

2015 Greater Washington DC Area State of Mentoring

*A report assessing the current state of mentoring for
young people in our region*



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Executive Summary

This study was conducted jointly with the United Way of the National Capital Area (United Way NCA) and Deloitte, with the intent of providing a baseline analysis of the current state of mentoring in the Greater Washington, DC area (GWA) (including the surrounding areas of Northern Virginia and Maryland). The purpose of the study is to provide insight that will spark action, increase mentoring participation and funding, and provide mentoring organizations with the awareness of the tools and resources to help improve their ability to deliver mentoring services to youth around the region. Out of the 143 organizations in the GWA that were identified as delivering mentorship services, 43 responded to the survey.

The primary goals of most mentoring programs around the region are focused on improving success in school or preparing for college, which is also encouraging due to the fact that young adults with mentors are 16% more likely to enroll in college than those without mentors.

Funding and mentor recruitment are the two most prevalent challenges that mentoring organizations in the region are experiencing, with 72% and 65% of organizations selecting them as two of their top challenges, respectively. Further, 58% of organizations noted that they have a wait list of young people who are looking for mentors, and among these organizations, 48% indicated that this can be attributed to a lack of volunteers signing up to be mentors. Despite these challenges, the vast majority of the organizations that responded indicated they are meeting their mentor program goals.

Based on report findings, key conclusions and subsequent recommendations are provided to improve the ability of mentoring organizations to address the prevalent challenges they are experiencing, increase the number of youth that have a mentor, and improve the quality of mentoring that young people receive. Key conclusions include:

- Recruiting a sufficient supply of mentors is critical to success
- Establishing and fostering partnerships with businesses, governments, other nonprofits, and the surrounding communities enables organizations to tap into resources to better equip them to deliver quality youth mentoring
- Organizations should focus on extending the length of mentoring relationships, as 51% of mentoring relationships in the GWA lasts more than two years, compared to 69% of youth nationally whose mentoring relationships lasted more than two years

Recommendations to address these conclusions include:

- Utilize existing volunteers' networks, organizational partnerships, and websites as effective tools to recruit more volunteers to serve as mentors
- Form partnerships with local entities in the surrounding communities to tap into additional volunteer pools and funding sources, increase the organization's footprint in the region, and to advocate for youth mentoring
- Set clear expectations when onboarding new mentors, communicate those expectations and consequences from the start, and perform thorough background checks to help identify any trends in frequent relocation or career changes, all to help ensure mentoring relationships last longer

Introduction

Whether mentoring has made a difference in your life or not, most people can agree that a good mentor is something all young people need as they develop into adults. According to a national study conducted in 2014 on the impact that mentoring has on young adults, at-risk young adults with mentors are 16% more likely to enroll in college, compared to those without mentors.¹ Additionally, young people ages 6-24 who do not have a connection to either school or a career cost society \$93 billion annually in lost wages, taxes, and social services.² By comparison, each dollar invested in youth mentoring programs results in a three dollar return in benefit to society.³ Taking this information into account, mentoring can have a collective impact in improving the lives of the young people in the Washington DC region.

In order to better understand the availability of mentoring programs for young people and their impact in the Greater Washington DC area (GWA), The United Way of the National Capital Area (United Way NCA) partnered with Deloitte to conduct a study on the state of Mentoring in the GWA. This study aims to provide a baseline analysis of the current state of mentoring and lead to an increase in the overall recognition of and interest in mentoring. Together this could spark growth in participation among volunteers to serve as mentors, and provide existing mentoring programs a better awareness of the tools and resources that could help improve mentoring in the future. This report explores:

- The overall state of mentoring in the region;
- Who is engaging in mentoring;
- The goals of the organizations that offer mentoring services;
- Who mentoring organizations are targeting as potential mentees;
- High-level demographic information on mentors and mentees, including any gaps;
- The challenges that mentoring programs are experiencing; and
- High-level recommendations on closing the gaps and improving mentoring around the region

The United Way NCA and Deloitte agreed to administer a survey in November 2015 to 143⁴ organizations in the Greater Washington, D.C. area to obtain information about youth mentoring. The surveyed organizations were identified as those that offer mentoring programs or services to young people, and were identified through the United Way NCA, the DC Tutoring and Mentoring Initiative, GuideStar, and The National Mentoring Partnership (MENTOR)'s local mentoring search feature. The survey asked a series of 25 questions about youth mentoring practices and programs, geographic areas served, program structure, numbers of youth mentored, and other related aspects critical to their mentoring programs.⁵

¹ Bruce, Mary and Bridgeland, John (2014), "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring," Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civicerprises.net/Education>>.

² Reference source in footnote 1.

³ Reference source in footnote 1.

⁴ List of all organizations targeted in this study is included in Appendix B

⁵ "2015 Greater Washington DC Area State of Mentoring Survey," was administered by United Way NCA and Deloitte between November 11 and November 22, 2015

A total of 43 organizations that provide mentoring services to youth responded to the survey. Based on the feedback from these organizations, United Way NCA and Deloitte were able to obtain the information sought to address the questions pertaining to the study. Organizations included in this study operate in the following areas:

Washington, DC	Prince George's County, MD	Fauquier County, VA
Charles County, MD	Alexandria, VA	Loudoun County, VA
Howard County, MD	Arlington, VA	Manassas and Manassas Park, VA
Montgomery County, MD	Fairfax County, VA	Prince William County, VA

The findings presented in this report are divided into the following sections:

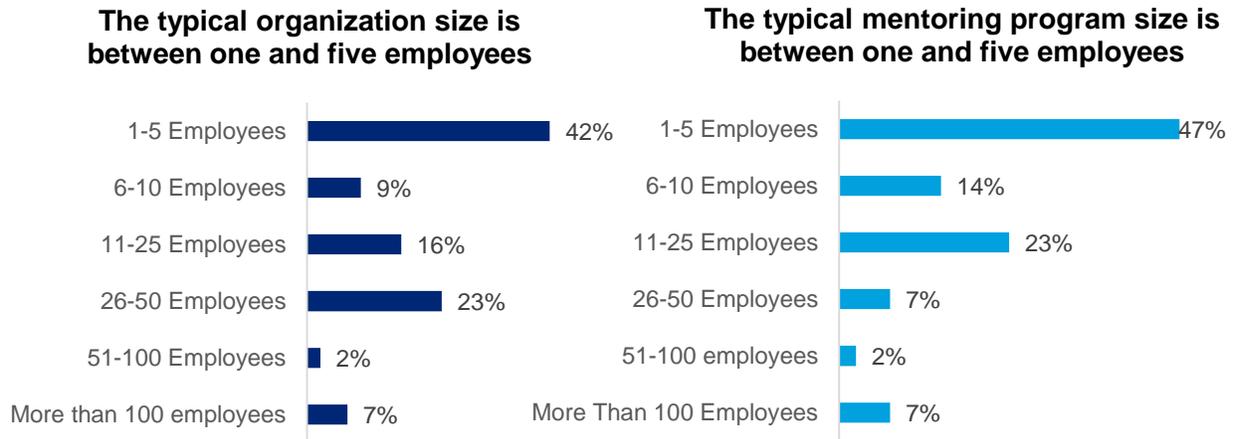
- I. Mentoring Program Characteristics:** This section looks at the structure of the organizations and their mentoring programs, including the goals, level of emphasis on mentoring, annual spending amounts, funding sources, volunteer recruitment strategies, and the effectiveness of those strategies. This section sets the scene and provides an overview of the state of mentoring at the organizational level.
- II. Mentor Participation:** With an understanding of the characteristics of the mentoring organizations in the region, this section takes a more detailed look at where these organizations operate and the demographic makeup of the mentors across the region who volunteer.
- III. Mentee Participation:** The next section examines the age, gender, and ethnicity breakdown of the young mentees in the GWA, and looks into the prominent risk factors that exist among the young people who participate in mentoring programs in the region.
- IV. Key Challenges:** The various challenges that these organizations experience on a regular basis are examined in this section. The report also looks at the prevalence of a mentee waiting list among these organizations and takes a closer look as to the reasons why a wait list exists. Organizations were asked what tools and resources they think would better enable them to deliver more effective and higher quality youth mentoring services, and their responses are captured in this section.
- V. Conclusion:** Based on the findings highlighted throughout this report, this section presents the conclusions that can be drawn from the information, and presents a number of recommendations that, when implemented, could not only improve the ability to deliver youth mentoring services, but also improve organizational operations.

It is important to note the challenges mentoring organizations face compared to other volunteer organizations. Unlike other volunteer opportunities that require a short-term commitment and can be organized quickly with a large group of people, such as soup kitchens or community clean-up programs, youth mentoring requires a background check on the mentor to ensure they are a good fit and a long-term commitment from both the mentor and the mentee—in many cases, two years or more! This exemplifies the upfront barriers and challenges mentoring organizations experience on an everyday basis.

I. Mentoring Program Characteristics

Mentoring Program Structures

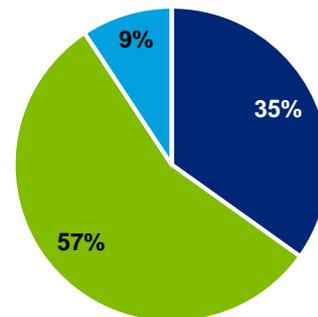
Based on the findings, about one third of nonprofits engaged in mentoring around the GWA are large or mid-size nonprofits; however, even for the larger organizations, the size of their mentoring program was still more likely to be in line with the size of the mentoring programs of smaller nonprofits:



The amount of time spent on youth mentoring within these organizations also varies. The majority of organizations (57%) spend between 25% and 75% of their time delivering mentoring services, which indicates mentoring is an important part of the organization’s broader mission and is among other services that are delivered. While 35% of organizations spend 75% or more of their time delivering youth mentoring services, only 9% spend less than 25% of their time providing mentoring services to young people.

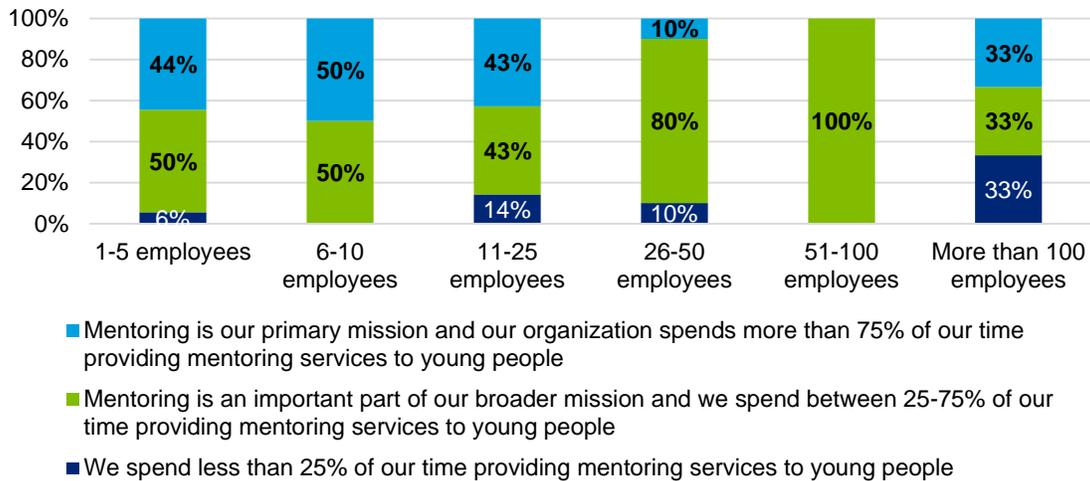
Most organizations spend 25%-75% of their time delivering mentoring services

- Mentoring is our primary mission and our organization spends more than 75% of our time providing mentoring services to young people
- Mentoring is an important part of our broader mission and we spend between 25-75% of our time providing mentoring services to young people
- We spend less than 25% of our time providing mentoring services to young people



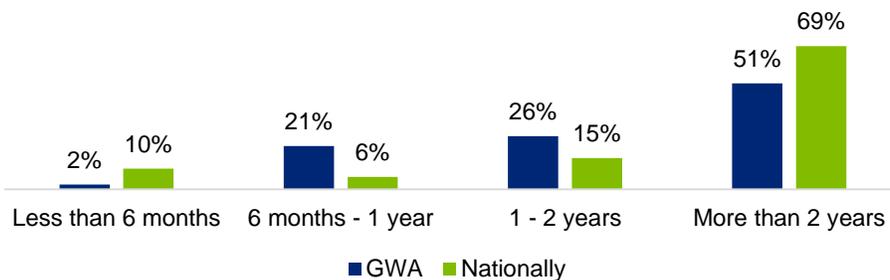
The size of an organization does not necessarily relate to the amount of time spent delivering mentoring services. For example, 9% of the respondents spend less than 25% of their time delivering mentoring services but their organizational sizes vary. One is made up of 1-5 employees, one has 11-25 employees, one has 26-50 employees, and one has more than 100 employees. A breakdown is shown below:

There is no strong correlation between organization size and the amount of time spent delivering mentoring services



In the Greater Washington, DC area, the average mentoring relationship typically lasts more than two years:

Most mentoring relationships last more than 2 years



Research shows that the longer a mentoring relationship lasts, the greater and more positive the outcomes are that benefit the youth. Nationally in 2014, 69% of youth indicated their mentoring relationships, whether formal or informal, lasted more than two years. Beyond that, 15% said their mentoring relationships lasted 1-2 years, while 10% responded that their relationships lasted less than six months, and 6% indicated their relationships lasted six months to one year.⁶ When looking at the GWA, 51% said their mentoring relationships last more than 2 years; however, this is below

⁶ Bruce, Mary and Bridgeland, John (2014), "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring," Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civicerprises.net/Education>>.

the 69% of youth nationally whose mentoring relationships lasted more than 2 years. There is room to improve the average length of the typical mentoring relationship in the GWA.

Program Goals

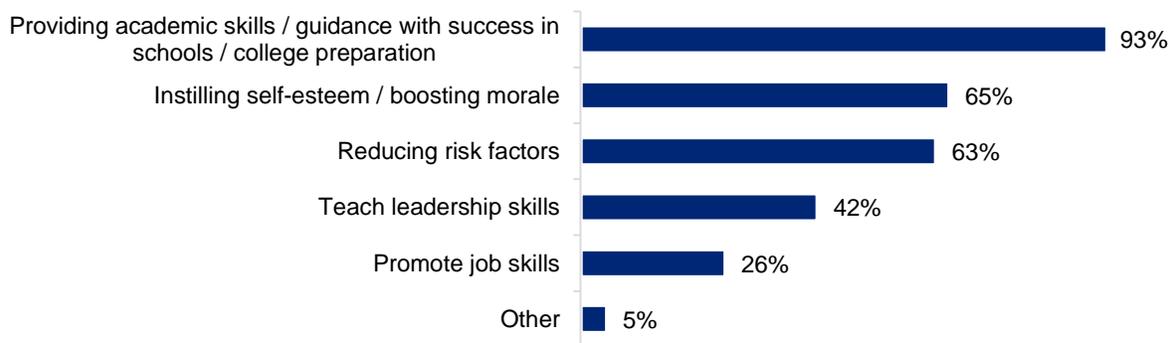
The purpose and goals of the mentoring organizations around the GWA area cover a variety of skills, purposes, and priorities for young people. Most mentoring programs are aimed at helping to guide young people through the wide variety of situations or risk factors they may be experiencing.

Organizations were asked to pick their top three priorities/goals of their mentoring programs, as they relate to the mentoring services provided to young people. Of the top three goals that organizations selected, “Providing academic skills/guidance with success in schools/college preparation” emerged as the most prevalent and was selected among 96% of the organizations. This is significant because of the low proficiency levels in math and English among middle school and high school students in the District of Columbia, according to recent Partnership for Assessment of Readiness for College and Careers (PARCC) test results release by the Office of the State Superintendent of Education.⁷ Because of these low proficiency rates and that fact that at-risk young adults with mentors are 16% more likely to enroll in college, it is important that so many mentoring programs place a high emphasis on providing academic skills/college preparation as one of their primary program goals.

“Instilling self-esteem/boosting morale” and “reducing risk factors” are two other commonly selected priorities:

Providing academic skills, instilling self-esteem, and reducing risk factors are among the top three goals of mentoring programs in the GWA

Respondents were asked to choose the top three



“Teaching leadership skills” and “promoting job skills” are also prevalent goals among the organizations in the region. Within the “other” category, program goals included:

- Connecting to social, religious, or ethnic groups

⁷ Chandler, Michael Alison, “A quarter of D.C. students ‘on track’ for college, PARCC test results show”, The Washington Post, <https://www.washingtonpost.com/local/education/a-quarter-of-dc-students-on-track-for-college-new-parcc-test-results-show/2015/11/30/ef975362-971c-11e5-94f0-9eeaff906ef3_story.html>.

- Preventing substance abuse
- Parenting skills

When asked if organizations believe they are meeting these goals, 42 out of 43 organizations, or 98%, either answered “Strongly Agree” or “Agree,” with 49% selecting “Strongly Agree” and 49% selecting “Agree.” Only one organization responded with “Neither Agree nor Disagree.” No respondents indicated that they either “Disagree” or “Strongly Disagree” that their programs are meeting their mentoring goals.

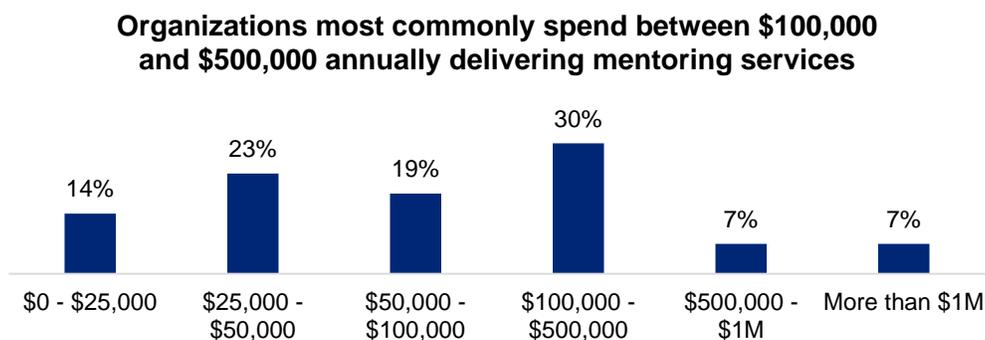
Although 98% either Strongly Agree or Agree that they are meeting the goals set forth by their mentoring programs, 13 organizations provided additional insight as to what challenges are preventing them from strongly agreeing, the most prevalent being funding levels, internal staffing, and mentor recruitment.

- *“Historically, we have found it difficult to recruit the number of mentors that we need to serve our scholars. It is particularly difficult for our centers east of the Anacostia River.”*
- *“This is a daunting task for even the best of organizations. There's always the issues of time and money. Success in mentoring is facilitated by increased contact time and creation of a safe space in which mentors and mentees can gather. With so many demands on youth that we serve, and limited resources of our organization, inevitably we do what we can; but there is just so much more possibility.”*
- *“We can always enhance the structuring of our mentoring program by providing more guidance for mentors and mentees.”*

One organization provided additional background information as to why they agree they are meeting their mentoring goals, saying, “Increases in youth assessments in social/behavior and civic indicators; increases in enthusiasm towards learning as reported by parents and teachers; significant increase in self-reports of desire to graduate high school and attend college.”

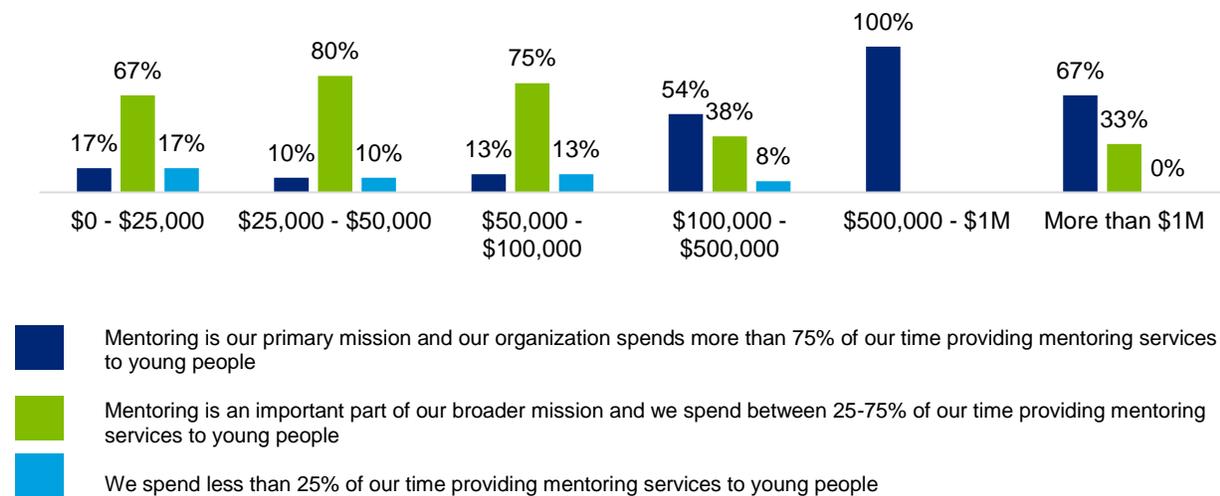
Mentor Program Spending Levels

Annually, 30% of the organizations spend between \$100,000 and \$500,000 providing mentoring services. This is followed by 23% of organizations that spend between \$25,000 and \$50,000 each year. A total of three organizations (7%) indicated they spend more than \$1,000,000 annually on mentoring services:



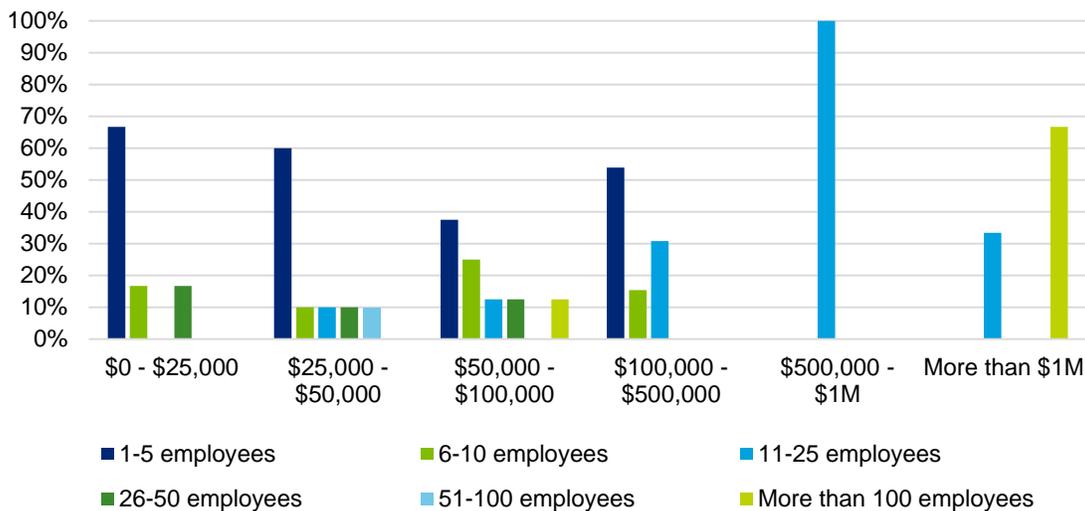
Referring back to the study findings that referenced the characteristics best describing the structure of the different organizations' mentoring programs (e.g., the percentage of time spent delivering youth mentoring), we compared the structure of the different mentoring programs to their annual mentoring program spending levels. The findings indicate that most organizations that spend over \$500,000 on mentoring annually are structured with mentoring as their primary mission with more than 75% of their time spent delivering youth mentoring services. None of the four organizations spending less than 25% of their time delivering youth mentoring services spend more than \$500,000 on mentoring. Of the three organizations that spend more than \$1,000,000 annually, two indicated they spent more than 75% of their time delivering youth mentoring services, while one indicated they spend between 25% and 75% doing so:

Organizations that spend the most on mentoring generally have mentoring as their primary focus



We looked at the annual spending distribution among the organizations, and determined that mentoring programs made up of one to five employees, which comprise the largest percentage of mentoring programs in terms of size, spend \$500,000 or less annually. The chart below shows the spending level distribution by organizations' mentoring program sizes, highlighting that mentoring programs with one to five employees make up the largest group in the spending categories of \$500,000 or less:

Most mentoring programs that spend \$500,000 or less annually are made up of between one and five employees

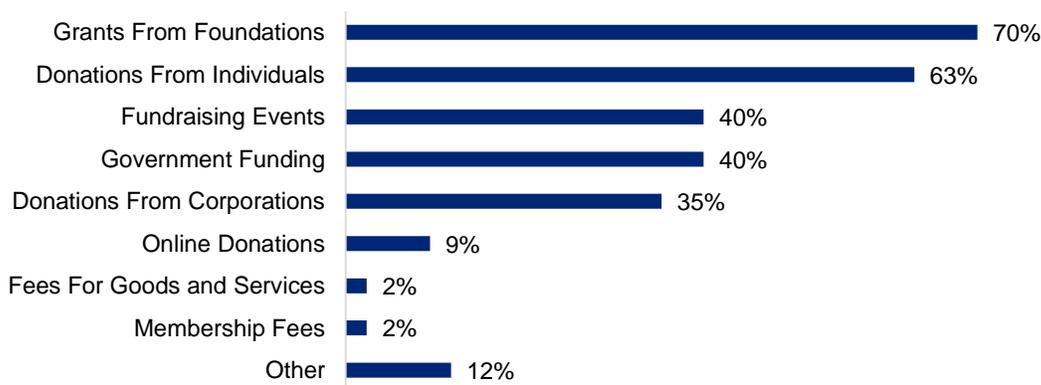


Sources of Funding

The two most prevalent sources of funding are grants from foundations and individual donations. Government funding and fundraising events tie for the third most common sources of funding:

Foundation grants, individual donations, and fundraising events are among the top three ways organizations raise money for their mentoring operations

Respondents were asked to choose the top three



Small and medium-sized organizations (those with between 1 and 50 employees) receive most of their funding through donations from individuals and grants from foundations, while large organizations with more than 100 employees receive most of their funding through the government, donations from corporations, and grants from foundations.

Throughout this report, funding continues to appear as one of the primary issues mentoring organizations in the region confront. However, the 28% that **did not** consider funding as one of their top three challenges, as well as the three organizations that have larger budgets and spend more than \$1,000,000 annually on mentoring services, received funding from:

- Donations from individuals
- Grants from foundations
- Fundraising events **and** government funding (equal split between the two)

Volunteer Recruitment

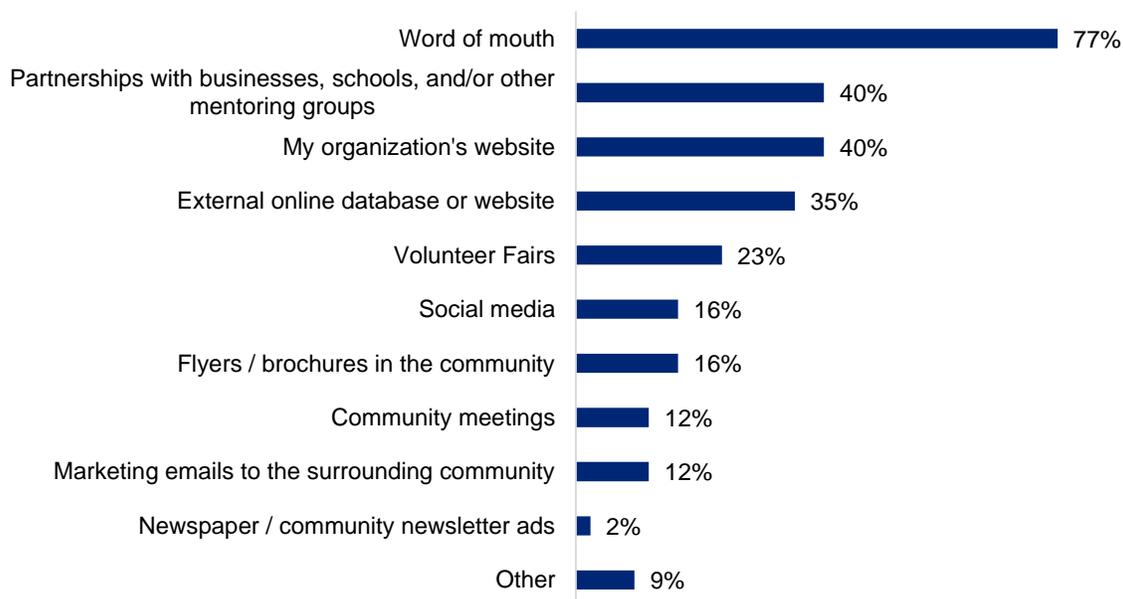
Effectively recruiting enough volunteers to serve as mentors is the second most prevalent issue among organizations that provide mentoring services in the region. 28% of the organizations surveyed indicated recruitment as one of their top three challenges. Overall, 70% of organizations believe that they **do not** have a sufficient supply of mentors to effectively provide quality mentoring services to young people in their communities.

Because the ability to recruit mentors is such a widespread issue among the organizations in the area, we asked for more detail regarding how mentors are recruited. The top three ways in which they recruit volunteers to serve as mentors are through:

- Word of mouth
- Partnerships with businesses, schools, and/or other mentoring groups
- Organizations' websites

Word of mouth, partnerships, and organizations' websites are the top three ways in which volunteers are recruited to serve as mentors

Respondents were asked to choose the top three



Almost 60% of the organizations stated they have a waiting list for youth seeking a mentor and specified that “lack of people signing up to be mentors” as the most common cause for the waitlist. Volunteer mentor recruitment is clearly a primary challenge.

Narrowing the lens to look at only those organizations that indicated they **do** have enough mentors to serve their needs as well as those organizations that did not select mentor recruitment as one of their primary three challenges, their recruitment strategies align similarly to the top three recruitment strategies of the mentoring organization landscape as a whole. The table below examines if there is a difference in recruitment strategies between the organizations who specifically answered that they have a sufficient supply of mentors versus those who did not select “Mentor Recruitment” not one of their top three challenges. Their recruitment strategies are relatively similar:

Organization Characteristic	Top 3 Recruitment Strategies
<p>Comparison 1: Organizations that <u>selected “Yes” when asked if they have a sufficient supply of mentors to provide quality youth mentoring services</u></p>	<ol style="list-style-type: none"> 1. Word of mouth 2. Their organization’s website 3. Partnerships with businesses, schools, and/or other mentoring groups
<p>Comparison 2: Organizations that <u>did not select “Mentor recruitment” as one of their primary three challenges</u></p>	<ol style="list-style-type: none"> 1. Word of mouth 2. Partnerships with businesses, schools, and/or other mentoring groups 3. External online database or website

When looking at how the organizations that did not select “Mentor recruitment” as one of their primary challenges raise money, their primary funding sources are donations from individuals and grants from foundations. These funding sources are consistent with the top three funding sources among all organizations that participated in the study.

Location of mentoring programs was also a factor that impacted the ability to recruit mentors. Wards seven and eight in the District of Columbia, located east of the Anacostia River, were noted as being an especially difficult location within the region to recruit and retain volunteers to serve as mentors. The average high school graduation rates in 2014 among students in this area (Wards seven and eight) of the District of Columbia is 63%, compared to 70% for the rest of the District. Given that graduation rates in this area are lower, the need for mentors in this area is critical.⁸

⁸ Moored, Ginger, 2015, “D.C. high school graduation rates: how does your school compare?” District, Measured, <<http://districtmeasured.com/2015/03/16/d-c-high-school-graduation-rates-how-does-your-school-compare/>>. Data includes public and charter schools as of 2014.

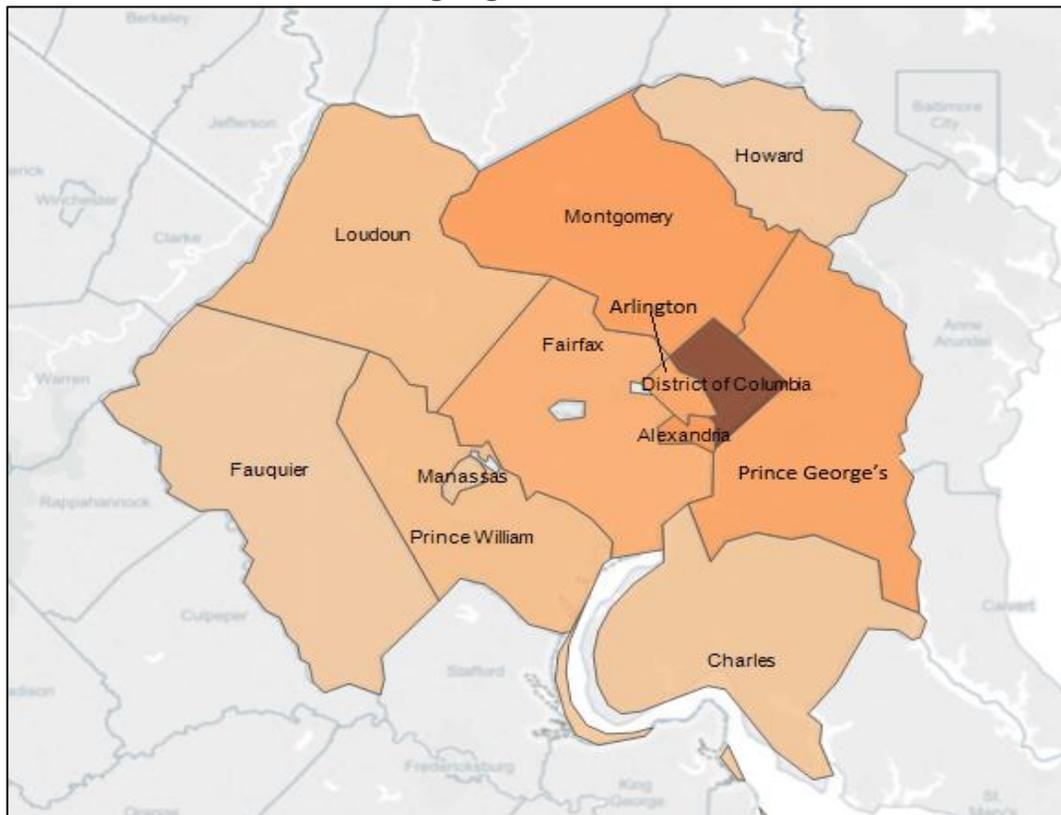
II. Mentor Participation

Mentoring Participation

Out of the 43 organizations that participated in the survey, 60%, or 26 out of 43, are based out of the District of Columbia; 3 (7%) are based out of Prince George's County, MD; 1 (2%) are based in Charles County, MD; 5 (12%) are based out of Montgomery County, MD; 3 (7%) are based out of Alexandria, VA; 3 (7%) are based out of Fairfax, VA; and 2 (5%) are based out of Arlington, VA.⁹

Although 60% of the organizations are based out of the District of Columbia, 13 organizations, or 30%, have a greater reach beyond just their “home base” and operate in more than one location around the Greater Washington, DC area. The heat map below shows the prevalence of organizations in each of the cities and counties listed on page four of this report. The darker the shade, the greater the number of organizations are that operate in that particular area. Based on this and the responses from the survey, it is evident that the District of Columbia contains the largest concentration of mentoring organizations, and the further outside of the centrally located District you get, the smaller the concentration of mentoring organizations there are.

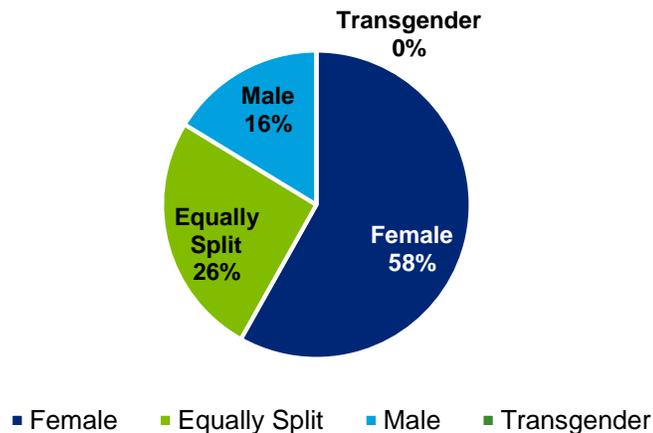
The District of Columbia contains the highest concentration of mentoring organizations in the GWA



⁹ Figures based on internal research, primarily from organizations' websites.

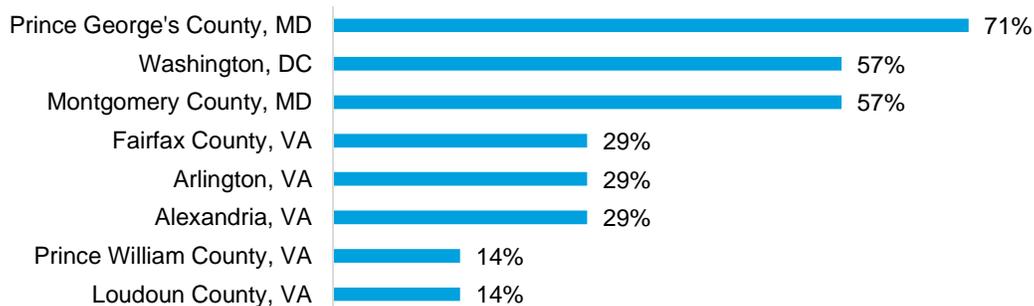
Most mentors around the region are female, with 58%, or 25 organizations, saying that females make up the majority (greater than 50%) of their mentors. Only 16%, or seven organizations, indicated that males make up the majority of their mentor population, and four of these organizations are small with 10 employees or less. A total of 11 organizations, or 26%, said that their mentor population is equally split among males and females:

Females make up the largest percentage of mentors



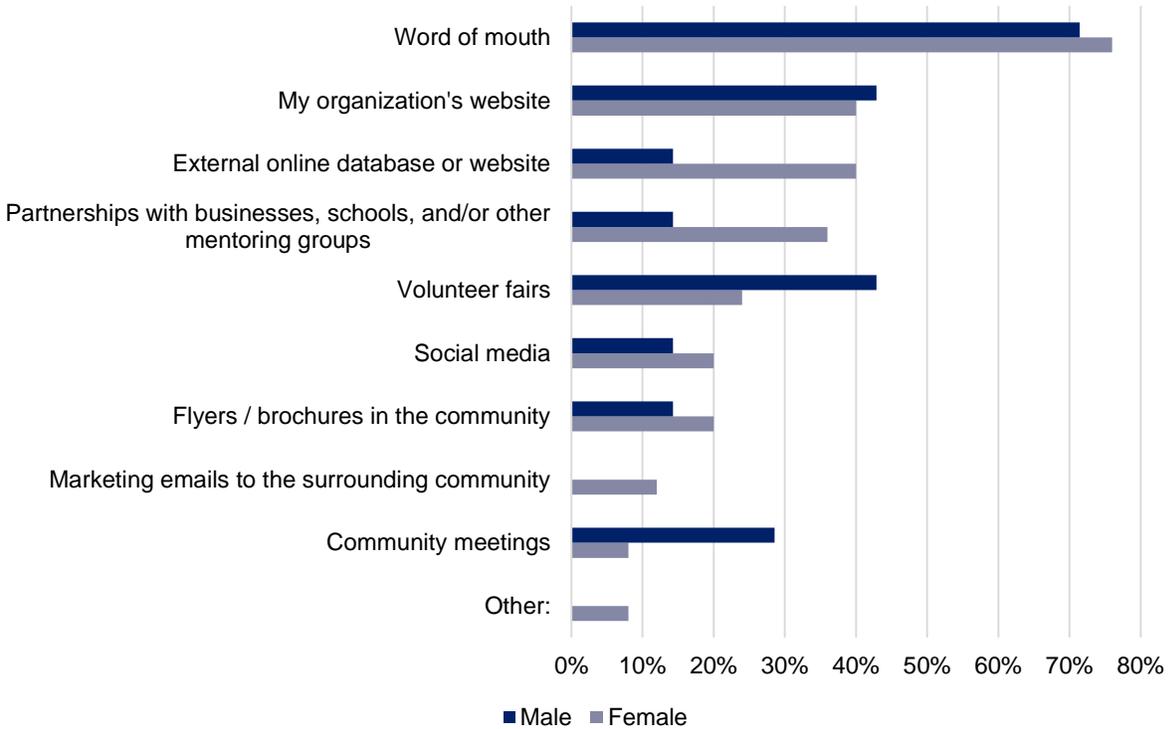
71% of the organizations whose mentors are predominantly male indicated they operate in Prince George's County, MD, while 57% operate in the District of Columbia and Montgomery County, MD:

Most organizations whose majority of mentors are male operate in Prince George's County, Washington, DC, and Montgomery County, MD



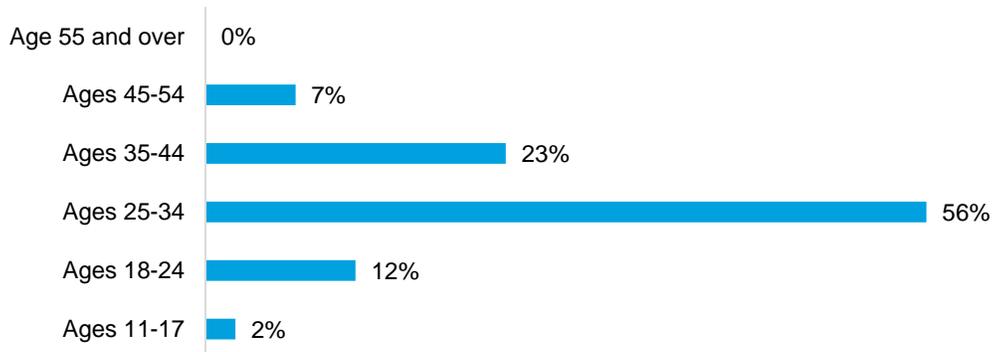
The primary ways in which organizations recruit mentors differ slightly between those whose majority of mentors are male and those whose mentors are mostly female. The largest disparities exist in the external online database or website, partnerships, volunteer fairs, and community meetings:

Mentor recruitment strategies differ among organizations whose mentors are mostly male compared to those with more females



The vast majority of mentors in the region are between the ages of 24 and 34; 56% of organizations indicated that individuals between those ages represents the largest percentage of mentors. Next, mentors between the ages of 35 and 44 and the ages of 18 and 24 make up the majority of the next two subsequent age groups, while mentors over the age of 55 were not represented in the mentor pools of any organization that responded to the survey.

Mentors 25-34 years of age make up the largest percentage of mentors



III. Mentee Participation

Demographic Information and Gaps

Approximately 11,500¹⁰ young people are receiving mentoring support from the 43 organizations that participated in the survey. The size of the group being mentored by organizations varied from 12 to 2,000 individuals, showing the large variance between organizations in the region.

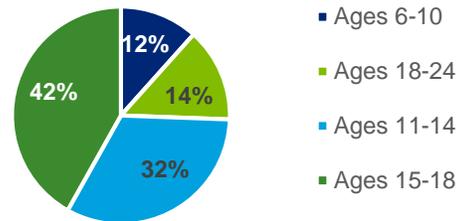
Young people in high school (ages 15 to 18) comprise the largest percentage of youth who have a mentor in the region, followed closely by young people in middle school (ages 11 to 14). No organization indicated that young people over the age of 25 make up the largest percentage of mentees served.

There is a relatively even gender split between males and females mentees in the area, with females making up the majority of 30% of the organizations' mentees, males making up 23% of the majority, and 47% of organizations saying the gender breakdown is equally split among males and females.

When looking at a comparison between the age groups of mentees around the region and the annual amount spent on mentorship programs, the majority of spending targets high school youth. This aligns with the goals of the organizations, as most organizations (93%) indicated that providing academic skills (including success in school and college prep) was among were top three goals of their mentoring programs.

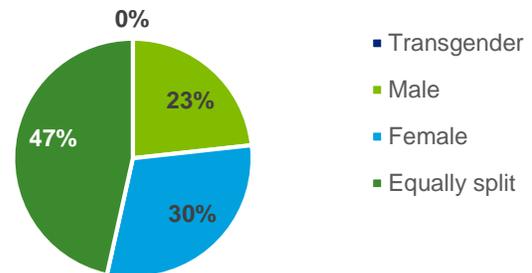
Young people ages 15-18 make up the largest percentage of the mentee population

Respondents selected the age group that represents the majority of their mentees



Most organizations indicated their mentee population is equally split among males and females

Respondents selected the gender that represents the majority of their mentees

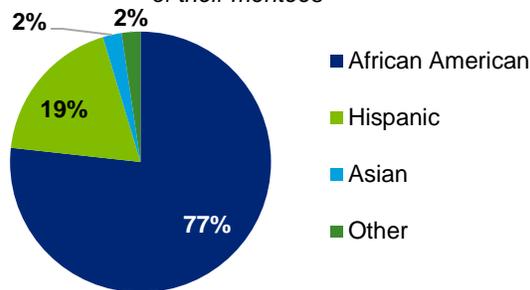


¹⁰ This number only includes the mentees who are served by the 43 organizations who responded to this survey

African Americans make up the majority of mentees in the region, with 77% of survey respondents indicating that the majority of their mentee population in the region is African American. This is followed by 19% who say Hispanics make up the majority of mentees they serve, and 2% (one organization) noted that Asians make up the majority of their mentees. One organization responded “Other” and indicated that both African American and Hispanic youth make up the majority of their mentees. No organization chose either

Young African Americans comprise the largest percentage of mentees in the GWA

Respondents selected the ethnicity that represents the majority of their mentees



White/Caucasian or American Indian as the majority ethnicity among their mentees. The majority of African American mentees who participate in mentoring programs across the GWA are located in Washington, DC, while the bulk of the Hispanic mentees are located in Alexandria, VA. When comparing this to the overall demographics of the GWA, the African American mentee population statistic aligns to the overall demographics of the region, as African Americans making up 49% of the District of Columbia’s population. On the other hand, although the bulk of the Hispanic mentee population is located in Alexandria, VA, the overall population of Alexandria is only 16.6% Hispanic/Latino.

Based on the demographic findings, young African American females in high school (ages of 15 and 18) make up the largest population of mentees in the GWA.

Of the organizations that mentor more than 800 people, most are located in Washington, DC and Northern Virginia. Although this study shows that the District of Columbia has the greatest concentration of youth mentoring programs, according to the US Census Bureau, Fairfax County, VA, Prince George’s County, MD, and Montgomery County, MD all have greater populations of young people between the ages of 5 and 24 than the District of Columbia.¹¹

Location	Ages 5-9	Ages 10-14	Ages 15-19	Ages 20-24	Population Totals
Washington, DC	9%	7%	11%	16%	11%
Alexandria, VA	2%	2%	1%	2%	2%
Montgomery County, MD	19%	20%	18%	16%	18%
Arlington, VA	3%	3%	2%	4%	3%
Prince George's County, MD	16%	16%	18%	19%	17%
Fairfax County, VA	21%	22%	21%	19%	21%
Prince William County, VA	10%	10%	9%	8%	9%
Loudoun County, VA	9%	9%	7%	5%	7%
Charles County, MD	3%	3%	3%	3%	3%
Manassas/Manassas Park, VA	1%	1%	1%	1%	1%
Howard County, MD	6%	7%	6%	5%	6%
Fauquier County, VA	1%	1%	1%	1%	1%
Total Regional Population					1,396,855

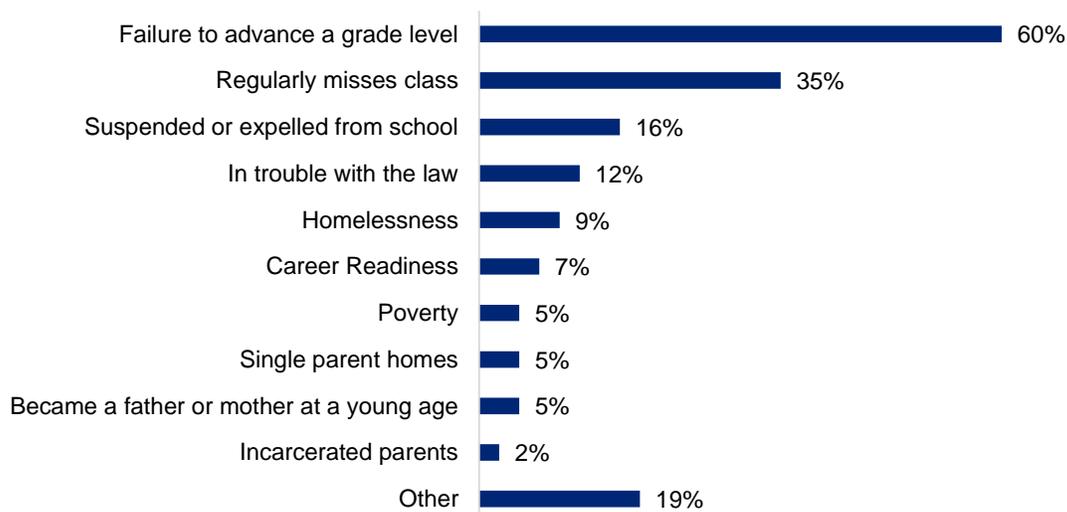
¹¹ Virginia, Washington, DC, and Maryland Population Estimates (2014), United States Census Bureau, <<http://www.census.gov/>>.

Prominent Risk Factors

The greatest risk factors reported among young people who are mentored in the region are “failure to advance a grade level” and “regularly misses class.” This is significant because mentoring has been shown to reduce the risk factors among young people and increase the likelihood that they will complete high school and enroll in college.¹² Below is a representation of the top risk factors that organizations in the region indicated are most prevalent among the youth they mentor:

School-related risk factors are the most prevalent risk factors among youth in the GWA

Respondents were asked to choose the top two



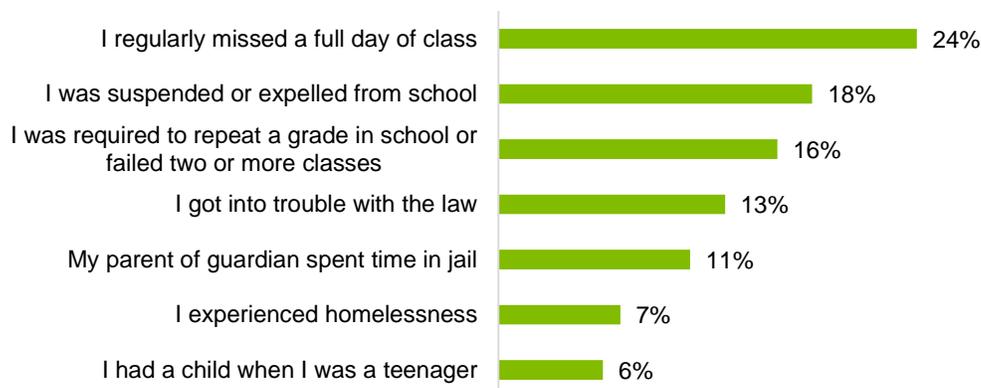
When young people nationally were asked about the risk factors that applied to them in middle school or high school, 24% indicated that regularly missing a full day of school was the most common risk factor that applied to them. This was followed by suspension or expulsion from school (18% of young people), and then failing or repeating a grade in school (16%).¹³

¹² Bruce, Mary and Bridgeland, John (2014), “The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring,” Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civcenterprises.net/Education>>.

¹³ Refer to source in footnote 12.

School-related risk factors are the most prevalent risk factors among middle or high schoolers nationally

Among middle or high schoolers



This demonstrates that the most predominant risk factors among the youth here in the greater Washington, DC area are similarly aligned to those identified nationally, and the issues that our young people here in the greater Washington, DC area deal with align to those that young people across our country experience.

For this study, 19% of responses fell into the “Other.” Those responses included:

- Language barriers
- Lack of family support
- Poor school environment
- Lack of access to resources
- Non-cognitive skills development
- Held to low standard by adults
- Lack of exposure
- Substance abuse

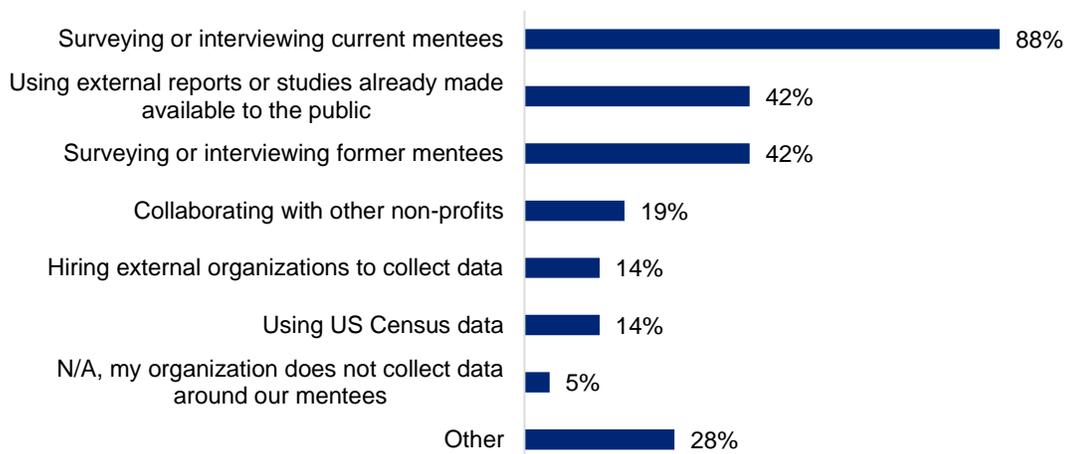
Data Collection

Due to the importance of having access to reliable data for fundraising, recruitment, and other operational purposes, another goal of this study was to get a sense of how organizations collect data. This includes data on how current and former mentees are performing in school, high school and college graduation rates, career progression post-schooling, risk factor information, demographic data, community trends, and many other areas.

Organizations were asked to select the ways in which data is gathered to report on the success of or improve their mentoring practices. Findings show that 88% of organizations either survey or interview **current** mentees in order to get their feedback and gauge their success, while 42% survey or interview **former** mentees, as well as use external reports or existing studies that are available to the public to obtain their data:

Surveying/interviewing current mentees is the primary means of collecting data among mentoring organizations

Respondents were asked to select all that apply



IV. Key Challenges

Organizations that provide mentoring to youth in the GWA face a multitude of challenges in delivering youth mentoring and fulfilling their missions. Although some of these challenges have been mentioned previously in the report, this section provides more insight into the challenges most commonly cited among the organizations:

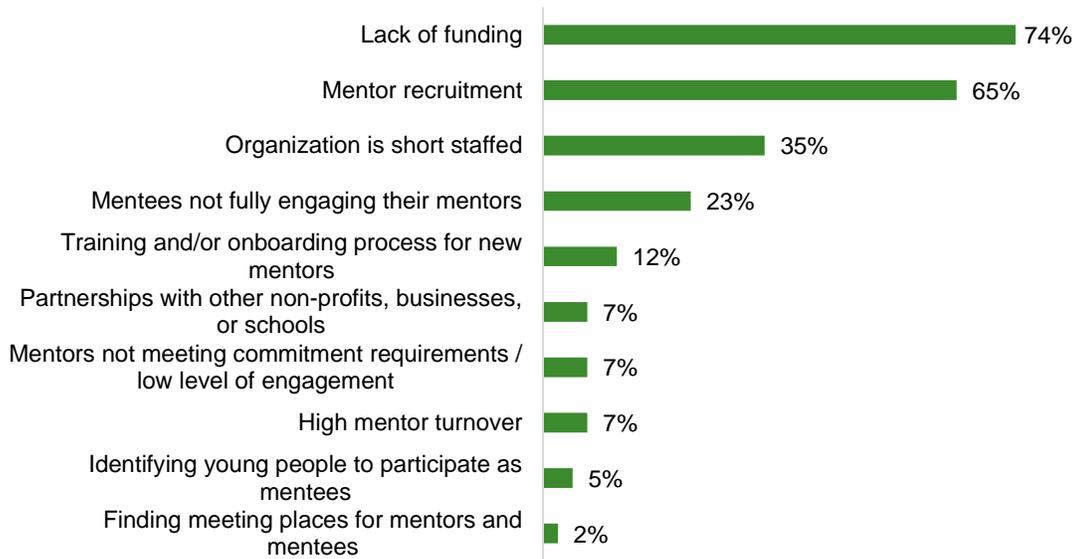
Lack of Funding: Lack of funding is the primary challenge that organizations have indicated, with 72% of organizations choosing it as one of their top three issues.

Mentor/volunteer Recruitment: The ability to effectively recruit and retain mentors also presents a significant challenge that prevents quality mentoring from being delivered to the young people in the region, with 65% of organizations selecting this as one of their top three challenges. It is important to note that it is particularly difficult to find, recruit, and retain mentors in Wards seven and eight of the District of Columbia, compared to the other locations in the region. This shows the shortage of mentor supply in Southeast District of Columbia.

Additional Challenges: Being short staffed (volunteers and internal employees), inadequate engagement among mentees with their mentors, and the process of training/onboarding new mentors are other challenges that mentoring organizations indicated impede their success. When asked about their top three challenges, a breakdown of the responses is shown below:

Funding, mentor recruitment, and being short-staffed are among the top three challenges facing mentoring organizations

Respondents were asked to select the top three that apply



Respondents were also asked to list out any other challenges their mentoring programs are experiencing. All responses are included below:

“Targeted recruitment of mentors i.e. bilingual mentors, cultural diversity of male mentors”

“Finding mentors from companies in Ward 7 & 8 to work with our students. When Mentors change jobs or move over the summer they don't always notify us and thus there may be a delay in rematching their student which can be disappointing to the student. When a Mentor is a no-show for a mentoring session or cancels a lot the child feels sad.”

“We can easily replicate all over state and region with some additional funding”

“Mentors don't always attend trainings”

“Too few organizations operating in the neighborhoods where the clients live; youth are not getting enough exposure to adults who have realized the competencies and experiences these youth need to acquire.”

“Students are referred for services long after the need is identified, hence they are without supports for long periods of time before enrolling”

“Biggest challenge is getting kids to Saturday programming. When kids are chronically truant from school and mistrustful of relationships because of bad experiences in the world, it’s an uphill struggle. Nonetheless, when we see some of our youth showing up for our program and experiencing TRDC as being a safe place where they can be seen and known, that’s powerful. In many ways, we wish we had better, smarter marketing so more kids and parents could know what we provide. While we have a large group of mentors available, we do not have enough mentors from the neighborhoods (Wards 7 and 8) where a majority of our youth live. That would be helpful too.”

“Keeping mentors from start to finish (mentors drop out due to life and career changes)”

“We are having trouble having the volunteers communicate back to us and tracking with 100% accuracy their time involved with their students.”

“Paying for the needed clearances”

Breaking the key challenges down even further by age range, the chart below shows the three primary challenges of for each mentee age group, excluding funding or mentor recruitment (as funding and mentor recruitment were primary issues across all organizations and age ranges):

Mentee Age Ranges	Top Challenges
Ages 6-10	<ul style="list-style-type: none"> • Organization is short staffed • High mentor turnover • Partnerships with other non-profits or schools • Training and/or onboarding process for new mentors
Ages 11-14	<ul style="list-style-type: none"> • Organization is short staffed • Training and/or onboarding process for new mentors • High mentor turnover
Ages 15-18	<ul style="list-style-type: none"> • Organization is short-staffed • Mentees not fully engaging their mentors • Identifying young people to participate as mentees
Ages 18-24	<ul style="list-style-type: none"> • Mentees not fully engaging their mentors • Mentors not meeting their commitments / low level engagement • Training and/or onboarding process for new mentors

Waiting Lists

The majority of organizations in the region (58%) currently have a waiting list of young potential mentees who are waiting to be paired with a mentor. The number one factor contributing to this is a lack of people signing up to be a mentor, followed by a lack of funding available to sustain optimal operations. Limited internal staff and delays in screening processes for mentors are also contributing factors for a waiting list.

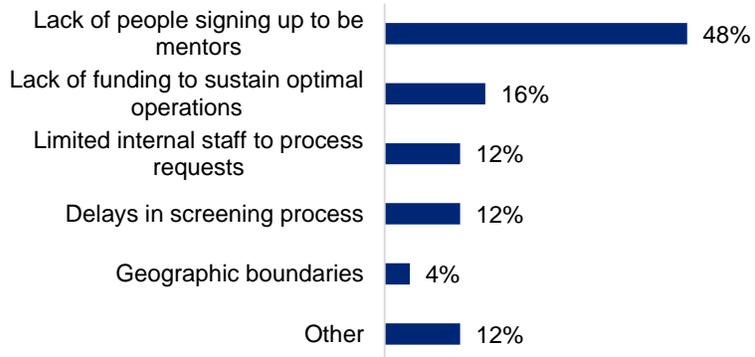
For the organizations that have a waiting list, the responses for the 12% who chose “Other” as the primary reason include:

- *“We need 7 male mentors. There is a deficit in males that apply to mentors in our program.”*

- “Capacity of space in programs”
- “Reduced interest from schools”

A shortage of volunteers is the primary reason for having a waiting list

The issue of having a waiting list shows that the supply of young people in need of a mentor is there, but there are preventable issues in the way of them actually receiving one. There is a need to address these issues in order to ensure that all young people that are in need of or want a mentor are able to receive one.



Addressing the Challenges

In an effort to get the organizations’ own perspectives on how to improve the state of mentoring, they were asked what tools and resources would enable them to improve their ability to deliver mentoring services to young people. The image below shows key words from the responses that were given, with the more frequent responses appearing larger:



Aside from funding, which was not included here, and “Recruitment,” which have both been identified already as the primary challenges these mentoring programs are dealing with, meeting space for the mentors and mentees to meet, more robust and improved training programs for mentors on best practices, and being able to more effectively cultivate partnerships with businesses and the community were also common responses. As indicated previously in the report, a number of responses also included that having a better mentor pool in the areas east of the Anacostia River, which include Wards seven and eight, would significantly improve their mentoring programs.

V. Conclusions and Recommendations

According to 2014 estimates by the US Census Bureau, there are approximately 1.39 million young people between the ages of 5 and 24 in the GWA.¹⁴ Based on this report, we know that at least 11,500 of these young people in the GWA¹⁵ receive support from mentoring relationships; however, it is clear there is plenty of room for improving the overall state of youth mentoring in the Greater Washington, DC area. Research proves that the positive effects that a mentor has on a young person is significant, not only for their personal development but for the betterment of society as a whole. As presented in the findings, there are a number of key challenges that mentoring organizations are presented with on a daily basis. If these challenges are addressed, the number and quality of mentoring relationships in the GWA would increase. Based on the information in this report, certain conclusions and recommendations can be drawn to help improve the ability to provide quality mentoring services to the youth across the GWA.

Recruiting a sufficient supply of mentors is critical to success:

Whether formal or informal, mentoring relationships have profound effects on improving the lives of young mentees, and the chances of enrolling in college increase by 16% among young people who have mentors. However, finding and recruiting volunteers is a challenge that 65% of organizations noted are among the top three challenges facing them, and is the primary reason for the 58% of organizations that indicated they have a waiting list of youth waiting to receive a mentor. This is also the case nationally, as approximately one in three young people do not have a mentor.¹⁶ Due to the prevalence of this issue and the amount of organizations that are experiencing this as an issue, addressing this challenge would significantly improve the state of mentoring by reducing the number of young people without mentors.

Organizations that are the most effective at obtaining volunteers recruit them by word of mouth, by forming and utilizing partnerships with business, governments, and other mentoring organizations, and by utilizing their websites and external mentoring databases or websites.

Establishing partnerships with business, governments, and other entities allows organizations to tap in to potential new talent pools and provide a stable pipeline of mentors. Existing volunteers who currently participate as mentors are great resources to use in order to improve recruitment efforts and bring in new volunteers. Encouraging current volunteers to talk about youth mentoring to their friends, family, coworkers, and others in their network can be an effective way to encourage more mentor participation, and present a potential opportunity to expand the organization's reach in the GWA. Additionally, the benefits of being a mentor, combined with clear recruitment-related

¹⁴ Virginia, Washington, DC, and Maryland Population Estimates (2014), United States Census Bureau, <<http://www.census.gov/>>.

¹⁵ This number represents the approximate number of mentees who receive mentoring services from the 43 organizations that responded to this survey.

¹⁶ Bruce, Mary and Bridgeland, John (2014), "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring," Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civicerprises.net/Education>>.

information on how to get involved or key points of contact, should be included on organizations' websites in order to encourage further participation among potential volunteer mentors.

The three organizations that spend more than \$1,000,000 annually on youth mentoring also stated they do not have enough mentors. A possible conclusion to draw is that as organizations continue to grow and expand, recruitment and the ability to find and retain enough volunteer mentors should expand in concert and remain a priority.

Establishing and fostering partnerships with businesses, governments, other nonprofits, and the surrounding communities enables organizations to tap into resources to better equip them to deliver quality youth mentoring:

Mentioned briefly in the previous section, establishing partnerships with local business, corporations, government agencies, or schools in the local community is an effective way to tap into a pipeline of potential mentors and identify additional sources of funding.

The private sector is a powerful resource to tap into to support youth mentoring. The majority of these business or companies incorporate corporate citizenship or relationships with the surrounding community into their guiding principles or strategies, and the sheer number of employees themselves represent a huge pool of potential mentors. From a funding perspective, employee giving campaigns allow employees within a company to financially support nonprofits, which presents a new funding source for mentoring organizations. Developing relationships with local business leaders presents a huge opportunity for them to go back to their companies and champion efforts to increase awareness for and involvement in youth mentoring.

Collaborating closely with local government officials and leaders to advocate for youth mentoring is another effective way to increase awareness and align organizational goals to local government policy. Integrating youth mentoring into the community service programs of local governments and schools, and collaborating with local periodicals, town mayors, county executives, school superintendents, and other local government officials is a way to communicate to the public the importance of youth mentoring.

A strong tie to the surrounding communities around these organizations can go a long way in improving volunteer recruitment and improving the degree of youth mentoring. The findings in the report mention that mentors age 55 and over do not make up the majority of any organization that responded to the survey. This is particularly interesting due to the stability and large retired population within this age group who no longer work and would be the most likely to be able to commit to a long-term mentoring relationship. Because of this, recruiting and volunteering efforts should also be targeted at this audience—due to their likely involvement with their communities already. By collaborating closely with community leaders, other nonprofit organizations, country clubs, or other organized groups where potential mentors within this age group would be found, is an additional strategy to increase the number of mentors.

Smaller organizations may not necessarily have the same resources and networks that larger organizations do. They need to collaborate closely with and mobilize board members and organization supporters to encourage donations from others in the surrounding community to improve operations while expanding their networks.

Organizations should focus on extending the length of mentoring relationships, as 51% of mentoring relationships in the GWA lasts more than two years, compared to 69% of youth nationally whose mentoring relationships lasted more than two years:

Research shows that young people benefit more, the longer relationships last with their mentors. According to a study of Big Brothers Big Sisters of America (BBBSA), positive outcomes for young people who are involved in mentoring relationships are directly related to the length of the relationships. In other words, time makes the relationship between mentors and mentees stronger.¹⁷

The findings in this report indicate that over half of the responding organizations (51%) noted that the average mentor/mentee relationship within their organization typically lasts over two years, which is an encouraging sign when determining the effects that mentoring has on our youth. We can infer, however, that there is room to improve, since this is below the 69% of youth nationally whose mentoring relationships lasted more than 2 years.

One potential reason as to why mentoring relationships in the GWA are somewhat shorter is because of frequent career changes or relocations among volunteer mentors. Because Washington, DC is a transient city and people are constantly on the move, it could be difficult to retain mentors for an extended period of time. This is good for mentoring organizations to be aware of as new mentors are enrolled, since mentor retention is key to ensuring that mentor/mentee relationships last for an extended period of time.

The onboarding process, when bringing on a new mentor, should emphasize the expectation and importance of a lasting relationship between the mentor and the mentee. To enhance the quality of mentoring, organization should be able to provide the tools needed for the mentor to provide quality mentoring, and identify the resources available to the mentor. Clear communication between both the mentoring organization and the mentor is an integral part of the mentoring process, as the organization should set the expectations of the time commitment, meeting frequency requirements, and the consequences of not following through on mentoring obligations. The mentor should also clearly communicate his or her goals, interests, availability, and why he or she would be a good fit as a mentor.

Mentoring organizations should have the ability to see the background information on potential mentors to help determine any trends in frequent relocation or constant career changes. This will help weed out potential volunteer who would not necessarily be a good fit as a long-term mentor. The standard should be set up front that this is a long-term commitment, and any disruptions in the mentoring relationship are at the expense of the development of the young mentee.

Closing

Despite the challenges outlined in the report, it is encouraging that 98% of organizations either “Strongly Agree” or “Agree” that they are meeting their mentoring goals, which can likely be attributed to the sense of satisfaction received when the positive effects on the current supply of mentees under these organizations are realized. The hope is that this report will create a dialogue

¹⁷ Bruce, Mary and Bridgeland, John (2014), “The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring,” Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civicerprises.net/Education>>.

around improving youth mentoring practices, and spark action to begin implementing steps to improve the state of youth mentoring in the Greater Washington, DC area. Our youth are the future of this region and our country; the better we prepare them for their futures, the better off society will be as a whole.

To help guide mentoring programs across the country, The National Mentoring Partnership (MENTOR) has published a framework detailing six essential elements to effective mentoring programs, titled *Elements of Effective Mentoring*TM. These elements are Recruitment, Screening, Training, Matching, Monitoring and Support, and Closure, and they are all applicable across mentoring programs of all forms, sizes, and locations. In order to help organizations adopt and implement these six effective elements, The National Mentoring Partnership developed a checklist that organizations can use to ensure they are meeting the components and abiding by the processes that lead to success within all six of these elements.¹⁸ This checklist and *Elements of Effective Mentoring*TM framework can be found on the National Mentoring Partnership's website, www.mentoring.org, and is an effective way to ensure that quality mentoring is being delivered.

¹⁸ The National Mentoring Partnership (MENTOR), "Six Elements of Effective Practice for MentoringTM" Fourth Edition, Boston, MA. <<http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/#1443105455866-3bccbbad-02c9>>.

Appendix A: References

The list below includes all of the sources that were reviewed during this study and cited in the sections above. The references appear in alphabetical order.

1. Bruce, Mary and Bridgeland, John (2014), "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring," Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership. <<http://www.civicenterprises.net/Education>>.
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3. GuideStar Nonprofit Search, 2015, <www.guidestar.org>.
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6. Pollack, Tom, DC Tutoring and Mentoring Initiative, <<http://www.dctutormentor.org/>>.
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8. The National Mentoring Partnership (MENTOR), Mentoring Connector Database, <<https://connect.mentoring.org/index.html?fwID2=3&action=search&zipCode=22209&x=3&y=9>>.
9. The National Mentoring Partnership (MENTOR), "Six Elements of Effective Practice for Mentoring™" Fourth Edition, Boston, MA. <<http://www.mentoring.org/program-resources/elements-of-effective-practice-for-mentoring/#1443105455866-3bccbbad-02c9>>.
10. Virginia Mentoring Partnership, <<http://www.vamentoring.org/about/mentoring-matters/need>>.
11. Virginia, Washington, DC, and Maryland Population Estimates (2014), United States Census Bureau, <<http://www.census.gov/>>.

Appendix B: Methodology

Methodology

The United Way NCA and Deloitte agreed, given the timeframe and number of organizations to be included in the study, to conduct a survey. The survey was designed and administered to the organizations across the GWA identified by the United Way NCA. The findings, collected from the survey, were analyzed to build this report.

When the project was initially started, the team planned to gather the necessary data through four focus group sessions, to be held in-person and over the phone over a period of two and a half weeks. It was then determined that a greater sample size would be needed to ensure the data presented in the final report was valid, so the scope of the project was expanded to include 143 organizations total and the data collected strategy was changed to include the administration of a survey. Subsequently, a 25 question survey was designed and approved by Dr. Amy A. Titus, Director, Deloitte Consulting LLP, and the United Way NCA, with the intent of capturing all of the needed data to conduct a baseline analysis on the current state of mentoring in the GWA. Upon the administration of the survey, titled “2015 Greater Washington, DC Area State of Mentoring Survey,” feedback was collected over a period of 12 days (November 11-22, 2015). The preceding report is designed to present the findings from data collected from the survey.

Data Limitations

The findings presenting in this report are derived from feedback of the 43 organizations across the GWA that completed and submitted the “2015 Greater Washington, DC Area State of Mentoring Survey.” Although the number of participant organizations represents a valid sample size for information conveyed and were a sound cross sample of size and geography, there is room to follow up in areas where greater insights are requested to alleviate any concerns regarding potential data limitations.

Additional reports and data were referenced throughout this study for the creation of this report to provide additional context; these sources are cited throughout the report where they are referenced and appear in Appendix A.

Targeted Organizations

The 143 organizations included in the list below were identified as organizations that provide some degree of youth mentoring to young people throughout the GWA, to include the District of Columbia, Northern Virginia, and Maryland, and subsequently, were asked to participate in the survey:

Abundant Actions for
Children, Youth and
Families

ACE Mentor Program

After-School All-Stars D.C.

Alcanzando Metas
Foundation

Alliance of Concerned Men
(ACM)

American Chemical Society

Anacostia Outreach Center

Asian American LEAD	Collegiate Directions, Inc. (CDI)	Eyes Wide Open Mentoring
Batter Up Foundation, Inc.	Communities in Schools (CIS) of NOVA	Ezra Nehemiah Solomon, Inc.
Beacon House DC	Communities in Schools (CIS), the Nation's Capital	Fairfax Partnership for Youth
BEST Kids	Community Bridges	Family & Youth Initiative Inc. (DCFYI)
Better Method Development Center, Inc. (BMDC)	Community Club	Family Learning Solutions, Inc.
Big Brothers Big Sisters National Capital Area	Community Family Life Services, Inc. (CFLS)	Fihankra Akoma Ntoaso (FAN)
Boys and Girls Club	Community Lodgings, Inc. (CLI)	For Love of Children
Boys to Men	Community of Hope	Free Minds Book Club & Writing Workshop
Caesar Chavez	Concerned Black Men, DC	Future Kings, Inc.
Campagna Center	Concerned Black Men, Prince George's County	Future Link, Inc.
Capital Area Reach Program	Cultural Communications, Inc.	Generation Hope
Capital Partners for Education	DC College Access Program	Girls PREP, Inc.
Casa Chirilagua Mentoring Program	DC Reads Georgetown University	Girls, Inc. of the Washington, DC Metropolitan Area
City of Rockville Mentoring Program	DC Tutor & Mentor Initiative	God's Anointed New Generation
City Year / AmeriCorps	District of Columbia Promise Neighborhood Initiative Inc. (DCPNI Headquarters & Center)	Helping Enrich DC,
Close Up Model Citizen Mentoring Program	The Dream Project, Inc.	Heyman Interages Center
College and Career Pathways	Education Plus 2	Higher Achievement Program
College Bound	Elizabeth Ministry, Inc.	Higher Hopes DC
College Success Foundation	Everybody Wins DC	Horton's Kids Mentoring Program
College Summit		House of Ruth
College Tribe		

Intergenerational Bridges	Mentors, Inc.	Ready Golf Academy
Intrinsic Beauty Ministries	MentorWorks	Red Raider Softball, Inc.
Jubilee Housing Inc.	Metropolitan Kappa Youth Foundation, Inc. (The)	Resources to Inspire Students and Educators (RISE-DC)
Kid Power DC Inc.	Miss Believe, Inc.	Robin E. Tyler Foundation, Inc.
Kidsave	Mu Nu Foundation, Inc.	Shaw Ministry
Latin American Youth Center	Music for Life	Sibanye Mentorship Program
Latino Student Fund	My Girlfriend's House, Inc.	Sistas United Inc.
LAYC YouthBuild PCS	Naomi Project	SisterMentors
Lead4Life, Inc.	National Capital Area CARES	Southeast White House Mentoring Program
Learnserve International	New Community for Children	Space of Her Own, Inc.
Legacy, Inc. (Legion of Educated Gentlemen Advancing & Challenging Youth)	Northern Virginia Family Services	Space of His Own
Life Pieces to Masterpieces	Northern Virginia Urban League, Inc. (NOVAUL)	Spark the Wave (STW)
Little Blue House (LBH)	ONE Ministries, Inc.	SquashEmpower, Inc.
Little Lights Urban Ministries	Perry School Community Services Center, Inc. (Perry, Inc.)	Student Achievement & Advocacy Services
Lydia's House	Phillips Programs for Children and Families (PHILLIPS Programs)	Technology Playground (Techplay)
Men Aiming Higher, Inc.	Positive Outcome Mentoring & Dance, Inc. (P.O.M. Squad)	Teens Run DC
Mentor Foundation USA	POSSE DC	The Ethiopian Community Center, Inc.
Mentoring Education Together with Children, Inc.	Prepare our Youth, Inc.	The Fishing School
Mentoring through Athletics, Inc.	Project Northstar	The High Tea Society
Mentoring to Manhood	Reading Partners	The Literacy Lab
Mentoring Today (Now "Open City Advocates")		The Vision Foundation, Inc.
Mentors of Minorities in Education Inc. (MOMIE Inc.)		Tomorrow's Black Men

Trails for Youth	Year Up National Capital Region	Youth Organizations United To Rise (Y O U R Community Center)
Uniting Our Youth, Inc.		
Urban Alliance	Young Ladies of Tomorrow, Inc.	YWCA National Capital Area / EMPOwERgirlz Mentoring and Leadership Development Program
Washington Tennis & Education Foundation, Inc. (WTEF)	Youth Impact Program, Inc.	
	Youth In Mind	
Wright to Read	Youth Leadership Foundation, Inc. (YLF/TAP/PALS)	



About the United Way National Capital Area

Focusing on the critical areas of education, financial stability and health, United Way of the National Capital Area and its nonprofit members not only provide immediate relief of social problems affecting the community, but also work to alleviate the underlying causes of these issues. Serving the District of Columbia, Alexandria, Arlington, Fairfax/Falls Church, Prince William, Loudoun, Montgomery and Prince George’s Counties for 40 years, United Way of the National Capital Area works to inspire acts of caring, deliver hope and improve lives.

For more information about United Way of the National Capital Area, visit www.unitedwaynca.org, follow the organization on Twitter @UWNCA or like them on Facebook at facebook.com/unitedwaynca.

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