

THE RICH REPORT 2010-11

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In the life of a child, is there any better investment than education? Education is not just the acquisition of knowledge. It is learning how to think critically, to problem solve, to see a project through from start to finish. When our city's youth are well educated we all benefit, both financially and socially. Workers with a high-school degree earn 42% more than those without any diploma, a differential that has doubled in the past 25 years. Yet, just 58% of D.C.'s youth graduate from high school, and fully half of those dropouts end up in jail.

While the United States offers a free education to all, the cards are not evenly dealt. Inner city schools lag those in the suburbs in providing a good education to minority and disadvantaged youth. And even under the best of circumstances, students sometimes need extra instruction—to help with a complicated math problem, to prepare for the SATs, to help organize assignments. When a student is already at a disadvantage because of a less-than-desirable home life or an underperforming school, academic success can be even more elusive, and extra help is that much more important.

What can we do? Grassroots programs that help educate inner city youth are one of the most direct solutions. Resources for Inner city CHildren (RICH) was formed to address the high drop-out rates of Washington, D.C., youth by providing professional educational services, free of charge, in math, in the humanities, and in SAT preparation. RICH wants every student to achieve academic success, graduate from high school, become a productive adult and live up to his or her potential. To do this, RICH strives to:

- Raise the academic skills of the students it serves
- Increase each school's retention and graduation rates
- Increase each school's teacher retention rate
- Make students stronger applicants to college and for college scholarships
- Raise the academic self-esteem of the students it serves

In 2010-11, RICH's twenty-plus education professionals provided over 3,000 hours of instruction and mentoring, free of charge, to the students and teachers of two high schools: the Capitol Hill campus of the Cesar Chavez Public Charter School for Public Policy, www.chavezschools.org, and Anacostia High School (now known as the Academies at Anacostia), http://en.wikipedia.org/wiki/Anacostia_High_School. Encouraged by the positive results in these inner city school communities, RICH is committed to expanding these services in the coming

years. RICH operates from a pedagogical foundation that the greater a student's academic need, the more important the experience of the teacher. RICH hires only experienced professionals who work with special-needs students and who mentor young teachers. A recent study by George Washington University, www.resourcesforinnercitychildren.org/documents/George_Washington_Evaluation_Report.pdf, shows that RICH's programs produce an annual social return on investment of approximately one million dollars per year, or roughly seven times the amount invested.

OUR STORY

Paul Penniman formed RICH in 2003 after he was inspired by a speech given to WISER, the network of for-profit educational professionals, by Cesar Chavez School founder Irasema Salcido. Ms. Salcido spoke about her childhood as a migrant worker who eventually succeeded in attending college and then graduate school at Harvard University. She founded the César Chávez School to provide high-quality education to low-income children. Upon hearing the speech, Paul thought, "We should bring a group of tutors down to help her and her school." RICH did this and soon expanded its services to include tutoring and SAT prep at the Maya Angelou School. Since 2003, RICH has assisted over 800 students to raise significantly their grades or test scores.

RICH PROGRAMS

RICH's programs include Saturday credit recovery programs in both math and English, an "Endangered Theses" program for seniors working on their theses (term papers), MATHlete enrichment programs, a "Word Stars" program for high school students reading at below fifth grade level, the DREAM TEAM, teacher mentoring, and remedial tutoring.

At RICH's partner schools, RICH's staff acts as an extension of the school's faculty. Each school year, RICH's tutoring programs begin in late September, several weeks into the school year. By this time, the school staffs have been able to assess their students and arrive at a list of those for whom tutoring is recommended. RICH Director Paul Penniman assigns tutors to the recommended students. Occasionally a RICH professional or a school staff member will request a certain type of tutor to work with a particular student. In that case, Paul attempts to find a suitable professional.

The "Saturday Academies" at the Capitol Hill campus of Cesar Chavez started at the request of the school. The Academies provide instruction for approximately 150 students for three hours on Saturday mornings and are an extension of RICH's tutoring programs during the week.

Director Paul Penniman is at RICH's partner schools 15-20 hours per week consulting with teachers and administrators as well as tutoring students. RICH's other professionals provide anywhere from 3-15 hours of weekly tutoring each. Tutors write reports on each tutoring session, and these reports are updated by Paul in a web-based log for the purpose of instructional coordination with the school staffs. As a result, the RICH and the school staffs can work together to enhance instructional quality for each student.

In the MATHletes program, RICH targets the best math students at Chávez and Anacostia and enriches their curriculum with topics to help prepare them for a rigorous college program. MATHletes participate in national math contests and tutor their peers at the Saturday Academy. In July of 2011, eight MATHletes enrolled in a tutoring and enrichment program at RICH's new location at Oxford Manor in Anacostia. This pilot program is chronicled in Paul Penniman's blog, innercityvisions.blogspot.com. It is expected that most of the MATHletes will receive academic scholarships to and enroll in competitive universities.

The Word Stars program provides intense reading remediation for low readers (fourth grade or lower). These scholars, by the time of graduation, will be expected to have functional literacy (fifth grade or higher).

The DREAM TEAM strives to educate politicians and the public about the large number of immigrant children, many of whom are legally documented, who cannot get access to governmental college financial aid programs. In the spring of 2011, Paul Penniman began a DREAM TEAM program for ninth graders at Chavez's middle school campus in addition to the program at the high school.

RICH's instructors have an average experience level of twenty years and can help the young, talented staffs at Chávez and Anacostia with curriculum design as well as diagnosis of learning differences in students. Since 2005, RICH's mentoring efforts with novice teachers at Chavez-Capitol Hill and Anacostia have resulted in every new teacher returning for another year of teaching.

RICH SUCCESSES

Academic success is measured by an increase in test scores, as well as by students staying in school and ultimately graduating. In these areas, RICH's intervention has been successful. In the last academic year, over 200 students showed measurable gains in grades or test scores from RICH's programs. For students who did not improve, RICH's professionals consulted with school psychologists and other administrators at great length concerning these students' needs to make a battle plan for the students' success.

At the Saturday Academy, for the fourth straight year, more than 100 students turned failing quarter exam grades into passing grades. The Chavez Schools annually allocate approximately \$50,000 toward RICH's Saturday Academy programs.

Student retention rates have continued at a high level for those students whom RICH tutors. Since the inception of its programs in 2003, more than 95% of RICH's students at its partner schools who received significant tutoring time or SAT instruction remained on track to graduate or have graduated from high school, much higher than the citywide average of 58%. According to the National Youth Policy Forum, half of all high school dropouts are incarcerated by age 35. RICH's work has a direct impact on lowering the incarceration rates of our urban, low-income youth.

RICH BENEFACTORS

Resources for Inner city Children could not exist without the generous support of many individual donors. In addition to individuals, RICH receives support in the form of grants from several foundations. These include the Herb Block Foundation, the Commonwealth Foundation, the Luther I. Replogle Foundation, the Gannett Foundation, the Hattie M. Strong Foundation, the John Edward Fowler Foundation, Virginia G. Harper Charitable Trust, the Capitol Hill Community Foundation, and the Dimick Foundation.

DONATING OPPORTUNITIES

Because of RICH's low overhead costs, donors can be sure that they will have a direct impact on a needy student. Your donation will pay for professional educational services and the teaching materials needed to serve these inner city youth.

A \$350 donation will pay to "Adopt a Student" for one year. A \$1,250 donation will fund an entire day of Saturday Academy instruction. A \$6,000 donation will pay for a part-time tutor to help RICH's most troubled students. Donors who "adopt" a student or a Saturday class will receive periodic updates on their student(s) from RICH Director Paul Penniman.

Excerpts from "Adopt a Student" emails from RICH Director, Paul Penniman:

Marquis had a successful end of the year! Although he failed both the third and fourth quarter in math, he was able to go to summer school and make up his grade. The great news is Marquis passed every course for the year. He has made great progress this year and will be able to come back as a senior in the fall.

Jesse had his best quarter ever with all passing grades for the first time. His teachers remark on the "incredible" turnaround.

Douglas had a pretty good end to the school year, passing all his classes. He needs six more to graduate. He made very good progress in his reading, and he is up to a third grade level. We had him in our summer program, and he made more progress, which was nice.

RICH STAFF

Many of RICH's instructors have been in private practice and are in such high demand that they long have been turning away business.

- **Paul Penniman** (founder, executive director and instructor in math and science), B.A. mathematical sciences and psychology, Johns Hopkins University. Paul taught mathematics for nine years at the Edmund Burke School before starting a tutoring practice in 1990. Paul has given talks at National Council of Teachers of Mathematics meetings regarding the remediation of undiagnosed learning-disabled students. In the summer of 2007, Paul led a team of RICH professionals that designed the math

curriculum at the new Academy at the Oak Hill Detention Facility (now New Beginnings).

- **Barbara Taylor** (English and history instructor), Ph.D., English literature and teacher training, University of Illinois. Barbara has taught for over 40 years in both public and private schools. She has also directed after-school supplemental educational programs.
- **Annie Barsky** (writing and organization instructor), M.Ed., secondary reading. Annie taught for nineteen years in the Montgomery County and Prince George's County public school systems and consulted at the Kingsbury Day Center before starting a private tutoring practice. Her specialties are the teaching of writing, test-taking and executive functioning skills.
- **Jacqueline Hubbard** (English instructor, special education specialist), M.A., special education, Syracuse University, has worked with at-risk and special needs students for over ten years.
- **Sheryl Gilbert** (mathematics instructor), M.A., special education, American University. Sheryl has taught math in the Washington, D.C., area for over twenty years.
- **Frank Rettenberg** (mathematics instructor), B.A., mathematics, St. John's College of Annapolis. Frank has taught mathematics in the Washington, D.C., area since 1993. He has been a tutor with Penniman and O'Brien since 2001.
- **Vance Gage** (English instructor), M.A.T., Northwestern University. Vance has been teaching English to a wide variety of students since 1963.
- **Carla Farley** (English instructor, special education specialist), M.A., special education and reading, Azusa Pacific University, has worked with learning disabled students in the Los Angeles and Washington area for over ten years.
- **Christopher Reid** (math instructor), B.Sc., special mathematics, Hull University (UK). Christopher taught for over 35 years in the United Kingdom before moving to Washington and joining RICH.
- **Paul Steinberg** (psychiatrist), M.D., SUNY-Downstate, has practiced psychiatry for over thirty years in the Washington, D.C., area, and was head of the Counseling and Psychiatric Service for students at Georgetown University.
- **Kabila Williams**, Ed., M., University of Illinois, taught math at the Lab School of Washington before joining the American Institute of Research. Kabila brings a unique skill set to the Saturday Academy.
- **Betsy Wolf**, M.A., mathematics, UCLA, has taught at Auburn University and currently teaches part-time while she pursues her Ph.D. in math.

- **Garrett Phelan**, B.S., Central Connecticut State University, was most recently principal at the Cesar Chavez Public Charter School's original campus from 2004-09. He has over thirty years experience teaching English and is contributing author to *The Right To Literacy in Secondary School*, ed. Suzanne Plaut.
- **Pam Korbel**, M.A., learning disabilities, American University, has diagnosed special education students and mentored teachers for over thirty years, in schools like John Eaton Elementary School, Beauvoir School, and the SEED School of Washington, D.C.

RICH FINANCES

Between July 1, 2010 and June 30, 2011, RICH received approximately \$65,000 in individual donations, \$60,000 in foundation grants and \$40,000 in contributions from the Chavez Schools. More than 85% of RICH's funds go toward program expenses. 80% goes to stipends for instructors, and 5% goes toward materials such as textbooks, calculators, photocopying of worksheets, pencils and pens and Saturday bagel breakfasts and pizza lunches. The last 15% of RICH's funds go toward administrative expenses, including salaries to its bookkeeper and executive director; 24% of Paul Penniman's \$1,200/month salary is allocated toward administrative tasks. Paul works on average 45 hours per week. Other administrative costs include materials for fundraising, professional development, payroll taxes, and office supplies.

RICH OUTCOMES 2010-11

- Forty-one students in our "Keep Up" Tutoring Program were able to significantly improve their grades or test scores and sustain that improvement for the rest of the school year. Seven of these students were in our "Village Watch" program for past students, where we monitor their progress during the school year and intervene if necessary.
- Another twenty-five students "watched" were able to maintain good standing in school without a need for RICH to intervene.
- In our Saturday programs, 114 math and English students were able to significantly increase their test scores. Twenty-eight thesis (term paper) students were able to catch up in their work and finish on time.
- Fourteen MATHletes participated in contests, maintained honor roll grade point averages and tutored their peers.
- Two rookie teachers were mentored and decided to recommit for at least another year.

RICH BOARD

Board Chair: Karen Guberman, director, Educational Pathways

Board Members:

Paul Penniman, RICH executive director

Maryann Gosnell, webmaster and former publications manager, Bullis School
William Gruen, CPA, Gruen and Wichansky, PC
Pamela Korbel, tutor
Wesley Pickard, former CEO, Synergy, Inc.
Alexis Sepulveda, private attorney
Irving Washington, program manager, National Association of Black Journalists
Kate Coleman, legal analyst and consultant

Advisory Board:

Afsaneh Beschloss, President and CEO, the Rock Creek Group
Michael Beschloss, historian and author
Jacqueline Canales, Cesar Chavez (and RICH) class of 2006
Robert Fleishman, Partner, Steptoe and Johnson
Jean Mooskin, Co-Founder, Edmund Burke School
Tanisha Smith, Special Education Instructor, Anacostia High School
Barbara Taylor, tutor

THE FUTURE FOR RICH

RICH has definite goals for the future, and with your help, they can be achieved.

- Replicate our Saturday Academy at multiple schools
- Provide more remedial reading tutoring at RICH's partner schools
- Provide more mentoring and counseling at its partner schools
- Become an integral force in the intellectual awakening of the children of Anacostia

The staff at RICH believes that everyone has a stake in educating the youth of the nation's capital.