



What can you expect from a child from Dorchester?

A photograph of three young women in blue graduation gowns and caps, smiling and posing for a picture. The woman on the left is wearing a necklace and large earrings. The woman in the middle is wearing a necklace and large earrings. The woman on the right is wearing large pink hoop earrings. The background is slightly blurred, showing other graduates.

2008

We expect a college education.

At Federated Dorchester Neighborhood Houses (FDNH) we have spent the past year raising expectations – of our students certainly, but more importantly, of our staff, our programs and the broader community. We know that every student we serve – from the five year-old preparing for school to the 60 year-old learning English for the first time – comes through our doors with unlimited potential and that with his or her innate ability, anything is possible. It is this belief that drives our work.

We understand that belief alone will not ensure that all of our students will be prepared to graduate from college. We have the obligation to provide each student with the tools to make college graduation a reality in his or her life. Although our principles are fundamental to each student's success, our thoughts must translate into action if we are to achieve results. It is this progression from belief to action to results that will ultimately transform the lives of our students.

These individual transformations have the power to spread and change the community in which our students live. We believe that by focusing on a small, tightly-defined geographic region we will begin to see change not just in individual lives, but in the culture of our neighborhood. This shift in culture will be accomplished through the work that we do, as well as the collective work of our partnering organizations. Ultimately, our efforts to drive excellence within our programs, as well as the outcomes of our partnering organizations, will transform the Dorchester community we call home.

In these pages you will learn a bit more about what we believe, what we expect, and how we are helping our students to change our community. We hope that you will join us in working toward a future where our collective expectations are raised, our actions are right and the results of our work will create a community of hope for all.

Thank you for your time, support and belief.



Catherine Donaher
Chair, Board of Directors



Mark H. Culliton
Chief Executive Officer

We believe that community change starts in the classroom.

We offer Dorchester residents the opportunity to learn through a range of education-based programs. We provide students of all ages with research-based instruction and engaging, appropriate curricula. We assess our students' learning regularly and use that information to adjust our programs so we are continuously striving to meet the needs of our students and our community.



Early Education

FDNH operates four center-based preschools and oversees a network of 30 home-based child care providers. The Early Education program provides full-day, year-round service. The curriculum ensures that students make a successful transition to school, with a particular focus on literacy, numeracy and social and emotional development.

Out of School Time

The Out of School Time program offers an educational environment after school and during the summer months for students. The program augments students' school-day learning by providing homework assistance, and academic enrichment in reading, writing and science. The foundation of the literacy curriculum is the Creating Young Writers program which teaches students the power of the written word.

Adolescent Development

Adolescent Development offers 11-18 year olds a safe, supportive and productive environment to spend weekday evenings and Saturdays. Through leadership development, social, recreational and academic support activities, teens learn about themselves and their peers, foster their social, emotional, intellectual and physical well being, and put themselves firmly on the path to future success.



Alternative Education

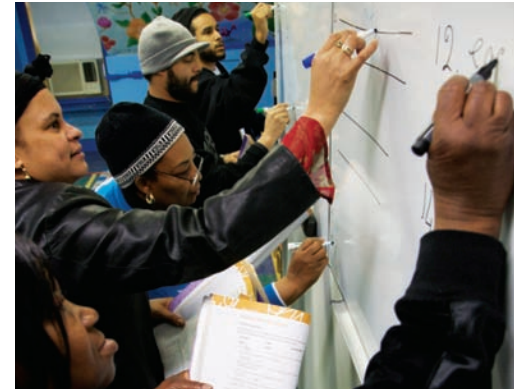
Alternative Education programs are designed to reengage teens and young adults in their education. The Alternative Middle School provides students with the opportunity to learn in a small classroom environment with a thematic curriculum and one-on-one teacher assistance. The College Prep program offers out of school 16-21 year-olds the opportunity to complete their GED, advance to, and graduate from college.

Adult Education

The Adult Education program offers classes in Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL). The program is designed to expand students' education and employment opportunities and, in turn, to improve their lives and the lives of their children. Students enrolled in Adult Education have access to academic counseling, computer classes, drop-in child care and referrals to other FDNH and community programs.

The income differential between an immigrant in Massachusetts who speaks English very well and one with limited English proficiency is over \$24,300 per year.

In 2008, FDNH's ESOL classes ranked #1 for student gains measured through the REEP test (writing skills) and the BEST Plus test (speaking and listening skills) out of all Department of Education funded ESOL programs in Massachusetts.



We know any challenge can be overcome with the right support.

At FDNH, we believe that the neighborhoods of Dorchester will only reach their potential when the majority of residents begin to view college graduation as an expectation, rather than an exception. We take our responsibility to develop this expectation in our students seriously and know that through a collaborative education model we will be able to transform the socio-economic landscape of Dorchester.



Ultimately FDNH aims not only to improve the lives of individual students and their families, but also for this work to lead to change within the community. To reach the point where its efforts do more than just transform the lives of individual students, FDNH must strengthen the college culture within Dorchester's neighborhoods. It must shift the community's mindset about college – from one of limited possibilities to one of high aspirations for all. FDNH's goal is to create a 'tipping point' in its neighborhoods through the development of a "what college" culture, in which parents no longer ask

their children "will you go to college" but rather "what college will you attend?" This shift has the power to transform Dorchester's social and economic development.

In the past year, FDNH began working toward a programmatic model that embraces place-based change. In doing so, the organization grappled with the larger educational issues that exist within its community – issues which are holding back positive development. This work led to the creation of partnerships with area organizations as well as the convening of groups to share ideas about the

future of Dorchester. In developing its new focus, FDNH established a clearer set of organizational beliefs related to its place-based change efforts:

- ▶ A tight geographic focus is necessary because community change is only possible if a critical percentage of students at each level are positively impacted;
- ▶ A continuous series of educational supports are necessary for all children within that area to reach their potential;

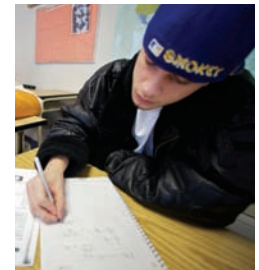
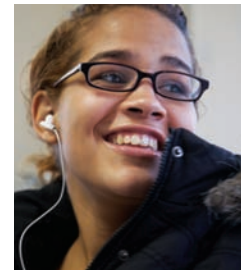


- ▶ One intervention point, no matter how successful, will not be enough to appropriately serve all students at the various stages of their development;
- ▶ The students that are hardest to reach must be a top priority for all programs;
- ▶ Solid partnerships with like-minded organizations are an important component of success;
- ▶ College graduation should be a baseline expectation of all children because higher expectations are necessary to accelerate community change.

To realize the vision of community transformation, FDNH focuses on community assets. By concentrating on the capacities that exist within Dorchester, FDNH is able to promote individual initiative and to strengthen collaborative action. Through this social-change approach, which highlights the importance of participatory action by partner agencies at all levels, FDNH will help mobilize residents to generate positive change from within.

The average high school dropout costs the Commonwealth of Massachusetts \$456,354 in lost tax revenue and public assistance over the course of their lifetime.

In 2008, 11 former high school dropouts enrolled in college with the support of FDNH's College Prep program.



We share the belief that courageous leadership, dedicated staff, and committed partners can bring about real change.

Our teachers, mentors, peer leaders, and staff provide the support our students need to realize their potential. Working together, this group provides more than 900 students with the attitude, skills and experience they need to change their lives – and their community.



Adolescent Development Director, Leslie Moore continues to be excited about the challenge and opportunity presented by FDNH's new focus on college. This year, Leslie and her team completed a thorough evaluation of the overall structure of the Adolescent Development program. With a complete picture of the needs of Dorchester's teens, Adolescent Development transitioned from providing a variety of programs, such as recreation and job readiness trainings, to a single comprehensive



program that provides teens with academics, college preparation, sports, recreation and leadership skills. The program change has been challenging at times, but Leslie believes that the new program will have a greater impact on the community by providing teens with the attitude, skills and experience that they need to successfully advance through their teen years with confidence.



Early Education Teacher, Candice Mundy, who received her BA in Human Services this year, has worked in Early Education for 10 years. Candice understands the need for families and community partners to work together to effectively serve the children in her program. In 2008, Candice's classroom collaborated with Jumpstart, a nonprofit focused on building literacy, language, social and initiative skills in young children. Together, Jumpstart and Candice have increased parent involvement in the classroom and strengthened the connection between home and school for her students.



Creating Young Writers (CYW) founder, Abbye Meyer designed the CYW program after working with *The Writers' Express* and FDNH's Out of School Time program for the past 4 years. Through the CYW program, FDNH students learn to improve their expressive and technical writing skills by engaging in a variety of enrichment exercises.

Students' work with CYW concentrates on five areas of writing: ability to develop a central theme; ability to use precise observations and descriptions; ability

to write with a strong, individual voice; ability to use complete and correct sentences; and ability to write a designated amount on a single topic. Students develop short stories, short essays and reading responses and participate in reading exercises through CYW to develop their literacy skills.

In October 2007, 24% of students were considered proficient writers, and by May 2008, 59% of students had reached proficiency.

According to the National Association for Educational Progress, just one-third of American eighth graders are proficient in writing.

In 2008, FDNH Out of School Time students increased their writing skills by 35% in eight months, with 59% of students reaching proficiency by the end of the year – nearly twice the national average for writing proficiency.



We measure, analyze, adjust and measure again.



Early Education

SEEN: 460

SERVED: 310

REACHED:

- ▶ 82% of students attended the program regularly
- ▶ 50% of students were served in programs utilizing Creative Curriculum
- ▶ 100% of students developed a positive relationship with a nonparent adult

WOW! 100% of students will be at grade level in grade 3

Out of School Time

SEEN: 359

SERVED: 309

REACHED:

- ▶ 84% of students attended the program regularly
- ▶ 100% of students were provided with a safe place to spend their out of school time hours
- ▶ 70% of students improved their conflict resolution skills
- ▶ 72% of students developed a positive relationship with a nonparent adult

WOW! 100% of students will demonstrate grade level improvement

SEEN

Students or families who come to one of our programs

SERVED

Students or families who are in our programs long enough for us to impact their lives

REACHED

Students or families who achieve one or more programmatic goals.

WOW!

Will be attained when students or families experience dramatic, lasting and transformative change

Adolescent Development

SEEN: 578

SERVED: 259

REACHED:

- ▶ 95% of students increased their life skills
- ▶ 100% of students were provided with a safe space to spend their out of school time hours
- ▶ 76% of students age 16 and older gained employment or internships
- ▶ 96% of students developed a positive relationship with a nonparent adult

WOW! 100% of students will become a mentor to a younger child

Alternative Education

SEEN: 183

SERVED: 68

REACHED:

- ▶ 69% of students attended the program regularly
- ▶ 85% of students in the Alternative Middle School reentered a traditional school within a year
- ▶ 31 students in College Prep obtained their GED
- ▶ 11 students in College Prep entered college in the Fall of 2009

WOW! 100% of students will go on to college

Adult Education

SEEN: 176

SERVED: 136

REACHED:

- ▶ 77% of students attended the program regularly
- ▶ 80% of students saw grade level improvement
- ▶ 100% of students experienced positive interactions using their new language and skills

WOW! 100% of students will be in school and/or employed

Financials

Statement of Financial Position For the Year Ended September 30, 2008

CURRENT ASSETS

Cash and cash equivalents	\$ 152,559
Cash-Restricted as Collateral	\$ 1,005,693
Accounts Receivable and Prepaid Expenses	\$ 418,789
Investments	\$ 1,859

Total Current Assets \$ **1,578,900**

Property and Equipment (Net of Depreciation) \$ **1,026,511**

Total Assets \$ **2,605,411**

LIABILITIES AND NET ASSETS

Current Liabilities

Current Portion of Notes Payable	\$ 57,918
Line of Credit	\$ 80,000
Accounts Payable	\$ 175,391
Accrued Liabilities	\$ 275,015

Total Current Liabilities \$ **588,324**

Long Term Debt (Net of Current) \$ **634,216**

Total Liabilities \$ **1,222,540**

Net Assets

Available for Operations	\$ 321,359
Investment in Plant	\$ 1,026,512
Temporarily Restricted	\$ 35,000

Total Net Assets \$ **1,382,871**

Total Liabilities and Net Assets \$ **2,605,411**

Statement of Activities For the Year Ended September 30, 2008

INCOME

Program Service and Reimbursements	\$ 4,375,951
Contributions and Grants (Includes temp. restricted)	\$ 1,529,349
Other Income	\$ 18,872
Investment Income	\$ 35,938

Total Support and Revenue \$ **5,960,090**

EXPENSE

Child Care	\$ 3,580,530
Education	\$ 673,257
Counseling	\$ 192,722
Family Support	\$ 20,993
Support Services	\$ 1,671,236

Total Program and Support Expenses \$ **6,138,738**

We know that a group of committed citizens has the power to change the community.

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FDNH's mission is "to equip all students we serve with the attitude, skills and experience to graduate from college and positively impact their community."

2008





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