



I am
college bound.







At College Bound Dorchester, formerly known as Federated Dorchester Neighborhood Houses, our goal is to ensure that our students develop the attitude, skills and experience to graduate from college. Yet, our vision requires that we must also develop a college bound culture by shifting the community's mindset to make college a baseline expectation for all students. When any of Dorchester's children and youth walk down the street, people should wonder "Where will they go to college?"

In 2009, our Board of Directors and senior management team worked with the Bridgespan Group to develop a strategic plan to more closely align all of our program offerings with our mission. This project pushed us to examine how we are perceived both internally and within the community and led us to the conclusion that we must reposition ourselves. The name "Federated Dorchester Neighborhood Houses" was no longer reflective of our organizational priorities.

As we embark on our 45th year of service to the community, we look back with pride on our accomplishments, and recommit ourselves to working harder to take our students, and our organization, to higher levels of achievement. Our new name, College Bound Dorchester, reflects our goal of ensuring that all students are on the path to college success and is a key milestone in our reincarnation.

Although our name has changed, our commitment to supporting positive change in Dorchester remains resolute. From the following pages you will learn a bit more about how we are working to achieve this college bound culture. We hope that you will be inspired to join us to build a future where all our community's children will proudly declare: "I am college bound."

Thank you for your time and support in bringing our vision closer to a reality.

Sincerely,

A handwritten signature in white ink, appearing to read "Catherine Donaher".

Catherine Donaher
Chair, Board of Directors

A handwritten signature in white ink, appearing to read "Mark H. Culliton".

Mark H. Culliton
Chief Executive Officer

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FOCUS ON EDUCATION

College Bound Dorchester is committed to a single educational goal: college graduation. Yet, we recognize that students not only need a great start, but also multiple points of reentry on their path to college. College Bound Dorchester focuses on five major areas of education serving students from 0-80 years of age.

Early Education

The Early Education program provides children between the ages of 3 months and 5 years with a rigorous curriculum that focuses on each child's cognitive, social and emotional development. Children are encouraged to express themselves through exploration of their surroundings, verbal communication and creative play.

Out of School Time

The Out of School Time program provides students between the ages of 6 and 13 years with a range of activities including writing, visual and performing arts, science exploration, physical education, field trips and homework assistance. The program serves students after school during the academic year, and all day during school and summer vacations.

Adolescent Development

The Adolescent Development program is designed to ensure that at-risk youth make a successful transition from adolescence to adulthood. By offering a diverse range of experiences and mentoring to complement their schooling, the program meets the academic, physical, social and emotional needs of Dorchester's teens between the ages of 11 and 18 years.



Alternative Education

The Alternative Education program offers two intensive academic programs – the Alternative Middle School and the College Prep program – for youth between the ages of 13 and 24 years. Both programs are designed to ensure that high-risk youth, those who had previously been unable to complete their education due to delinquency and other adverse conditions, develop the skills to get back on track and fulfill their educational goals.

Adult Education

The Adult Education program offers classes in Adult Basic Education and English for Speakers of Other Languages to accommodate adult learners who are interested in developing and strengthening their academic skills. Supplemental courses are designed to raise expectations about college enrollment and to provide insight to students into how to advance to college and advocate for their children.

Expanding opportunities for Vietnamese learners.



In 2009, College Bound Dorchester extended ESOL services to members of the Vietnamese community. With support from the Department of Elementary and Secondary Education, three levels of classes were established to accommodate Vietnamese learners.

In addition to English lessons, students have access to an Academic Advisor who helps to support their academic and personal goals. The Advisor troubleshoots issues that might arise, making referrals to resources within College Bound Dorchester or in the wider community to ensure long-term success.

“When I came to the U.S. everything seemed so different for me. I was scared, and then I found College Bound Dorchester. College Bound prepared me to face totally new challenges. My teacher taught me how to write a resume, how to apply for jobs, and most importantly, showed me what it takes to go to college and succeed. The environment is friendly and makes me feel so comfortable, that I can express myself better and learn English faster than I ever expected. I recently registered for classes at Bunker Hill Community College. Thanks College Bound!” — PHUONG ANH THI LE



STUDENT STORIES

“ I want to be somebody who is looked up to, can be depended on and that everyone will remember. College Bound Dorchester means having an opportunity to go to college. It means I have a chance to be somebody. ”

Michael *Keough, Adolescent Development*

Encouraged by College Bound Dorchester’s teen outreach workers, Michael Keough, 16, and a group of friends came to the Adolescent Development program last summer, where they met Brandon, an Adolescent Development mentor and educator. Brandon connected with the young men through a shared love for basketball.

After a series of school visits, and talks with the group, Brandon learned that most of the boys were doing poorly in school and that Michael was doing the worst. Although he was very intelligent and athletically talented, he was unable to play on school teams because of his poor grades.

To encourage Michael to improve his grades, Brandon tied Michael’s participation in the Adolescent Development’s basketball league to his daily participation in the program’s afterschool homework help and study sessions. During a home visit and with the support of Michael’s parents, Brandon took Michael’s laptop and video game systems away until his grades improved. Since then, Michael has attended the program everyday to do homework and has declared to the staff that he will be the most improved student. Michael is on track to prove himself correct, with a recent report card showing that his GPA has tripled.



“ Before I came to College Bound Dorchester I felt like my teachers were just waiting for me to fail. Now I like coming to school and working with Ted, Marisa and Juma. They understand the problems I am facing outside of school and have worked closely with me to make sure that I succeed. They helped me realize that it is important for me to continue my education and see that the first step to getting my life together will be to succeed in school. ”

Violeta Bangari, *Alternative Education*

Violeta Bangari, 16, was expelled from the Boston Public Schools (BPS) after a series of incidents, including truancy, which forced her to repeat the 7th grade. After a lack of improvement, BPS guidance counselors and Violeta’s guardians determined that she was at-risk of becoming further disengaged and dropping out before reaching high school. BPS referred Violeta to College Bound Dorchester’s Alternative Middle School to get her back on track.

After assessing her academic abilities, educators at the Alternative Middle School determined that Violeta required more challenging work than had been previously offered to her. The educators designed individualized lessons that allowed Violeta to express herself at this advanced level. At the same time, educators worked with Violeta and her guardians through College Bound Dorchester’s home visiting program to highlight the importance of communication and responsibility, teaching her how to express frustrations productively, rather than simply skipping classes. Through the program, Violeta excelled in her coursework and is now more focused and committed to bettering her future through education.

Bringing the arts to Dorchester.



“You ask our young people to dream, and you give them the tools to fulfill those dreams. You affirm that their contributions are valuable, and their success matters to all of us. You help them see beyond the circumstances of their lives to the world of possibility that awaits them. And for that, we honor you.” — FIRST LADY MICHELLE OBAMA

In June, College Bound Dorchester was named a Coming Up Taller winner for the Adolescent Development program’s Art a la Carte component. The program was recognized by the President’s Committee on the Arts and the Humanities as one of the top 15 youth arts and humanities programs in the nation. On November 4th, Mark Culliton, Chief Executive Officer, and Liana Farmer, Art a la Carte student, attended the White House ceremony hosted by First Lady Michelle Obama to formally receive the award.

we

are college bound.

FOCUS ON DORCHESTER

At College Bound Dorchester, 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. Through our work we have the ability to not only increase the number of college graduates in Dorchester, but to also shift the community's mindset about college. We believe that this shift, from one of limited possibilities to one of high aspirations for all, will ultimately have a transformative impact on the community's socio-economic development.

Too often young people with great promise are held back by the neighborhood in which they are born or the street in which they live. In the past year, College Bound Dorchester finalized a strategic plan that embraces place-based change. It recognizes that not only must students be educated, but caregivers and community partners must also be engaged in order to build a "college culture" from the ground up. This plan calls for increased operational effectiveness by strengthening the delivery of services, effectively engaging caregivers and building unified partnerships.

Through this strategic planning process, College Bound Dorchester grappled with the larger issues that exist within the community — including high rates of poverty, crime and teen pregnancy — issues which are holding back positive development. This work led to the creation of family engagement strategies and partnerships with area organizations to share ideas about the future of Dorchester.

College Bound Dorchester's long-standing roots in the community, coupled with our embrace of the best practices of the social investment non-profit community have positioned the organization to affect real change in Dorchester.



Supporting the success of community youth.



“Like College Bound Dorchester, we share the belief that our residents need to not only have the skills, but the opportunity to succeed. The Hyams Foundation commends College Bound Dorchester for making college a reality for students who have been abandoned by other systems.” — TAMMY TAI, PROGRAM DIRECTOR, HYAMS FOUNDATION

In April 2009, College Bound Dorchester was selected by the Hyams Foundation as one of seven organizations to receive funding through its new three-year *Teen Futures Initiative*. The *Teen Futures Initiative* is designed to address the dropout crisis by supporting organizations that improve the success of young people who have dropped out of school and are not employed. The College Prep program is proud to be a member of the *Teen Futures Initiative* and to work alongside community partners to reengage youth in their education.

COMMUNITY PARTNER PROFILES



Jumpstart

To be successful in school, children need literacy, language and social skills. To meet this need, College Bound Dorchester partners with Jumpstart to provide preschool students with individualized tutoring and mentoring. Jumpstart Corps Members from Emerson College work with preschool students in College Bound Dorchester's Early Education centers. These Jumpstart students provide the Early Education program with the capacity to individualize literacy curriculum through daily mentoring and coaching.

Each student's preparedness for school is significantly improved through this individualized instruction in literacy, books and print knowledge, phonological awareness, and oral language. Jumpstart members also work with College Bound Dorchester educators to create stronger family engagement efforts by participating in engagement events and providing materials that are responsive to parents' needs.

“We've seen a lot of growth with all of the children over the year in our Jumpstart group. It is great to see not only their growth in literacy skills but also in their confidence!”

— Jeannie Hannigan, Jumpstart Team Leader, Emerson Class 2011

ACCESS

College Bound Dorchester is committed to providing young people with high-impact college preparatory programs. Yet, despite academic accomplishments, students continue to struggle to succeed in college due to overwhelming financial barriers. In order to fill this critical gap, a partnership was formed with ACCESS to ensure that students have the financial information and resources to make college an affordable option.

Through this partnership, ACCESS places a financial aid advisor on-site at College Bound Dorchester each week to meet with students. With the guidance of a trained ACCESS Advisor, students have been able to navigate the confusing and cumbersome financial aid process. Both College Bound Dorchester and ACCESS believe that no student who works hard to be accepted to college should have to forego his or her education due to financial hardship.

“ACCESS is particularly excited to work with a visionary organization and staff. The courage and conviction associated with College Bound Dorchester's approach is what drew in ACCESS and is what ultimately led to our choosing them to be one of our partners.”

— Bob Giannino-Racine, Executive Director, ACCESS

Giving students a strong start.








“I am very excited about the direction of College Bound Dorchester to focus on education from early education through college for and with the Dorchester community. The staff is deliberate and intentional in their efforts to support our youngest citizens and their families to become lifelong learners. I applaud their focus and efforts.” — SHERRI KILLINS, EEC COMMISSIONER

College Bound Dorchester’s Early Education and Out of School Time programs received a visit from the Commissioner of Early Education and Care, Sherri Killins in August. Commissioner Killins visited with educators, students and parents and saw firsthand the work that College Bound Dorchester is doing to prepare students for success at a young age.

MEASUREMENT OF SUCCESS: FY09 OUTCOMES

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 have the opportunity to impact their lives. **REACHED:** Students or families who achieve one or more programmatic goals. **WOW:** Long-term goals for students or families served.

	SEEN	SERVED	REACHED	WOW!
Early Education 	385	241	<ul style="list-style-type: none"> ▶ 85% attendance rate ▶ 25% of center-based classrooms utilized web-based Creative Curriculum; 10% of home-based classrooms utilized web-based Creative Curriculum ▶ 80% of center-based classrooms scored 5 or better in EDCRS; 50% of home-based classrooms scored 5 or better in EDCRS ▶ 20% of center-based programs piloted home visits 	100% of students will be at grade level in grade 3
Out of School Time 	292	261	<ul style="list-style-type: none"> ▶ 85% attendance rate ▶ 80% of students improved literacy and reading skills ▶ 75% of students improved conflict resolution skills ▶ 73% of students developed a positive relationship with a nonparent adult 	100% of students will demonstrate grade level improvement
Adolescent Development 	422	172	<ul style="list-style-type: none"> ▶ 86% of students increased their life skills ▶ 85% of students had an improved sense of self ▶ 86% of seniors were accepted and are now attending a college or university ▶ 52% of students age 16 and older gained employment or internships 	100% of students will become a mentor to a younger child
Alternative Education 	186	78	<ul style="list-style-type: none"> ▶ 68% attendance rate ▶ 42% of students in the Alternative Middle School reentered a traditional school ▶ 20% of students in College Prep obtained their GED ▶ 21% of students in College Prep entered college 	100% of students will go to college
Adult Education 	293	199	<ul style="list-style-type: none"> ▶ 73% attendance rate ▶ 42% of students saw grade level improvement ▶ 53% of students reached at least 2 self-defined personal goals 	100% of students will be in school and/or employed

FINANCIALS

Statement of Financial Position

For the year ended September 30, 2009

Current Assets	
Cash and cash equivalents	\$ 172,365
Cash-Restricted as Collateral	955,646
Accounts Receivable and Prepaid Expenses	392,727
Investments	1,125
Total Current Assets	1,521,863
Property and Equipment (Net of Depreciation)	1,035,367
Total Assets	2,557,230
Liabilities and Net Assets	
Current Liabilities	
Current Portion of Notes Payable	61,475
Line of Credit	66,000
Accounts Payable	99,715
Accrued Liabilities	371,337
Total Current Liabilities	598,527
Long Term Debt (Net of Current)	573,533
Total Liabilities	1,172,060
Net Assets	
Available for Operations	323,008
Investment for Plant	1,035,367
Temporarily Restricted	26,795
Total Net Assets	1,385,170
Total Liabilities and Net Assets	2,557,230

Statement of Activities

For the year ended September 30, 2009

Income	
Program Service and Reimbursements	\$ 4,139,729
Contributions and Grants (Includes Temp. Restricted)	1,581,753
Other Income	33,475
Investment Income	5,266
	5,760,223
Expense	
Early Education	3,366,436
Out of School Time	903,045
Adolescent Development	433,743
Alternative Education	511,112
Adult Education	535,383
Total	5,749,719
Increase in Net Assets	10,504

Celebrating commitment to urban education.



“The work, resources and time you give to moving us forward as a community helps us along the path to a better tomorrow.”

— GOVERNOR DEVAL PATRICK

College Bound Dorchester raised over \$200,000 for programs at a dinner honoring Governor Deval Patrick on June 4th at the Boston Convention and Exhibition Center. Over 300 people enjoyed the 5th annual networking event which celebrated College Bound Dorchester’s on-going commitment to transforming the community of Dorchester through education. Governor Deval Patrick received the “One Step Closer” award for his lifetime dedication to urban education.

You

are college bound.

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**College Bound Dorchester
is committed to a single
education goal: college
graduation. It's that simple
and that revolutionary.**



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2008 — 2009 ANNUAL REPORT



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Established in 1965 as Federated Dorchester Neighborhood Houses, Inc.

An agency of

