

Our Kids

The young people in our programs are a lot like other kids in many ways. They love their parents. They want to get good grades. They each have their own unique talents and challenges. And they have big dreams for the future. But our kids have suffered severe emotional and physical traumas, and their academic and social development are years behind their ages.

2015-16 Program

Served

Community

Community center	205
After-school programs at Stamford Public Schools	289
Out-of-school-time program at Trailblazers middle school	76*
Summer camps	381*
Juvenile court diversion program	62*
Youth training & employment	113*

Education

Charter middle school	125
Charter high school	149
New Haven middle school	32
Family advocates in Stamford Public Schools	38*
Detention center summer school	113

Residential

Group homes and supervised apartment living	28
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Total unduplicated youth served

1291

*Many youth in this program also participate in another Domus program; we count each participant only once for our unduplicated number served.

// Domus taught me to look people in the eye, shake their hands, smile, and be friendly—and that I can control the person that I am rather than just letting my passion and impatience rule me."

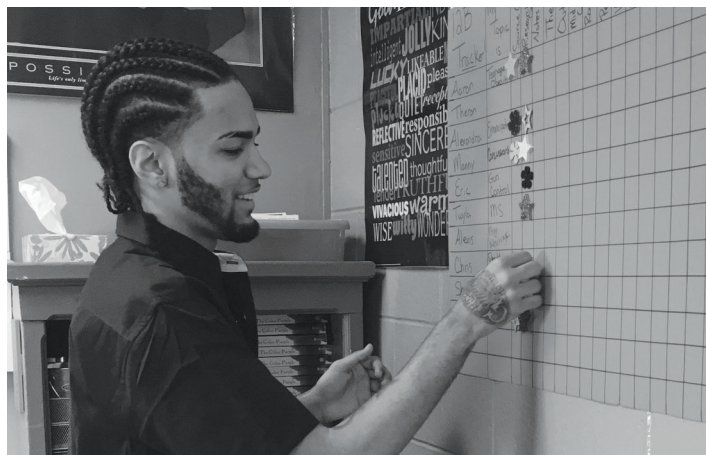
—Work & Learn participant

LOVE LIVES HERE

As important as the work we do is how we do it. Everything at Domus is shaped by our five core principles:

- Our work is about the kids.
- We never give up on people.
- Everyone should be treated with dignity and respect.
- People should have many chances to learn and grow from their mistakes.
- Loving relationships change people.

We foster the emotional wellbeing of our young people by communicating the message "You belong, you are not alone, and we love you." We help youth process their experiences and figure out that their challenges do not define who they are. We build a welcoming, inclusive, and supportive culture.



ANNUAL REPORT 2015-16



Richard Freeda

Since 1972, Domus has helped thousands of the region's most vulnerable, high-risk youth experience success. Throughout our education, community, and residential programs, we create the conditions necessary for these young people to get on a path toward health and opportunity, so they can engage and succeed in school and in the community and ultimately lead satisfying and productive lives.

// Reading with the kids at Chester Addison is the best part of my day. There is nothing so inspiring as seeing a kid the moment she really learns to read." —Volunteer

www.domuskids.org

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Our vision is that no child shall be denied hope, love, or a fair chance in life.

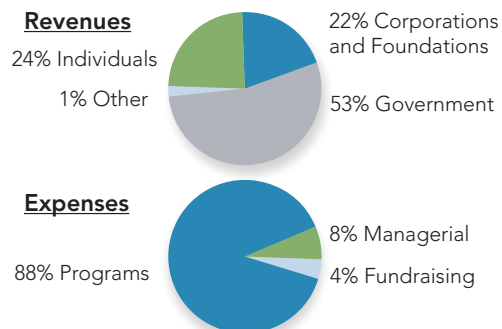
We seek out students who have struggled in traditional schools and offer them smaller classes, longer school days, and intensive remedial literacy help.

Highlights from 2015-16

- Stamford Academy high school students averaged greater school-year growth on the STAR Reading assessment than 67% of students nationwide with similar achievement histories.
- Trailblazers Academy middle school students averaged greater school-year growth on the STAR Reading assessment than 59% of students nationwide with similar achievement histories.
- Domus Academy middle school students averaged greater school-year growth on the STAR Math assessment than 79% of students nationwide with similar achievement histories.
- 95% of youth referred to our juvenile court diversion program successfully avoided re-arrest in the six months following program completion.
- We worked with education consulting firm reDesign to strengthen our teacher coaching, create a student motivational and goal-setting process, and develop new performance metrics that capture incremental student growth.
- 65% of the youth in our summer programs improved or maintained their literacy levels, successfully avoiding the *summer slide*—the school-break learning loss that sets back low-income youth an average of two months in reading skills.
- 100% of eligible youth in our residential program graduated from high school and went on to college or a vocational program.
- Members of the Alvin Ailey American Dance Theater taught students in our after-school program through an artist-in-residence project.
- Through our race initiative, we held social justice movie nights, engaged in an all staff retreat with race expert Dr. Ken Hardy, and provided Undoing Racism training to all new staff, as well as numerous police officers and Stamford Public Schools employees.

Financials

We raised \$13.9 million from the sources indicated below and spent it as follows:



Figures unaudited; estimated audit completion 12/31/2016

Expanding Partnerships

- Our partnership with the Stamford Police Department has grown to include leadership training and relationship building with both girls and boys at our Chester Addison Community Center.



- Tauck Tours provided 25 students in our Lion's Den after-school program with an American history curriculum focused on Washington, DC—and then a weeklong summer trip to see the historic sites first hand.
- We piloted an intervention program with the Stamford Public Schools to address their middle school youth with extremely high absence rates. We provided outreach, guidance, and referrals for needed services and successfully helped to help them get back in school. The program will expand in the next school year.

Our Results

We measure key indicators based on the nature of the particular program, length of time in the program, and frequency of contact so we can better understand youth's needs and continually improve our work. Our program staff tracks this information, and our research team helps us to analyze and understand the data. We set aggressive targets to reflect the high expectations we have for our work and our kids.



Richard Freeda

Our Team

We have 119 full-time and 92 part-time staff, plus more than 1,200 volunteers, including groups from corporations such as GE, McKinsey & Company, Nestlé Waters, Point72, and Synchrony Financial, who work at eight sites across Stamford, our school in New Haven, and the Bridgeport Detention Center.

We provide hands-on, project-based lessons and a culturally diverse staff and curriculum to engage our students in their education.



Richard Freeda