

31%
of DCPS
students
do not
graduate

According to OSSE's 2013 evaluation
of 21st Century Community Learning
Centers grantees...

61% of TFS students improved in reading

21st CCLC average = 36%

56% of TFS students improved in math

21st CCLC average = 37%



The Tom Lewis Youth and Family
Support Center was built by ABC's
Extreme Makeover: Home Edition in 2009.

What we do

The Fishing School (TFS) prepares elementary and middle school students for success in high school and life by improving their academic performance and life skills; and engaging them and their parents in intensive, multi-year, and research-based out-of-school time (OST) and parent engagement activities. The philosophy of TFS is inspired by the adage, "If you give a man a fish, you will feed him for a day. Teach him how to fish, and he will feed himself for a lifetime."

Since 1990, our academic afterschool, summer, and parent engagement programs have engaged more than 5,000 youth and their families. With 25 years of experience, TFS combines a deep understanding of industry research and best practices with an extensive understanding of the under-served communities in which we work.

TFS now serves over 400 students annually at four school sites through our innovative two-generational Cohort Model, a unique multi-year OST program delivery model that includes academics, life skills, and parent engagement programming for 1st to 8th graders living in underserved neighborhoods in Washington, DC's Wards 7 and 8.

Key findings that drive our work:

TFS' programmatic model addresses clear societal needs and is based on experience and sound research about the status of education and personal achievement among underserved communities. Through our findings, we realized three paramount areas of need among children and parents:

Reading and math scores

1. Reading and math performance scores in DC are amongst the lowest in the nation. Research indicates that those who cannot read at grade level by third grade are four times less likely to graduate from high school.

Social environment

2. Antisocial school day behavior increases the chances that a student will not succeed through middle school and therefore will not graduate high school.

Parent engagement

3. Children do better in school and are more likely to graduate if they have strong support of a key parental role model.

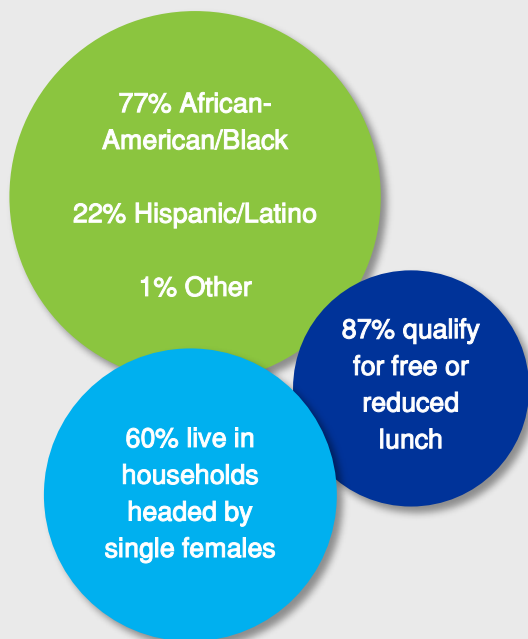
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Cohort model

Who we serve



DCPS standardized test scores reveal the following about students in grades 3-12 who are not meeting academic expectations...

% of Ward 7	% of Ward 8	% of Ward 3
Math: 80%	Math: 87%	Math: 47%
English: 83%	English: 87%	English: 40%

Research shows that in 2014, 26% of DC's children were alone and unsupervised between 3:00 and 6:00 p.m. each week day. This is the time in which juvenile violence peaks according to the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention. The risk of exposure to violence, sex, drugs and alcohol is much higher for lower-income children. Unfortunately less than half of these youths had access to quality afterschool programming.

The core of TFS' approach is the Cohort Model, a two-generational continuous commitment to children and their parents from 1st through 8th grades in which students are grouped into "cohorts" upon enrollment and progress through a multi-year program continuum together. Our Cohort Model follows each child through critical benchmarks in their elementary school years and continues support through middle school to help ensure a successful transition to high school. Recently, our primary focus has been elementary students. In 2015, we began serving 6th grade students in our Middle School Program and will expand to 8th grade.

TFS is made up of four program components. TFS' **Elementary After-school Program** builds academic and life skills to create a foundation of academic success leading into middle school. The **Middle School Program** supports the critical needs of 6th to 8th grade youth with a focus in college and career readiness. In **Summer Camp**, participants receive support to build and maintain academic and social skills in an effort to prevent summer learning loss. Lastly, in TFS' **Parent Engagement Program**, parents participate in year round engagement activities and events designed to increase their knowledge and skills of youth development and empower them to make use of best practices.

TFS provides afterschool instruction every school day from 3:15 to 6:00 p.m. at Title-I eligible partner schools in the District.



Leadership

TFS Founder, Tom Lewis



Tom Lewis was inspired by a grand vision to bring about change in the youth of Washington D.C. Change, however, did not happen overnight. First he had to chart his own course from humble beginnings to be able to help others.

Raised in poverty in North Carolina, Lewis was one of 16 children in his household. After dropping out of high school in 10th grade—as many around him have done—Lewis began working as a migrant farmhand on the Eastern Seaboard. After working for several years, in 1961, he was drafted and served in the U.S. Army where he was able to earn his GED. Upon discharge in 1963, Lewis found himself alone in New York City working odd jobs while providing support to his family back home.

In 1965, Lewis joined the D.C. Metropolitan Police Department (MPD), where he would serve as a police officer for more than 20 years. During his time on the force, he witnessed the riots following the assassination of Dr. Martin Luther King Jr. When Lewis signed on to become part of

MPD's Officer Friendly program, he saw firsthand the needs of the city youth as he went from classroom to classroom teaching students how to become upstanding citizens. Young children whose mothers were addicts and fathers were absent or incarcerated would take Lewis' hand and ask if he would be their daddy. He saw himself in these kids.

A few years after his retirement from the MPD, he transformed an abandoned crack house in what was once deemed "the worst street in America" into The Fishing School. The organization's name was inspired by the adage "If you give a man a fish, you will feed him for a day. Teach him how to fish, and he will feed himself for a lifetime."

Today the award winning out-of-time-school program has grown by leaps and bounds, continuing Lewis' legacy to offer every child a brighter future.

Executive Director, Leo Givs



Leo joined TFS in September 2007, following over 25 years of senior executive experience with local, national and international nonprofit organizations. Givs made the move to TFS because of a burning desire to return to a community-based educational model of supporting marginalized children and their parents.

During his time with TFS, the organization has tripled the number of students served and nearly tripled its operating budget. In 2013, an independent evaluation commissioned by the city recognized TFS as the top performing out-of-school-time program provider amongst 24 similar organizations.

Immediately prior to joining TFS, he served as Deputy Executive Director of Membership Mobilization for Amnesty International USA. He was a member of the organization's senior management team that was responsible for guiding its work and managing a \$45 million budget.

He provided direct leadership to several national business

units focused on youth membership development, advocacy, public education, volunteer recruitment, training and membership mobilization. His responsibilities also included leading national field operations and national program development in support of the organization's 700,000 members and over 1,700 student and local chapters.

Earlier in his career he served as a founding Deputy Director of the Doug Williams Foundation where he created and managed five city-wide youth programs that reached several thousand students in DC public schools.

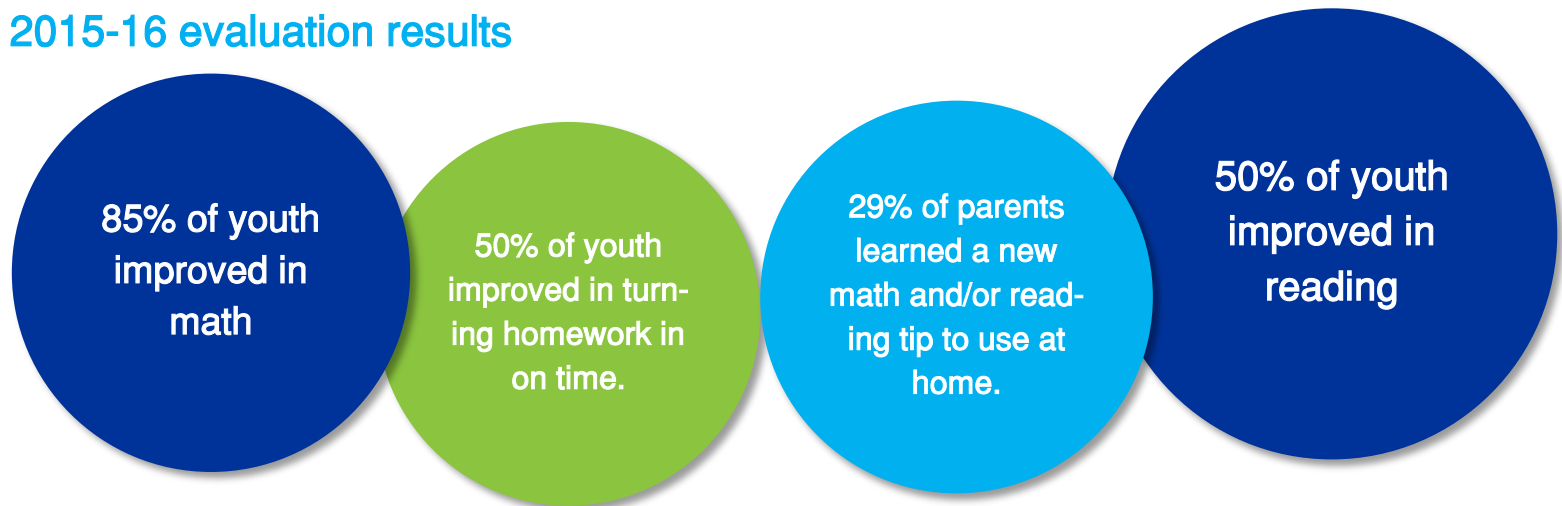
Leo received a Master's degree in Mass Communication from Howard University and a Bachelor's degree in Mass Communication from Grambling State University where he was a member of the famed Tiger football team coached by the legendary educator Eddie Robinson. He is a deacon in his local church and lives in Fort Washington, Md., with his wife and daughter.

Curriculum components and evaluation results

Critical components of our curriculum

Reading and Math	Life Skills	STEAM	College Readiness	Clubs
To help bridge the academic achievement gap, TFS students spend 90 minutes weekly on an instructor-supervised web-based curriculum which supports their reading and math skills. In addition, students spend 45 minutes weekly on read alouds, which reinforce their reading and comprehension skills and build a stronger foundation for	TFS understands that the development of noncognitive skills and academic mindsets, in tandem with core academic skills, is critical in producing successful, effective learners—especially in low-income communities. To this end, TFS has created a robust curriculum that teaches soft skills such as conflict resolution, time management, and service	STEAM (Science, Technology, Engineering, Art, and Math) encompasses creativity, critical thinking, and technology to propel youth into promising careers. TFS's focus on STEAM ensures that underrepresented minorities build the fundamental critical thinking and problem-solving skills necessary to succeed in future academic study.	TFS programs incorporate a wide variety of college and career curriculum components and capitalizes on an array of partners, field experiences, and college interactions. Students explore topics using online forums, career exploration trips, college tours, and service-oriented experiences.	Club activities are an integral component of TFS' program curriculum. TFS leads clubs such as sports, do-it yourself, fitness, and theatre at all four site schools. These are specifically designed to boost students' self-confidence, foster creativity, promote physical activity and healthy living, and teach effective team building.

2015-16 evaluation results



Board of Directors

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Looking ahead

Wish list

In addition to financial contributions to support our ongoing operations and to expand our services to more young children, The Fishing School is in need of the following:

Computers and tablets: Computer programs employing one-on-one adaptive learning, constantly adjusting lessons to the student's understanding, are a key component to our after-school programs.

Daily necessities: Running multiple after-school and summer programs, we are always looking for a wide range of day-to-day supplies. Among them are: paper plates and cups, notebooks, pencils, calculators, crayons, and especially supplies for all of our STEAM activities.

Books and other instructional materials: Improving reading skills is at the heart of so much of what we do, and one way to ignite a child's interest in reading is to give them their very own book. We have a list of grade-level and ability-appropriate books.

Event and office assistance: From time to time, in preparation for special fundraising and other events, we could certainly use some additional help. Whether stuffing envelopes, decorating venues, or making calls, help during these surge times can be critical.

Professional services: Occasionally, we become aware that one or another of our families is in need of a particular service that they cannot afford. Understanding that every child's home environment and their family members' well-being can profoundly affect their ability to learn at school.

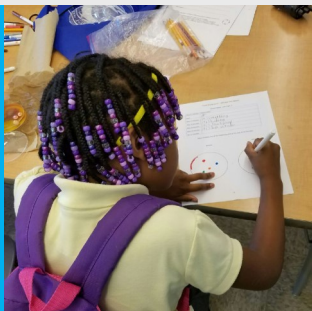
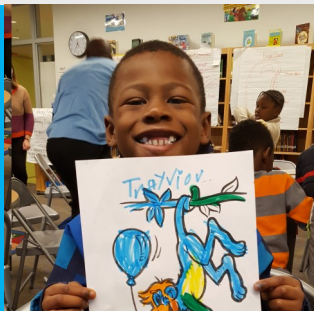
Awards and accolades

TFS was named a model of best practices in the most recent assessment of the 21st Century Community Learning Centers federal program funded through DC's Office of the State Superintendent of Education (OSSE).

Out of 24 out-of-school time OSSE-funded programs, **TFS ranked first in Mathematical assessment gains and second in Reading/Language Arts assessment gains.**

Partners and sponsors

District of Columbia Public Schools
Bishop John T. Walker School for Boys
CityYear
AmeriCorps
Wyndham Vacation Ownership
Wells Fargo
Deloitte
KPMG
Northrop Grumman
DC Metropolitan Police Department
Hogan Lovells



FAQs

What is the mission of The Fishing School?

The Fishing School (TFS) is a nonprofit serving the Washington, DC communities most in need. Our mission is to prepare elementary and middle school youth for success in high school and life by improving their academic performance and life skills; and engaging them and their parents in intensive, multi-year, and research-based out-of-school time and parental engagement programs and activities.

Is The Fishing School a school?

No, The Fishing School is a nonprofit organization that operates out-of-school time programs for youth and families. We are not a literal school.

Do you have anything to do with fishing?

No.

Where does the name of the organization come from?

It is inspired by the life experiences of our founder Tom Lewis and based on the adage *"If you give a man a fish, you will feed him for a day. Teach him how to fish, and he will feed himself for a lifetime."*

Primary partners

- City Year
- District of Columbia Public Schools (DCPS)
- Bishop Walker School for Boys
- Neval Thomas Elementary School
- Plummer Elementary School
- Turner Elementary School

Programs

- Elementary Afterschool Program
- Middle School Program
- Parent Engagement Program
- Summer Camp

Cost

For over 26 years, TFS has provided our services at no charge to participants parents or guardians. We raise our annual operating budget through foundations, government entities, corporations, individual donors, United Way, and faith-based organizations.

