic advising, homework help, and summer programs at the OEC in West Virginia
- For the past 7 years, **100% of our high school seniors have graduated on time!**

| | |
|-----------------|------------------|
| 6th-8th grades | Monday, 6-8pm |
| 9th-11th grades | Wednesday, 6-8pm |

Program space is limited. Enroll early! Spring application deadline is February 13.

Complete a **FLOC Student Application** online at www.floc.org, or contact Elizabeth Metz at 202-349-3512 • emetz@floc.org




Teach • Empower • Transform

1763 Columbia Road, NW • Washington, DC 20009 • www.floc.org

For Love of Children

Exhibit 4: Volunteer Recruitment Flyers

REWARDING

Teach a child to dream!



Become a FLOC tutor

More than 50% of DC students are not proficient in reading, and nearly 50% lack proficiency in math...YOU can change that!

Make a Difference

- One-on-one tutoring in math or reading
- Students recognize their progress as you help them master each new concept, step by step
- On average, students improve 1 year in competency after just 3 and a half months of consistent tutoring
- Training, curriculum, and staff support provided, so no experience necessary
- Impact a student's education and be a part of building our city's future

Learn how

Commitment is 2.5 hours once a week for the full school year.

Afternoon, evening, & weekend programs available at sites in Northwest and Southeast DC.

Join us!

Visit www.floc.org and click "Volunteer" to complete an application online.

Questions?

Contact Elizabeth Metz
202-349-3512 • emetz@floc.org



FLC Teach • Empower • Transform

For Love of Children 1763 Columbia Road NW • Washington, DC 20009 • www.floc.org

**Do you have a flexible or nontraditional work schedule?
Make a difference in a child's academic future!**



FLOC needs YOU to volunteer!

51% of neighborhood elementary schoolers lack proficiency in reading
...YOU can change that.

Make a Difference

- One-on-one reading tutoring
- Students recognize their progress as you help them master each new concept, step by step
- On average, students improve 1 year in competency after just 3 and a half months of consistent tutoring
- Training, curriculum, and staff support provided, so **no experience or expertise necessary.**
- Impact a student's education and be a part of building our city's future

Learn how

Thursdays, 3:30-6:00pm

Tubman Elementary 13001 13th St NW
Must commit for the full school year.

Other FLOC programs available on weekdays & Saturdays at sites in SE and NW Washington, DC.

Join us!

Visit www.floc.org and click "Volunteer" to complete an application online.

Questions?

Contact Elizabeth Metz
202-349-3512 • emetz@floc.org



FLC Teach • Empower • Transform www.floc.org

For Love of Children

Exhibit 5: Volunteer Job Description

Teach a child to dream. Become a FLOC tutor.

Description:

More than 50% of DC students are not proficient in math, and nearly 50% lack proficiency in reading. YOU can change that!

FLOC is currently recruiting volunteer tutors for the 2014-2015 school year. Our one-on-one tutoring program helps students achieve grade-level competency in reading and math. On average, students improve 1 year in reading or math competency after just 3 and a half months of consistent tutoring, while also gaining confidence in their abilities.

We need your help! Each new volunteer allows us to impact the life of one more child. Training and ongoing professional support from staff are provided, so **no experience is necessary!** However, we are looking for a few particular qualities from our tutors:

- Patience
- Creativity and flexibility
- A sense of humor!
- Fluency in the English language. (*Volunteers who are not native speakers of American English may be asked to tutor only in our math curriculum.*)
- At least 16 years old
- Able and willing to commit **2.5** hours **once** a week for **the full school year**.
- *We hope to make the best possible matches for each of our students and therefore seek a diverse pool of volunteer tutors. We especially encourage volunteers who are male, people of color, and/or first-generation college graduates to join us.*

Programs are offered on weekday afternoons, weekday evenings, and Saturdays, and at sites in Adams Morgan, Congress Heights, Eastern Market, Columbia Heights, and Dupont Circle.

How to Apply:

Complete a volunteer application at www.floc.org/get-involved/volunteer.

If you have questions, please contact Elizabeth Metz, Recruitment and Outreach Manager, at emetz@floc.org or 202-349-3512. Or follow us on Twitter (@FLOC_DC) or Facebook (/forloveofchildren) to get updates on volunteer needs and deadlines.

(Zip codes for Craigslist: 20009, 20010, 20002, 20032, 20036)

Exhibit 6: DC Metro Map



Exhibit 7: DC Ward Metro Map

Exhibit 8: DC Ward Map



Exhibit 9: Excerpt from “DCPS to Close Six Schools in Wards 7 and 8”

DC Public Schools (DCPS) Chancellor Kaya Henderson announced that only six schools in Wards 7 and 8, rather than the proposed nine schools, will close at the end of this school year. Henderson cited various reasons for keeping Smothers, Johnson, and Malcolm X open, including concerns about children’s safety, projected enrollment growth, and DCPS’ plan to pilot a partnership with a neighboring charter school. With 42 percent of the city’s charter schools in Wards 7 and 8, however, will this latest round of school closures drive DC closer to having two separate school systems?

The Benefits of Closing Schools

While the academic effects and communal impact of closing four elementary schools, one middle school, and a K-8 school remain to be seen, the anticipated financial benefits are significant.

DCPS “can save at least half of what was spent” on the last round of school closures in 2008, according to Chancellor Henderson, who anticipates an annual savings of \$8.5 million by closing under-enrolled schools, many of which are in outdated buildings. “Additional savings from reductions to the [DCPS] central office” will also be directed to “core reading programs, world language programs, and library and media services,” according to DCPS’ Consolidation and Reorganization Plan, though DCPS has not specified the nature of these reductions.

...

Remaining Concerns over Closings

Despite the months of community meetings and feedback from concerned residents, several concerns remain, particularly in Wards 5, 7, and 8, where 8 of the 15 closing schools are located. During the 2008 school closures DCPS lost 3,000 students to private and public charter schools, and more than 2,500 students will be impacted in this round of consolidations.

During the past two years enrollment in charter schools has increased 21 percent, and approximately 40 percent of students in DC attend a charter school. These numbers are particularly significant in Wards 7 and 8, where 39 percent of school-age children live and where a charter school may be half a block from one of the city’s public schools.

“I will not accept under-enrollment as the sole basis for closing Ward 7 schools,” Ward 7 Councilmember Yvette Alexander wrote in a press release. “If our schools in Ward 7 are under-enrolled, it is because they are under-funded and under-programmed.”

“I am tremendously upset that Chancellor Henderson made the decision to close four Ward 7 schools without conducting a comprehensive study on the trickle down effects that this will have on our communities and our children,” Alexander wrote.

Next Steps

Families in these wards have viable public school options, and they will not have to travel across the city to Ward 3 to find them. Two citywide schools in Ward 6, School-Within-A-School and Capitol Hill Montessori, are expanding.

Ward 6 can “support Wards 5, 7, and 8 and the whole city,” Ward 6 Councilmember Tommy Wells said. By “substantially expanding programs parents choose and like,” Chancellor Henderson is being “entrepreneurial in a competitive [educational] environment,” Wells asserted.

“We have to get this round of school closings right,” DC Council Education Committee Chairman David Catania asserted during the Education Committee hearing. “We have to show demonstrated success soon.” Otherwise, he stated, “I believe we are within a year or two of hitting an irreversible tipping point.”

Exhibit 10: Educational Attainment from Justice Policy

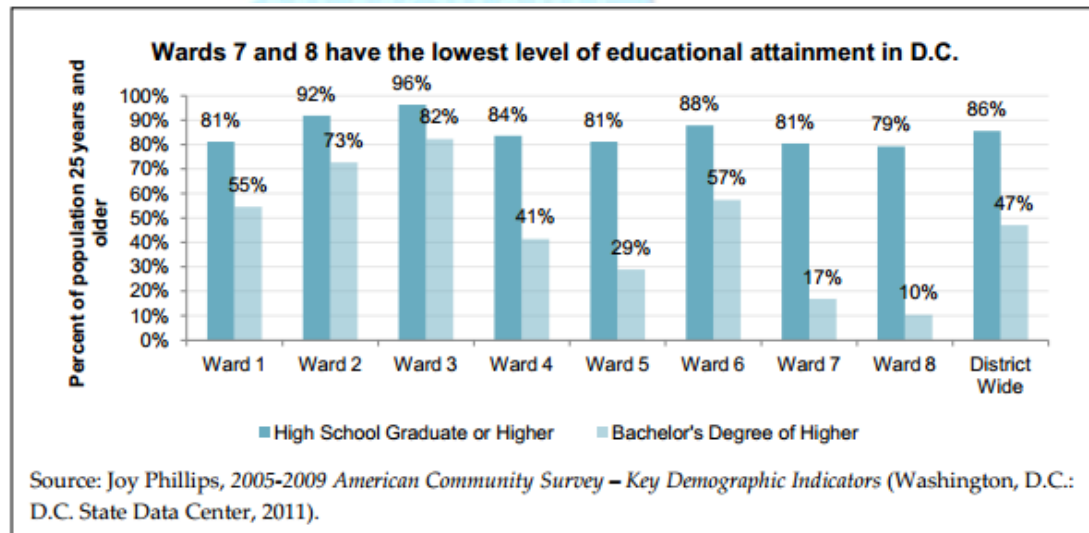


Exhibit 11: DYRS Supervision Graph from Justice Policy

