



2020
2021

IMPACT REPORT



INVESTING IN PEOPLE.

INCUBATING IDEAS.

FOSTERING CONDITIONS.

DRIVING IMPROVEMENT.





**OUR MISSION IS TO INCUBATE
THE PEOPLE, IDEAS, AND
CONVERSATIONS NEEDED FOR
EQUITY-DRIVEN INNOVATION IN
DC'S PUBLIC SCHOOLS.**

Specifically, we identify and develop a robust cohort of leaders, entrepreneurs, and school designers, deploying particular efforts to recruiting leaders of color. We incubate and invest in the best of their ideas and, together, bring to market the next generation of transformational public schooling.

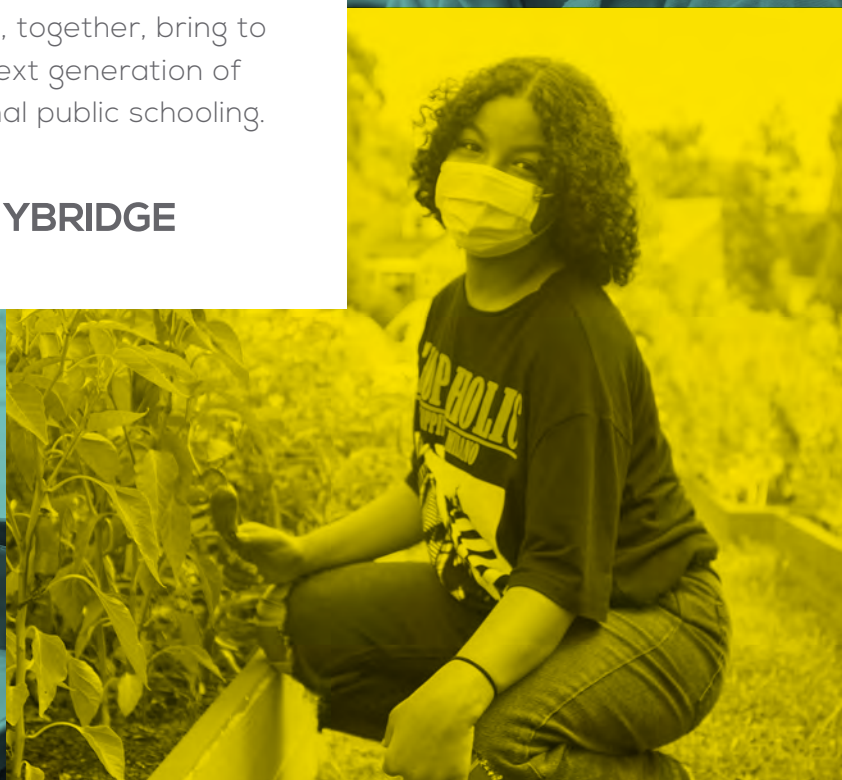




TABLE OF CONTENTS

| | |
|---|----|
| A Message from Our Executive Director | 4 |
| Our Focus | 5 |
| 2020-21 Impact | 8 |
| The CityBridge Incubator | 9 |
| Our Citywide Investments | 20 |
| Thank You | 27 |



A MESSAGE FROM OUR EXECUTIVE DIRECTOR



Dear friends,

This year has taken a brutal toll on our students and families. Since the start of the pandemic, over 1,200 DC residents have lost their lives as a result of the virus, and close to 1 in 7 have tested positive for COVID-19. As we continue to grieve the loss of normalcy on so many levels, our country is battling a mental health crisis—with our most marginalized communities bearing the brunt of the trauma and fatigue. Although the majority of DC students have fallen behind academically this past year, remote learning exacerbated the inequities that have long been present in our public school system, resulting in widening opportunity gaps between at-risk students and their more affluent peers.

And yet, despite this discouraging reality, I am entering this new year with tremendous hope and optimism. We are never going to go back to the “status quo” of school—and that is a good thing. The status quo was not preparing students to thrive in the 21st century. The status quo was failing to unlock the full potential of our Black and Latinx students. The status quo was equating socioeconomic status with academic potential. We can do better than the status quo.

This year, we have seen an unprecedented number of DC education leaders sign up to build the public education system of the future. We have served our largest cohort to date—close to 300 teachers, administrators, and community leaders who are leading equitable innovation efforts in their classrooms, schools, and neighborhoods. They are committed to building new school models, new programs, and new organizations right here in DC. And we are committed to being their partners in this journey.

In the pages of this report, you will read about first-time innovators who are learning the foundations of equitable design and co-designing solutions in the communities they serve. You'll meet late-stage entrepreneurs who are preparing to launch their ventures and scale their impact. And, finally, you'll learn about our citywide initiatives—CityTutor DC, a coalition-driven effort to expand access to high-impact tutoring to 10,000 students, and CityWorks DC, a nonprofit venture revolutionizing the relationship between K12, higher education, and employment opportunities for local youth. After reading their stories, we think you, too, will share our optimism about the future of DC schools.

Thank you for your support and partnership as we build the “status quo” our students deserve.

With gratitude,

RACHEL EVANS
Executive Director



THE PROBLEM

The glaring inequities that we see made manifest in our public schools are largely the product of an inequitable design that was established to serve the privileged. Because of this, we will never achieve true racial and economic equity in schools by seeking incremental improvement within the system as it currently exists—redesign, and not merely reform, is required.



THE SOLUTION

If we are going to create a public school system that is worthy of all of our children, we must center the perspectives and interests of historically disinherited students and families who were left out of the original design process. This requires empowering, on all levels, innovators who deeply understand and can authentically represent students and families that have been, and continue to be, marginalized.

Given the long history of racism in schools, CityBridge Education centers race in our work.

Our entrepreneurs operate on multiple levels—the classroom, the school, the community, and system-wide. Some create within existing structures and others create ventures that are altogether new. Regardless, all equitable innovations require supportive conditions in order to take root and meaningfully transform the existing ecosystem. Over time, the cumulative effect of these redesign efforts—at all levels, both from within and outside the existing system—is a public school system that provides every student with an excellent and equitable education.



OUR APPROACH

AT CITYBRIDGE EDUCATION, WE INCUBATE
THE PEOPLE, IDEAS, AND CONVERSATIONS NEEDED FOR
EQUITY-DRIVEN INNOVATION IN DC'S PUBLIC SCHOOLS.



INCUBATING PEOPLE

We invest in developing the mindsets and behaviors of the individuals that we touch through our incubation programming and our network engagement efforts. We center the needs and experiences of entrepreneurs of color in our programming and investment strategies because the majority of students served in DC are Black and Latinx and because systemic racism is the greatest root cause of the inequities we see in public education. Additionally, we know that leaders of color have historically received less support and access to capital than their White peers in the entrepreneurial spaces.



INCUBATING IDEAS

We invest in developing solutions that are grounded in solid evidence and research, both qualitative and quantitative, and responsive to the issues prioritized by students and families in DC. We also prioritize ideas that are timely and well-positioned for impact in our current ecosystem.



INCUBATING CONVERSATIONS

We invest in developing community and connections. In our incubation programming, we use the power of our networks to ensure our projects and the entrepreneurs leading them have access to the financial, social, and political capital that they need to be successful. Our alumni network creates spaces for educators to work together on common problems over time and support one another in generating solutions. Additionally, we seek to use our convening power to build a coalition of informed, engaged, and values-aligned civic leaders that we can both mobilize and support in our work.

2020-2021 IMPACT



**MORE THAN
\$6.1 MILLION**

provided to
entrepreneurs,
schools, and partners



1

new social
venture launched



5

new schools opened



1

new charter
school approved

LARGEST COHORT in CityBridge History

107

**DESIGN
STUDIO
PARTICIPANTS**

+

71

**DESIGN
FELLOWSHIP
PARTICIPANTS**
across 20 teams

+

5

**DESIGN
RESIDENCY
PARTICIPANTS**
across three teams

+

4

**LATE STAGE
VENTURES
PARTICIPANTS**
across three teams

71% of participants
are people of color

58% identify as Black

70% of team leads
are people of color

55% identify as Black

ALL Residency
participants are women

FOUR are women of color

ALL Late Stage
participants are women

THREE are women of color

89

CITYTUTOR DESIGN SPRINT PARTICIPANTS
across 31 teams

276 PARTICIPANTS

ACROSS ALL INCUBATOR PROGRAMMING



OVER 3,900 STUDENTS receiving tutoring

\$2.16 MILLION PROVIDED
to expand/build tutoring capacity

50+ COALITION MEMBERS



40 YOUTH APPRENTICES

16 EMPLOYERS

10 PARTICIPATING HIGH SCHOOLS



THE CITYBRIDGE INCUBATOR

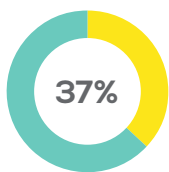


THE CITYBRIDGE INCUBATOR

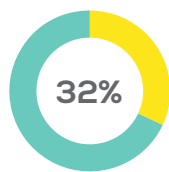
Our schools are filled with visionaries who work with students every day and see first-hand the myriad ways our current system is—and is not—serving them. But carving out the space to reimagine public schools is easier said than done, especially in a year when it seemed like almost everyone was operating in survival mode. Although distance learning required that every DC educator “innovate” this year, whether they wanted to or not, the best ideas are born in community, with like-minded leaders coming together and co-designing solutions.

The CityBridge Incubator is an ideal space for innovators and problem-solvers to explore, design, and test equitable solutions with guidance from our expert coaches. This year, we supported hundreds of education leaders across DC—our largest cohort to date.

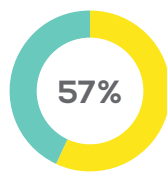
Customized for each individual’s and team’s needs, the CityBridge Incubator offers three stages of increasing intensity, support, participant’s experience level, and length. Our grants range from \$250, which allow teachers to run small pilots in their classrooms, to full-time support while entrepreneurs develop their ventures and prepare for launch. At every stage, our participants are provided the funding, coaching, and tools required to deepen their understanding of a problem facing students and families, design and test their ideas, and build a guiding coalition—all of which results in solutions that are built with, and not for, the communities we serve.



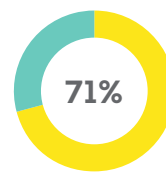
of participants
come from DCPS



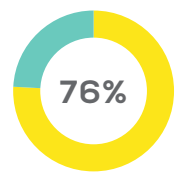
of participants
come from
public charter
schools



of participants
identify as
Black or African
American



of participants
identify as
people of color



of participants
are women



My experience with CityBridge has been the most significant thing that I have engaged in in my service in public education to this point. I have really appreciated it and it has really genuinely impacted [my school] in a positive way.” - Anna Katt, Design Fellow

DESIGN STUDIO

Design Studio, our two-part introductory workshop, aims to catalyze educational innovators to build and test equity-centered solutions for DC students and families. We cast a wide net in this stage—we have participants who are just starting on their design journey as well as those with a clear problem and solution in mind.

Our Design Studio curriculum focuses on the following:

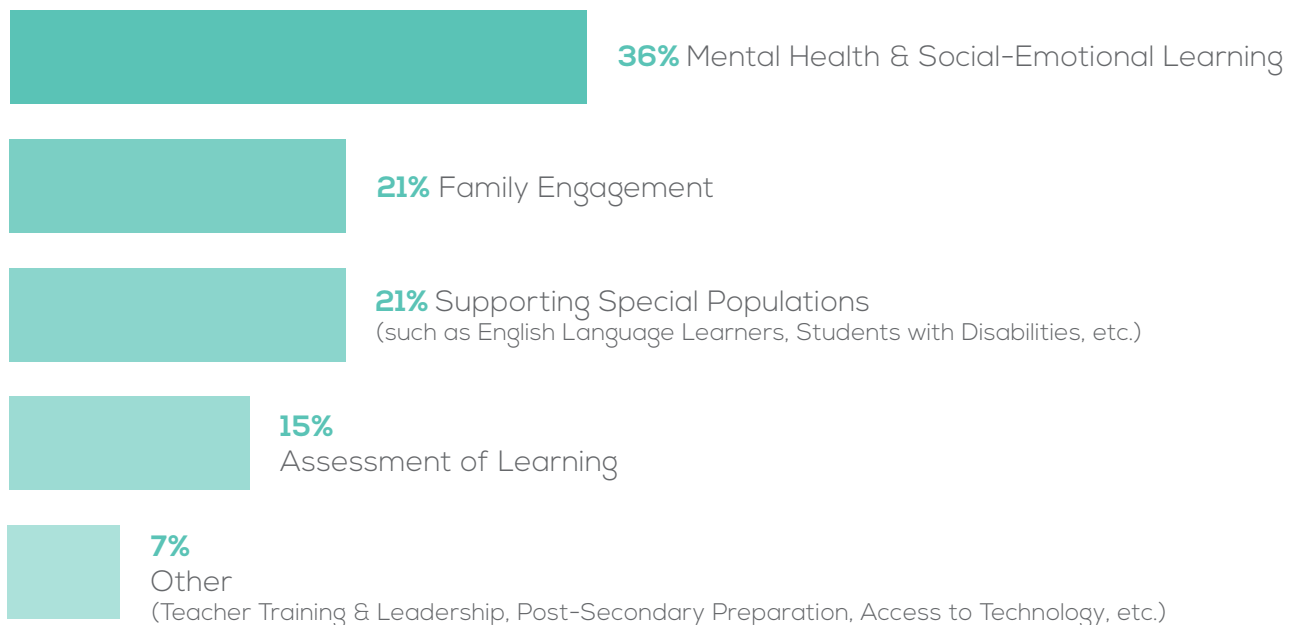
- Starting with self and identity as a designer
- Gathering empathy and data around our problem areas
- Crafting synthesized problem statements
- Generating a plan for building a coalition around the problem
- Brainstorming creative options for solving the problem
- Learning the fundamentals of piloting

We served 107 educational innovators in DC through Design Studio this year. Our participants were largely an equal mix of DCPS and public charter school educators, although nonprofit leaders, community advocates, students, and parents were represented as well.



[What I liked best about Design Studio was] hearing from and learning from other designers across the city! It's an incredible feeling to know that multiple people are thinking about and **working toward more just and equitable outcomes for our city's students."** – Design Studio participant

The most common issue areas prioritized by Design Studio participants were:



Design Studio in Action

Sandra Kalu, a social worker with experience working in the public, private, and nonprofit sectors, came to Design Studio eager to address the problem of Black girls being suspended from school at disproportionately high rates. She developed a prototype for a Student/Educator Committee (SEC) to allow students, specifically girls of color, to have a voice in shaping discipline policies at her school.

Sandra hypothesized that structures allowing Black girls in her school to be seen and heard would ensure educators were more aware of, and therefore more empathetic toward, the unique challenges that Black girls face in school settings. This awareness would, in turn, decrease discipline disproportionality. To test her hypothesis, she collected both quantitative data (weekly discipline infraction data and pre/post SEC educator empathy data) and qualitative data from student and educator interviews.

After completing Design Studio, Sandra teamed up with Ashley Turnbull, another Design Studio alum, to further test her idea. Sandra shared a reflection from her current role: "I was giving my clients a way to deal with the system but not interrupt the system—pushing girls to persist or change their behaviors when the problem wasn't with them, but instead the system." Their next step as a team is to conduct more empathy interviews to better get at the root of this problem. They will be interviewing girls who have higher discipline rates as well as their parents.

DESIGN FELLOWSHIP

Design Fellowship, our four-month immersive fellowship, is geared towards teams of entrepreneurs and educators interested in starting new educational ventures or programs (often within existing schools) or new charter schools in DC. Design Fellowship participants complete two pilots across the course of their Fellowship semester: one small pilot during the Fellowship workshops and one larger pilot designed during the workshops and implemented the following semester so that more robust data can be collected over a longer time period.

This year, a total of 71 educational leaders across 20 teams completed the fellowship experience.

The Design Fellowship teams focused on the following:

DCPS Teams:

- Bard Early College High School
- Deal Middle School
- Dunbar High School
- Eastern High School
- Hendley Elementary School
- McKinley Tech High School
- Miller Middle School
- Peabody Elementary School
- Sousa Middle School
- Stuart-Hobson Middle School
- Truesdell Education Campus
- Walker-Jones Education Campus
- Wilson High School
- Youth Services Center

Fall 2020 Focus Areas:

- Social-emotional learning, 6 teams
- Anti-bias, anti-racist curricula, 2 teams
- English Language Learners, 1 team
- Hybrid learning instruction, 1 team

Public Charter School Teams:

- Center City PCS
- Washington Latin PCS
- Washington Yu Ying PCS

New Start Venture Teams:

- (R)evolution Montessori
- Planting SEEDS

New Start Charter School Team:

- Spelligent/Relay GSE

Spring 2021 Focus Areas:

- Social-emotional learning, 4 teams
- Adult learning, 2 teams
- Community/family engagement, 2 teams
- Student-centered learning, 1 team
- English Language Learners, 1 team



Design Fellowship in Action

The (R)evolution Montessori team—Rachel Kimboko, Betsy Romero, and Nia Holmes—brought to Design Fellowship a shared passion for Montessori instruction and a desire to see Montessori schools embrace practices that allow staff and students of color to thrive. First, they wanted to distill the culturally-responsive and inclusive classroom practices of great Montessori teachers. Second, they wanted to create inclusive spaces for Montessori teachers of color to support one another and grow in communities of practice. The question the team had been grappling with was: What exactly do those Montessorians of color need in order to build and sustain connections with other educators who are committed to anti-bias, anti-racist practices?

In designing their first test to explore the core elements of a supportive anti-racist training space, they analyzed empathy interviews and applied a set of equity checks. Then they convened a working group of Montessorians of color to begin identifying the specific practices they use to create inclusive classrooms.

What they learned from that initial testing reinforced their initial hypothesis that there are clear anti-bias, anti-racist practices for Montessori classrooms, but they are not necessarily codified and explicitly discussed. They also learned that the teacher-leaders in their working group leaned on friends and colleagues for emotional support and feedback—a learning that reinforced their hypothesis that having a community of practice is necessary to support the work of doing equity-centered Montessori instruction.

Moving forward, the team is working to build communities of practice that will support all Montessori educators in creating anti-bias, anti-racist classroom environments. They are also creating structures that will allow Montessori educators of color to receive coaching and mentorship in environments where they are often woefully underrepresented.

If you think you have an idea that might have a ‘something’ behind it, Design Fellowship is a great opportunity. We could have spent another year talking amongst ourselves about our idea. [Fellowship] was the structure that moved it forward.” – Rachel Kimboko

DESIGN RESIDENCY

Design Residency, our year-long cohort experience, is the beginning of our late stage incubation process. The programming is geared toward individuals and teams that have already completed substantial piloting of their proposed solutions and are preparing to launch a new educational venture or school model.

Participants in Design Residency receive tailored supports that align with the focus of their venture. Highlights of the Design Residency experience include:

- Cohort-based learning experiences throughout the year
- Identity-affirming, strengths-based coaching
- Training in stakeholder engagement and coalition-building
- Support in designing a Theory of Change
- Business plan development
- Stipends for assorted start-up expenses

A total of five entrepreneurs across three ventures completed the Design Residency. They closed their year by pitching their ventures to a panel of 12 evaluators and over 100 community members at our inaugural Ventures Showcase in April.



Lauren Bryant has spent the last decade operationalizing spaces of belonging to ignite and sustain change. Since beginning her career at CityBridge in 2011, she has supported education efforts in DC and across the country. Lauren is formerly the Founding Director of National Charter Collaborative, a nationwide network of charter school leaders of color.

KEY QUESTION: What if school operations teams were fully supported in designing more equitable experiences in schools?

Through the CityBridge Incubator, Lauren relaunched StartOps, a boutique education consulting firm offering operational support to early-stage charter schools and education/education-adjacent organizations. StartOps will build and fortify the pipeline of operations professionals across the city by providing operations training and coaching to staff. Her aim is to operationalize equity in schools and create more inclusive and identity-affirming spaces for students, families, and staff.

Currently, StartOPS has a cohort of operations leaders in schools that they are working with as they navigate the unchanging calendar of critical, annual operations milestones and the multitude of vital, interdependent relationships across the school community. Lauren's goal is to connect 200 DC members through the StartOps platform throughout next year.



**MARISSA
JENNINGS**
SOCIALgrlz



A social entrepreneur at heart, Marissa has a track record of developing community-based solutions. Currently serving as Community Project Manager for Alley, Powered by Verizon, Marissa has extensive experience working for organizations dedicated to improving the lives of girls. Marissa is a 2015 White House Campaign of Change recipient for Young Women Empowering Their Communities and South by Southwest (SXSW) 2016 Dewey Winburne Community Service Award Honoree. Most recently, she coached and guided a trio of young Black girls from Banneker High School through a prestigious NASA competition for scientific solutions to social problems. The team won second place.

KEY QUESTION: What if girls of color interested in STEM fields were part of a community that gave them the support, coaching, and resources to confidently pursue their career interests?

Through the CityBridge Incubator, Marissa launched SOCIALgrlz, a mobile-first tech platform for girls ages 13-17 that bridges the gap between social engagement, academics, technology, and equity to empower girls of color to meet and exceed their interest in STEM fields.

SOCIALgrlz has evolved into a social learning platform that uses a STEM mindset to empower Black girls to achieve their goals by partnering the mobile app with a school curriculum, which is now a hybrid experience. To further develop SOCIALgrlz, Marissa will continue her participation in Design Residency next year.



**Coaching sessions have helped me
beyond my imagination."**

- CityBridge Incubation Programming Participant



**TYECIA
POWELL +
SUSAN
COMFORT**

Nonprofit Wellness



Susan Comfort and Tyecia Powell are passionate about developing cultures of well-being in the charter school community and beyond. Susan is a bilingual organizer who spent 25 years as a leader with nonprofits such as Environmental Working Group, Playworks DC, and KaBOOM! Tyecia spent 15 years in the education sector, leading as a teacher, an instructional coach, and with an alternative certification program. She is a trained Pilates, CPR, and Mental Health & Wellness Instructor.

KEY QUESTION: What if educators across DC possessed the physical, mental, and team health tactics and tools to overcome the unprecedented challenges facing them now and in the future?

Together, through the CityBridge Incubator, they founded Nonprofit Wellness, a nonprofit that provides philanthropic leadership, coaching, and strategy to a variety of educational and environmental organizations. Susan and Tyecia's venture targets educator wellness, promotes educator health, builds positive school cultures, and creates a stronger public education system.


Currently, Nonprofit Wellness is focused on funding their venture and fostering the relationships built over the program year. They are delivering workshops to nonprofit clients and schools and are developing virtual training components in English and Spanish.



LATE STAGE VENTURES


Late Stage Ventures represent mature projects that are receiving funding and tailored supports as they prepare to become stand-alone organizations. Entrepreneurs who are launching schools require one year devoted to the charter school application process and, if approved, another year devoted to finding facilities and hiring a team. With this multi-year process, continued investment in these later stages provides a crucial safety net for our entrepreneurs as they work toward launching their ventures.

CityBridge supported three school teams in our Late Stage Ventures cohort this year.



**DR.
NATALIE
SMITH**

**Global Citizens
Public Charter School**



Natalie Smith is Founder and CEO of Global Citizens Public Charter School in Washington, DC. Over the last 20 years, she has served as a teacher, instructional coach, school leader, and leadership coach in local public schools. Previously, Natalie served as Head of School at Sela Public Charter School, a Hebrew language immersion school in Washington, DC, where she led the school to Tier I status. Natalie earned Ph.D. and M.A. degrees from University of Maryland, College Park, and a B.S. degree from Georgetown University. Natalie is a member of the DC State Superintendent of Education's Principal Advisory Council.

KEY QUESTION: What if Black and Brown children and families, who live east of the Anacostia River in Wards 7 and 8, had access to dual language immersion schools in their communities?

Global Citizens PCS aims to eliminate the barriers to educational opportunities for Black and Brown children, Pre-K3 to 5th grade, living east of the Anacostia River, by providing equitable access to a high-quality dual language school. In 2021, Global Citizens PCS opened for the first time to PK3-PK4 students.





MAIA BLANKENSHIP

Wildflower Public
Charter Schools



Maia Blankenship is the DC Partner for Wildflower Schools, a national eco-system of Montessori micro-schools. Maia was the founding managing director of the DC Region for Education Pioneers, an organization that places talented people from other fields into education management roles. While serving as the regional executive director for The Achievement Network (ANet), an organization that provides high-quality aligned interim assessments, she expanded its reach to more than 200 schools. As vice president of strategic growth and partnerships at ANet, she cultivated national and regional relationships to support improved student performance. Maia is also an advisor to organizations working to dismantle systemic racism and oppression, including serving as vice-chair of The Equity Lab.

KEY QUESTION: What if high-quality Montessori schools were deeply embedded in every DC neighborhood, each with an educational approach that meets the needs and aspirations of the students in their neighborhoods?

By establishing Wildflower Schools in DC, Maia has created a regional hub that will empower a diverse group of Montessori teacher-leaders to create their own vibrant, teacher-led learning environments, blurring the lines between schools and the communities around them. In 2021, Wildflower procured a site in Northeast DC.





Lanette Daily-Reese and Alison Gillmeister are the founders of Capital Experience Lab (CapX). Lanette served as a site coordinator for Communities in Schools in a Philadelphia high school and then went on to serve as assistant director of the Office of High School Reform for the Philadelphia School System. From 2012 to 2017, she was a division leader at the International Center for Leadership in Education, an organization that helps schools and school systems adopt and implement educational best practices. She most recently served as Executive Director of City Arts + Prep Charter School in DC.

At a Startup Weekend event organized by CityBridge, Alison connected with other educators and a leader at the Smithsonian and began designing a school that would use museums as a resource for DC students. While teaching at Center City Public Charter Schools, she helped lead several pilots to test Capital Experience Lab's instructional model. She grew up in the Buffalo home of her grandparents, who instilled in her the joy of lifelong learning. She also spent a year in Atlanta with the Jesuit Volunteer Corps.

KEY QUESTION: What if all DC students could experience rigorous learning opportunities among the rich array of cultural institutions of Washington?

Capital Experience Lab, a middle/high school, will immerse students in DC museums and other community learning spaces—including the Smithsonian, the National Institutes of Health, and the Kennedy Center. Though not approved for independent launch by the Public Charter School Board, Lanette and Alison's compelling model has led to a partnership with Friendship Public Charter School for Fall 2022. Sixth grade scholars at Friendship Blow Pierce Elementary & Middle School will have the opportunity to join Capital Experience Lab.





OUR CITYWIDE INVESTMENTS

OUR CITYWIDE INITIATIVES

Through the CityBridge Incubator, we support a wide range of ideas surfaced by the educators working directly with students and their families every day. This grassroots investment strategy ensures that those who are closest to the problems we are trying to solve are empowered to drive the solutions.

Additionally, we recognize that some problem areas require a coordinated citywide approach and that many more stakeholders and leaders must be involved in the design and implementation of the solution. Projects of this scale need multiple years of support and investment, in addition to the leadership of full-time CityBridge staff. During 2020-2021, we supported two citywide initiatives: CityTutor DC and CityWorks DC.



The pandemic disrupted in-person learning for more than 50 million students across the country, exacerbating systemic inequities that disproportionately impacted those furthest from opportunity. To accelerate learning as students return to in-person instruction, schools and community-based organizations expressed a desire to expand access to high-impact tutoring.

High-impact tutoring is meant to supplement classroom learning and complement teacher curriculum: in a one-on-one or small group setting, a trained tutor and student meet frequently and consistently, typically with a focus on math or English.

Beginning in the spring of 2021, CityBridge assembled an advisory group of key stakeholders that represented the needs of students and families, school-based staff, tutoring organizations, and higher education. Together, this group worked to identify priority problem areas and build CityTutor DC, a coalition of 50+ schools, community-based organizations, civic partners, and other committed stakeholders to accelerate learning for DC students through personalized, meaningful relationships with tutors.

Through the following strategies, we aim to support **10,000 kindergarten through 12th grade public school students with high-impact tutoring by the end of 2022.**



OUR CITYWIDE INVESTMENTS

Strengthen DC's Tutoring Force

CityTutor DC has provided more than \$2M in funding to date to local and national tutoring groups that seek to expand their tutoring capacity in DC. Recipients include:

- Amira Learning
- Blueprint Schools
- BookNook Learning
- Cognition Tutoring
- City Year Washington DC
- Literacy Lab (Math Corps)
- Maryland Teacher Tutors
- Raising a Village Foundation

Additionally, American University (AU) and CityTutor DC recently launched AU Future Teacher Tutors, a new program to provide and support early literacy tutoring efforts with pre-service student teachers being trained at AU.

Build Schools' Capacity to Implement Tutoring

Equitable design is at the heart of all CityBridge work, and no citywide effort can succeed without centering the needs and experiences of students. Through our five-week Design Sprint learning series, we are supporting schools and community-based organizations as they:

- Choose a tutoring method/partner
- Create a new student schedule for scaled implementation
- Identify and set measurable student learning targets
- Use best practices and ongoing support for continuous improvement
- Build a community of like-minded leaders in DC public schools

Eighty-nine participants across 31 schools completed Design Sprints in the spring and summer of 2021, with several additional schools prepared to participate in the 2021-22 school year.

Support Learning Outside of School

CityTutor DC is also building upon trusting relationships that community-based organizations have to expand access to high-impact tutoring in areas of the city with high need. We selected six organizations to establish CityTutor DC Hubs where high-impact tutoring will take place alongside other programming that promotes overall student well-being, such as sports, mentoring, homework help, and arts enrichment.

The Hubs partners include:

GOODProjects (Ward 6)

Higher Achievement Program (Ward 1)

Horton's Kids (Ward 8)

Reading Partners (Ward 1)

Serve Your City/Ward 6 Mutual Aid (Ward 8)

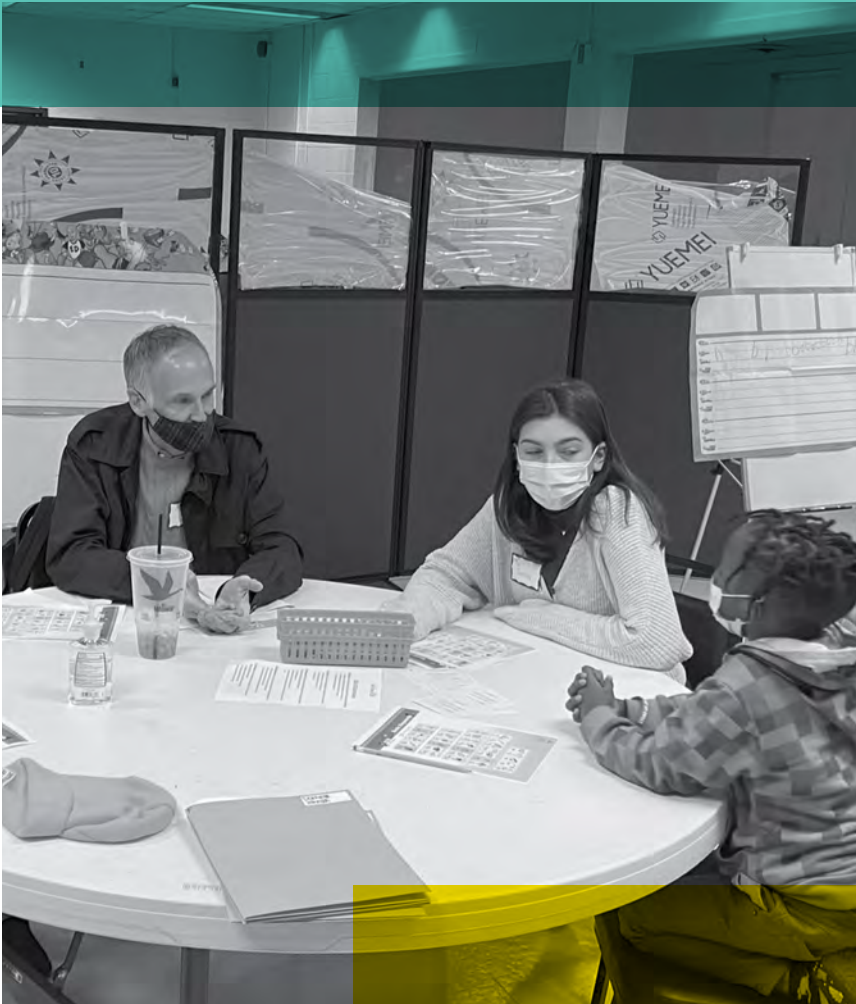
The Fishing School (Ward 7)



Establish Supportive Networks

The work of high-impact tutoring is detailed, expensive, and operationally complex, especially while COVID-19 continues to impact daily life.

CityTutor DC will convene teachers, school leaders, Hub leaders, and supporters to dive into specific aspects of high-impact tutoring. Practitioners will be invited to communities of practice rooted in real-time data to examine and strengthen their tutoring interventions.



\$2.16 MILLION

GIVEN TO SCHOOLS AND
TUTORING PROVIDERS
AND ORGANIZATIONS
to expand/build tutoring
capacity

89

 PEOPLE
ACROSS 31 TEAMS
participated in Design Sprint

50+

COALITION MEMBERS

6

 HUBS

OVER

3,900

STUDENTS
receiving tutoring



Even after coming from 8+ hours of school, to continue to see that drive/motivation to learn has been really exciting." - CityTutorDC participant

CITYWORKS

Talent is equally distributed, but opportunity is not.

Our regional economy is growing, yet our local DC youth and young adults—the majority of whom are low-income students of color—struggle to find family-sustaining work. Although thousands of high-wage, high-demand jobs exist, they are not being filled by graduates of DC public and public charter schools. Further, local and regional employers who are recruiting only from traditional sources of talent, i.e. four-year colleges and universities, struggle to build a diverse workforce.

Even when District born and raised youth find jobs, they are likely to be in low-paying occupations with little opportunity for economic mobility. The most common job among youth from DC and who are not in school is that of cashier. Source: DC Policy Center

The CityWorks DC mission is to dramatically improve the early career outcomes of DC youth and young adults of color by creating innovative programs and by mobilizing employers, educators, and city leaders to create an employer-driven, local, and equitable talent pipeline. The vision of CityWorks DC is that all DC youth and young adults of color secure family-sustaining work, build personal wealth, and drive economic growth in the region. Their work is to ensure that young people acquire industry-valued credentials; paid, relevant work experience; and social capital.

To accomplish these goals, CityWorks DC launches programs like CareerWise DC and Embark that work directly with young people in order to scale them across DC. The organization also leads citywide initiatives in partnership with government, employers, and educators that are designed to create lasting change in our education and training systems for DC youth.

CareerWise DC Launch and Expansion

CareerWise DC, a three-year, modern youth apprenticeship program, launched with 14 apprentices hired by six employers in fall 2020. All 14 completed Year 1 successfully. In Year 2, CareerWise DC added 30+ new apprentices in IT, Business Operations, and Finance, bringing the total to over 40 across both cohorts with 16 employers. The total number of participating high schools grew to 10: IDEA Public Charter School, Washington Leadership Academy Public Charter School, H.D. Woodson High School, Columbia Heights Education Campus, Cardozo Education Campus, and McKinley Technology High School joining founding high schools from KIPP DC and Friendship Public Charter Schools. CityWorks DC became a Registered Apprenticeship Sponsor with the DC Apprenticeship Council and secured Purdue Global University as the higher education partner for CareerWise DC.



Early Career Outcomes

CityWorks DC wants to shift local and national leaders' focus on college completion as the only measure of educational success to a broader goal of ensuring that all alumni secure family-sustaining careers. To do that, CityWorks DC commissioned a report and hosted a panel discussion with the DC Policy Center examining the benefits of analyzing education and workforce data to understand the early career outcomes of DC public school alumni. This data will help employers, policymakers, and educators examine the barriers that exist in the labor market, monitor postsecondary degree completion, and develop programs and partnerships that best serve the needs of both students and local businesses.

In addition, CityWorks DC and CityBridge Education worked with Bain & Company on the Early Career Outcomes Project, which surveyed 1,200 DC public high school alumni (~24–28 years old) to gain an understanding of their self-reported education and career experiences, and highlighted the key findings in a DC Policy Center brief titled "Reflections from DC High School Alumni on their Early Career Outcomes."

Employers for Equity and Hire Local DC

In partnership with the Federal City Council, CityWorks DC fostered the creation of Employers for Equity, a new initiative to amplify employer-voice and drive the development of a local, equitable talent pipeline for the high-wage, high demand jobs in the DC Metro region. In turn, Employers for Equity launched Hire Local DC with the DC Chamber of Commerce and other key business groups, served as a founding partner of the Greater Washington Apprentice Network (GWAN), and hosted a citywide convening for the release of "The Case for Creating a Local Talent Pipeline in the District of Columbia" with the DC Policy Center.

40 YOUTH
APPRENTICES

16 EMPLOYERS

10 PARTICIPATING
HIGH SCHOOLS





THANK YOU

THANK YOU

Thank you to our generous donors and partners for supporting our work in the 2021 fiscal year. We could not have done this without you.

Funders List:

- A. James & Alice B. Clark Foundation
- Aviv Foundation
- Bill & Melinda Gates Foundation
- Bloomberg Philanthropies
- Blum Kovler Foundation
- The Boeing Company
- The Boone Family Foundation
- Katherine and David Bradley
- Carnegie Corporation of New York
- Diane and Norman Bernstein Foundation
- Education Forward DC
- EJF Philanthropies
- Gamba Family Foundation
- Don Graham
- Harman Family Foundation
- Robert Hisaoka
- Carol and Gene Ludwig Family Foundation
- The Richard E. and Nancy P. Marriott Foundation
- Michael & Susan Dell Foundation
- The Moriah Fund
- Stanley and Jolene Slotter Family Foundation
- Karen and Bill Sonneborn
- Earl W. Stafford
- TDF Foundation
- Walton Family Foundation

JOIN US TO ENSURE THAT EVERY STUDENT RECEIVES THE EXCELLENT AND EQUITABLE EDUCATION THEY DESERVE. TO LEARN MORE, VISIT US AT CITYBRIDGE.ORG

GET INVOLVED

JOIN OUR INCUBATOR

- Receive coaching and support to bring innovative solutions to DC public schools

TUTOR STUDENTS

- Make a direct impact on DC students by becoming a tutor

ATTEND OUR EVENTS

- Engage with our network and learn about the issues impacting public education

DONATE

- Support our work to bring equity-driven innovation to DC public schools

FOLLOW US

ON SOCIAL MEDIA



[@CITYBRIDGEEDU](https://twitter.com/CITYBRIDGEEDU)



[@CITYBRIDGEEDU](https://www.instagram.com/CITYBRIDGEEDU)



FACEBOOK.COM/CITYBRIDGEEDU



[CITYBRIDGE EDUCATION](https://CITYBRIDGEEDUCATION)



INVESTING IN PEOPLE.

INCUBATING IDEAS.

FOSTERING CONDITIONS.

DRIVING IMPROVEMENT.

600 New Hampshire Avenue, NW, Washington, DC 20037

CITYBRIDGE.ORG