Who We Taught in FY14

Our classes brought together a diverse community of students from every ward in the District of Columbia (96%) and Maryland (4%). Though most students (84%) were U.S. born, our foreign-born students (16%) came from 34 different countries and territories.

Many of our students were struggling when they arrived at Byte Back. Thirty-nine percent (39%) of the student population lacked stable housing and most of our students (77%) received government benefits. Eighty-five percent (85%) were without a college degree in a city where 71% of all jobs in 2018 will require some postsecondary training beyond high school (Georgetown Center for Education and the Work Force). Twenty-five percent were employed but few earned a living wage; 47% were unemployed, and 28% were out of the work force due to retirement, illness, disability, or other factors.

We matched each student with the course that fit their needs and abilities. Many students, who were not in the workforce or looking for work, sought basic computer skills that would allow them to access online resources. We offered job seekers a career pathway with multiple entry points depending on their unique skills and career goals. We taught beginning students how to use their new computer skills to apply online for entry-level jobs. Students in our Enterprise D.C. program enrolled in courses to help them launch new businesses. We prepared Microsoft Office Track students for employment in the business services industry. We trained certification students for careers that pay a living wage with advancement opportunities.

Fostering Safe, Accessible Classrooms

84% Born in the USA
59% Born in D.C.
16% Born in 40 other nations

In FY14, we had:
1,565 Enrollments
1,284 Completions
47,583 Hours of Instruction

Race and Ethnicity
- 1% Other
- 4% Caucasian
- 5% Latino
- 90% African American

Educational Attainment
- 5% Vocational
- 21% Some College/AA
- 37% HS Diploma/GED/EDP
- 15% BA or Higher
- 12% No HS Diploma

Employment Status
- 25% Employed
- 47% Unemployed
- 26% Unable to work
- 4% No Benefits
- 19% Unemployment Compensation Only

Public Assistance
- 77% Public Benefits
- 4% No Benefits

In FY14:
- 39% Homeless or near homeless
- 60.4% Women
- 39.3% Men
- 0.3% Transgender

Student Age
- Youngest: 15
- Oldest: 95

12% recovering from addiction
35% people with disabilities
9% veterans
48% single parents
15% returning citizens
We believe that organizations must work together to adequately address the challenges of adult literacy and unemployment. Our partnerships allow us to provide classes and workshops at 23 locations, which are safe and convenient for our students, while building the capacity of our sister organizations.

In FY14, we collaborated with other organizations on shared initiatives such as Enterprise D.C. We partnered with organizations like Bread for the City and Streetwise Partners to provide mutual referrals. We formed alliances with other adult education providers such as Academy of Hope and the YWCA to advocate for positive change.

We worked with Southeast Ministry, Samaritan Ministry, the Jovid Foundation, Compass, and Taproot Foundation to develop a shared database that would allow workforce development organizations to more effectively serve and track job seekers. We participated in the D.C. Jobs Council. Byte Back served on the Steering Committee of The Work Place DC, a collaborative of adult education providers seeking to co-locate in one facility so that together we better serve adult learners by making a host of programs readily available at one site.

Byte Back received many generous in-kind donations last year, especially through contributions of time and talent. We had 165 dedicated volunteers who gave 20,809 hours to our organization last year. We are grateful for the talented, highly qualified instructors, tutors, mentors and other volunteers who helped make our work fruitful and effective.

At Byte Back we pride ourselves in our dedication to supporting our partners in whatever way we can. Whether it’s spreading the word about a partner’s new initiative or setting up a computer lab at another nonprofit, we know that by strengthening our partners, we strengthen our community.

“This type of partnership is extremely important because adult learners don’t have a great deal of time. ... [These students] are reading on very low levels but at the same time they have to get a job; they have to enroll their children in school; and you can’t do that without basic computer skills.”

- WLC Executive Director Terry Algire, Executive Director of Washington Literacy Center, where Byte Back provided customized computer classes for students reading at or below a 5th-grade level.
Workshops

Workshop Topics
DC Networks
DC Online
Intro to Computers
Intro to Excel
Intro to Facebook and Twitter
Intro to Gmail
Intro to Google Drive
Intro to Google Tools
Intro to Online Job Applications
Intro to Online Job Searching
Intro to Online Learning
Intro to PowerPoint
Intro to the Internet
Intro to Typing/Keyboarding
Intro to Word
Preparing for the Computer-Based GED Exam

Thanks to a partnership with the D.C. Public Library, Byte Back offered classes and one-time workshops at 10 different neighborhood libraries in all eight wards of the District. The workshops covered 15 different topics.

In 2014, the GED exam became computer-based and is no longer available in paper form. Funding from the Office of the State Superintendent for Education allowed Byte Back to provide five workshops at four locations to 41 GED candidates and seven instructors to help prepare them for the computer-based exam.

Eliminating Barriers to Success

Accessibility
Since most District residents in need of basic computer literacy skills have little or no computer experience, we often use low-tech methods of outreach such as flyers, referrals, bus ads, and word of mouth. We offer classes in the mornings, afternoons, and evenings to accommodate the various needs and schedules of potential students. We provide classes at local libraries and trusted community-based organizations to overcome both obstacles such as fear of technology and cost of public transportation. Classes are wheelchair accessible and assistive technology is available to people with disabilities. We also provide referrals to students who need other types of assistance such as housing, food, or GED training.

Succeeding in the Classroom
Byte Back utilizes hands-on project-based curricula that allow students to experience success early and often during the learning process. Mentoring is also available to students who want it. As students move through the career pathway, we assist them in learning study skills and encourage study groups in our certification classes. We celebrate student success at the end of each term.

Succeeding in the Workplace
Every Byte Back class includes training for workplace preparedness. In our beginning classes, students learn how to search and apply online for jobs, create a resume, and write a cover letter. Our more advanced classes cover soft and field-specific skills required for employment. We offer Job Seeker Boot Camps in which volunteer professionals, many sent by corporations, work individually with students to develop resumes, cover letters, and interview skills. Job clubs enable students to support one another in their job searches. We send out monthly Job Alerts with curated job postings. We refer beginning students to placement agencies that assist in obtaining entry-level jobs, while our full-time Employment Specialist meets one-on-one with certification students to provide personalized support with their job search.

In FY14, Byte Back worked closely with 33 employers in the Information Technology field, collaborating so closely with seven that we considered them our employer partners. These partners provided us with updates on relevant skills needed in the workplace. They sent us job notifications and leads and gave feedback regarding graduates’ interviews and resumes. They gave preferential consideration to our students, provided numerous paid internships, and often hired our students. When a certification student is offered a job, Byte Back provides their first two weeks of transportation and assists with work attire. We maintain contact with the new employees and their employers to provide the support needed for successful employment.
Digital Literacy

For many of our beginner students, computers were a source of anxiety, confusion, and frustration. In our most basic class, students started with simple tasks that most people take for granted, such as how to turn on a computer, use a keyboard, and move a mouse. They moved through practical skills by navigating the dc.gov website, researching a health condition online, emailing an elected official, and searching and applying for employment. Byte Back worked to ensure that our students felt comfortable using computers, possessed the tools they needed to continue to learn, and, by program’s end, knew that they could adapt to new technologies.

Our computer literacy students were similar to the rest of our students in most aspects with a few variations. They tended to be older (median age of 56); fewer had a high school diploma or equivalency (19%); and a larger percentage were unavailable for work (35%) due to retirement, disability, or other factors. Basic computer literacy courses were taught to the widest age range - from 15 to 95 years old.

In FY14, Byte Back enrolled 680 students in 78 PC for Beginners (PCB) classes. Eighty percent (80%) of these students passed the course, ready to move on to the next level. PCB students increased their use of computers by 254%. Those students, who said they’d never used a computer prior to the start of class, averaged 13 hours per week post completion. Many of the PCB classes were customized for certain groups, including Spanish-speakers, senior citizens, and literacy learners.

“Thank you for the opportunity to learn the computer! Initially I was extremely intimidated by the computer, but now I want to learn more!”

-Byte Back Student

Bridging the Digital Divide

Many students came to Byte Back with a history of negative educational experiences and, therefore, felt unsuccessful in school. Our hands-on, project-based curriculum enabled students to experience success early and often. Many Byte Back students developed a love of learning that they can take with them long after they graduate. By the end of our PC for Beginners course, 32% expressed a desire to pursue additional learning opportunities. Within six months of completion, 50% of these had acted on that desire by pursuing their GED/EDP (25%), enrolling in community college (50%) or enrolling in trade school or a certification program (25%). Eighty percent (80%) of PCB graduates reported increased confidence in using new technology, and 84% reported increased overall self-confidence.

Esperanza Lopez didn’t have a computer at home, but she was determined to improve her typing skills for her PC for Beginners class. One day someone in her building threw out an old keyboard and she took it home, and every night she would practice typing words from books. After completing her course, Esperanza earned a free refurbished computer from Byte Back. She no longer used the old keyboard to practice. “It’s like I won the lottery, because knowing how to use a computer not only benefits me but it also benefits others,” she said.

Esperanza’s quote was obtained in Spanish and translated.

680 PC for Beginners students
84% feel more self-confident
58.3% employment rate of those ready & available for work
$11.33 average hourly wage
Office Track

Last year we offered Office Track, a comprehensive course that includes instruction in Microsoft Word, Excel, PowerPoint, Outlook, and job readiness training, in both English and Spanish. This course provided critical skills for students who wanted to qualify for entry-level administrative positions, as well as those who simply wanted to feel more comfortable using a computer. Each Office Track graduate received a free refurbished computer so they could continue to practice their new computer skills at home.

We enrolled 253 students in 26 Office Track classes and had a completion rate of 67% with 100% of those who completed also passing the course. Office Track students were similar to our average Byte Back student in most aspects, though most had achieved a higher level of education (6% of Office Track students had less than high school, 31% had a high school equivalency, 37% had some college, and 19% had a bachelor’s degree or higher. However, a larger percentage was unemployed (54%) and precariously housed (44%).

Valerie Michael was recovering from debilitating medical issues when she started her Byte Back class. Her illness made it more difficult for her to learn and remember complex tasks.

In December Valerie not only successfully completed her Office Track class but also served as a featured student speaker at graduation. During her speech she shared the story of her recovery with her classmates: “Byte Back gave me the opportunity to exercise this,” she said, pointing to her head. “And because I was able to do that, … I regained a lot of abilities that I no longer had.” She said, “It’s like going through a deep dark tunnel, and now I can see the light.”

“I would like to thank Byte Back for allowing me to advance my computer skills, and now I’m looking forward to obtaining my GED.”

-Byte Back Student

Building Skills & Careers

Most Office Track students stated that their class increased their overall self-confidence (72%) and their confidence in using new technology (85%). Forty-three percent (43%) said their Byte Back class helped increase their desire for additional education, and 81% of these students acted on that desire within six to 12 months of the course completion by enrolling in a trade school or certification program (48%), community college (19%), four-year college (5%), a GED program (5%), or other educational opportunity (24%).

As students expanded their computer skills, the ways in which they used computers in their lives increased as well. Compared to PC for Beginners students, Office Track students were twice as likely to use the computer to apply online for jobs, manage their finances, communicate with their child’s teacher via email, and use the Internet to become more involved in their communities.

Ezequiel de la Guardia believes it was fate that brought him to Byte Back. He was walking down a street when he came across a Byte Back flyer that had fallen onto the sidewalk. He picked it up and realized that it was exactly what he had been looking for.

Though he’d always wanted to learn more about computers, Ezequiel had found language to be too large of a barrier. Byte Back’s Spanish-language classes were a perfect match for him.

He enrolled in PC for Beginners, but soon after enrollment, he got a job with Neighbor’s Consejo, which kept him too busy to continue with class.

He re-enrolled at Byte Back a year later, and this time, he was ready. His teacher Lisvette was patient and respectful. Soon he passed PC for Beginners 1 and 2, then moved on to Office Track. As a result, Neighbor’s Consejo gave him more responsibilities and work. Ezequiel feels more respected by his friends and coworkers, and he constantly refers them to Byte Back. Now he tells his daughters, grandchildren, and everyone to know that it’s never too late to learn and that Byte Back is a great place to start.

253 enrollments in Office Track

85.2% increase in confidence in using new technology

70.9% employment rate of those ready & available for work

$14.79 average hourly wage
Byte Back offered a variety of classes to students who were ready for more advanced training. Last year’s Community Academy classes included PC Hardware & Networking Fundamentals (60 enrollments in seven courses), QuickBooks (15 enrollments in two classes), and business technology courses (144 enrollments in 27 courses). Our business technology courses were provided as part of Enterprise D.C. - an innovative program created and implemented by Byte Back, the Washington Area Community Investment Fund (WACIF), and the Greater Washington Hispanic Chamber of Commerce (GWHCC) to help 50 local residents turn a hobby or skill into a profitable business. WACIF taught students how to create a business plan and apply for small business loans; GWHCC provided business mentoring; and Byte Back offered the technology courses needed to start a business in the 21st century.

Community Academy students vary significantly from the typical Byte Back student in many ways. They are more likely to be male (51% of Community Academy students), to be younger (median age of 46), to have attended some college (49%) or to have a bachelor’s degree (26%), and to live in Ward Four (24%) or Maryland (6%). They also differ from the average Byte Back student in that they are less likely to be recovering from addiction (3%), a returning citizen (9%), disabled (15%), or a single parent (32%), and are significantly more likely to be precariously housed.

“I really appreciate the opportunity given to me to learn about computer skills, and more so as I am getting a free computer which will enable me to practice the skills I learned. Thanks, Byte Back.”

- Byte Back Student

As both a pastor and the entrepreneur behind KY Desserts & Deli, Kenneth loves to brighten people’s days with words of encouragement and sweet treats. Kenneth was a participant last year in Enterprise D.C. Though Kenneth is a gifted baker and self-promoter, the program gave him the skills he needed to take his business to the next level. “Everything that I knew about computers, my knowledge has increased a hundredfold,” he said.

Kenneth passed a total of seven business technology courses (Office Track, Graphic Design, Online Tools, Excel for Business, Web Design, QuickBooks, and Money Management) totaling 138 course hours. He’s learned how to use graphic design and social media to better market his products, and he’s now able to do his own accounting using QuickBooks. His business has grown tremendously - over the past year he has sold over 17,000 cupcakes!
Certification Courses

We live in a new economy. More and more career opportunities are restricted to college graduates or those who possess some other type of post-secondary education and certification. Furthermore, only 30% of jobs in the District of Columbia are held by District residents. In response, Byte Back provides students with the skills required to compete for growth-industry jobs in Information Technology and Business & Professional Services that pay living wages and offer opportunities for advancement.

For example, in the District the mean salary for a Network Support Specialist (Network+ certification) is $76,990, according to the US BLS. Byte Back trains students for certifications that show employers that our graduates are knowledgeable about in-demand IT skills. Byte Back’s certification classes are designed to constitute the building blocks for a lifelong IT career.

In FY14, our certification students were significantly different from other Byte Back students. They were more likely to be younger (median age of 41 years old) than other students. Most were African American (92% of certification students) or had emigrated from another country (23%). They were more highly educated than most other students - 39% had some college, and 34% had a bachelor’s degree or more. While they were less likely to be a single parent (39%), they were more likely to be a returning citizen (20%) and far more likely to be a veteran (30%). Many came to Byte Back because they faced significant barriers to employment but were still highly motivated to make a change in their lives.

In FY14, we enrolled 128 students in 13 classes preparing for IC3, A+, and Network+ certifications. The completion rate was 70%, and so far, these 128 students have passed a total of 172 certification exams. As of this report, 66 students were fully certified and another 17 were nearly certified, having passed one of the two A+ exams or two of the three Internet Computing Core Certification (IC3) exams. Our certification graduates obtained positions as tier I and tier II help desk technicians, PC techs, Excel administrators, junior IT specialists, service representatives, and IT specialists.

Where Our Graduates Are Working

Certification Courses

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<th># of Classes</th>
<th>Enrollments</th>
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WHERE OUR GRADUATES ARE WORKING

After Tameka Brown was laid off from her job as an administrative assistant, she spent three years sending out her resume but receiving no response. “It was hard to be out of work for so long,” she said. With no college degree or formal training in computers, Tameka realized that she needed to show potential employers that her skills were up-to-date. She found Byte Back, completed PC for Beginners 2 and Office Track and then went on to take IC3.

While enrolled in IC3, Tameka got help with her resume from Abdullah Alnassar, Byte Back’s job developer. She posted it online job search sites including Monster and CareerBuilder, though she hadn’t planned to start her job search until she finished class. The very next day recruiters started calling. “It had taken me three years to get a callback from anyone, and suddenly I had more calls than I could handle,” she said.

Today, Tameka is an office coordinator for Data Quality Campaign. She loves the friendly office environment and her new role. “When I was a receptionist, I was stuck in a chair all day,” she said. “This position allows me to move around and really help people.” Her life now is a far cry from her years of unemployment. “I’m so much happier. I really can’t even describe it.”

Virgil Gayles worked as a digital print technician for almost four years, but it wasn’t the kind of work he wanted to be doing. Since he didn’t have a college degree, he decided to pursue additional education to qualify for a more specialized position. His Byte Back A+ class made him a more marketable employee and also gave him the chance to ask the kinds of questions he always wanted to ask.

Virgil’s decision to pursue his A+ certification helped him get a new position in data management in the IT department at Booz Allen Hamilton. His new position has much more potential for growth and advancement than his old job. “I’m learning and doing work in IT that most technicians would never get to do,” Virgil said.

128 enrollments in certification courses 73.4% completion rate 72% employment rate of those ready & available for work $18.96 the minimum hourly wage
After a year of temporary jobs, Amber Koon decided she needed to change tactics and enroll in more training. As she searched for A+ certification training, she said, “There were places charging students thousands of dollars just to take classes. When I got to Byte Back, everything was free. Not only was it free, but we got an internship and free books and tools.”

The most important lesson she learned at Byte Back was how to study, “It takes a lot of hard work to get what you really want, but it’s not as hard if you really want it.” Amber said. She consistently spent four to five hours a day studying. “Scott [Ryan] is the best teacher I have ever, ever had,” she said. “He broke it down to a science that made the whole class understand everything.” When one of their classes fell on April Fool’s day, Amber and her classmates arrived to find the displays on their computers were upside down. “Scott just smiled and told us to figure it out. We got in and fixed it, and he was really proud of us. It was great.” Amber became fully A+ certified on July 7 and just three weeks later accepted a job as a customer service representative/IT specialist with the U.S. Department of Engraving and Printing.

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Byte Back’s First Time Technology Program helps combat electronic waste (e-waste) by repurposing used technology as valuable resources for our students.

In FY14, Byte Back collected over 1,000 computers from individuals and corporations. Student interns from our A+ Certification training program refurbished most of these computers. The interns rotated through a series of workstations, learning new skills at each stage including refurbishing, troubleshooting, repairs, and networking. These new skills enabled them to pass industry-recognized certification exams, to excel in interviews, and to begin successful careers in Information Technology.

Most of the computers were given free of charge to low-income graduates of Byte Back courses. The rest were sold below cost to low-income families and to nonprofit organizations that serve them. If an organization wished to have a computer lab, Byte Back staff and interns delivered, set up, and networked these computers for them.

Each fully refurbished computer included a flat-screen monitor, mouse, and keyboard as well as a range of programs designed to meet the needs of a beginner user: Microsoft Windows 7 operating system, Microsoft Office 2010, Adobe Flash Player, Adobe Reader, Auslogics, CCleaner, and Microsoft Security Essentials Anti-Virus.

According to the Environmental Protection Agency, in 2011 alone the United States produced 3.4 million tons of electronic waste (e-waste). Electronic equipment contains carcinogenic and toxic materials that often end up in landfills and the waterways that are connected to them.

Just a few months ago, Raphael Hagos worked in a bar. The only experience he had with computers was working at Circuit City. Enrolling in Byte Back’s certification classes gave him what he needed to secure a job he was excited about. Raphael enrolled in PC Hardware and then A+ Certification. It had been awhile since he’d been in a classroom, and he appreciated the structure and guidance his teachers provided. Though his classes gave him the knowledge he needed, his internship at First Time Technology (FTT) solidified his new skills. “As great as the classroom was, and it was great, I think FTT gave me something else I didn’t have—a place to apply that knowledge,” he said. “It taught me how to adapt.”

Raphael got a chance to show off his new skills during an interview when he was asked to fix a computer problem in the presence of three managers. “There was no pressure, because it was all stuff I’d seen before,” he stated. “I knew that if I didn’t know what it was right off the bat, I’d know what to look for.” His performance earned him a new job with General Dynamics as a contractor at the U.S. Patent Trade Office. Thanks to his FTT internship, which was counted as work experience, he skipped over the entry level position and was hired as tier II support. He said he would have been nowhere near qualified for this job just a year before. Raphael was thrilled with his new career, “It’s a big change. Things are great.”

Sean Coleman never thought he’d need to know how to use a computer. In school, he didn’t take computer classes seriously. For years, he worked as an auto mechanic until he was laid off in 2011. After losing his job, Sean looked for job training to make him more marketable and found Byte Back. He took (C) and PC Hardware before enrolling in the A+ class. “It didn’t really hit me until I started A+ and the internship,” he said. “That’s when it was tangible.” Like many students in the program, he was excited by the real-world application of what he was learning. “You [get to] do experiments like trying to power on a computer without the processing chip or with no ram and you see the different error codes,” he said. After receiving his A+ certification, Sean began work as a contractor for Acentia, a technology and management company, working at the Department of Labor migrating computers from Windows XP to Windows 7. His job allowed him to travel around the United States, often in first class, and learn from his fellow technicians.

When this contract ended, he returned to Byte Back to study for his Network+ certification. “My experiences here have been very positive,” he said. “If it weren’t for this program, who knows what I would be doing. [Byte Back] has opened a lot of doors for me.”

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We hosted our 7th Annual Community Computer Day event!

Byte Back turned 16 years old

Byte Back held 3 graduations

160 attended Breakfast Bytes FY14
“I feel fortunate to be part of an organization that is so deeply committed to promoting economic opportunity in the D.C. community.”

-Adnan Bokhari, Finance Committee Chair
Funders

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D.C. Public Library (DCLP)
Serve DC/Corporation for National and Community Service
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Richard Goldberg
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Don & Sarah Byrn
Adrian Balnari
Sandra Jean Bordlen
Alex Boyar
Larry Boyer
Larry Braxce
Lawrence Braithwaite
Tim Brennan
William Brewer
Jami Broom
David Bux
Gregory Burke
Marlo Burney
Stella Cannotta
John Capozzi
Joe Corale
Melissa Carson
Lee Carly
David Casella
Chanda Chapman
Don & Georgia Cherkelson
Keith Clark
Earl Cohen
Carol Cook
James Cooper
Joseph Corbell
William Cordes
Diane Cornell
Keri Cox
Laurie Davis
Marcelo Del Piano
Kevin Danny I
Purul Desai
Robert Dibard
Lowell Dodge
Jennifer Deindor
Edson Chasity Gift Fund
Kelley Esworth
Linda Esch
Gary Evans

Funders

INIVIDUAL DONORS
Jena Cordes
David Casella
Chanda Chapman
Don & Georgia Cherkelson
Lena & Mathew Frumin
Shana Fullerston
Mauro Goldsmith
Richard Goldberg
Welkin Frey
Lena & Matthew Frumin
Shana Fullerston
Mauro Goldsmith
Richard Goldberg
Juda Bower & Richard Koretz
Robert & Vivian Baeg-Derwyc
Don & Sarah Byrn
Adrian Balnari
Sandra Jean Bordlen
Alex Boyar
Larry Boyer
Larry Braxce
Lawrence Braithwaite
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Robert Dibard
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Jennifer Deindor
Edson Chasity Gift Fund
Kelley Esworth
Linda Esch
Gary Evans

Funders
### Statements of Financial Position

**June 30, 2014**

<table>
<thead>
<tr>
<th>Assets</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$397,267</td>
<td>$96,575</td>
</tr>
<tr>
<td>Grants and contracts receivable</td>
<td>279,221</td>
<td>229,228</td>
</tr>
<tr>
<td>Pledges receivable, net of long term portion</td>
<td>38,338</td>
<td>38,210</td>
</tr>
<tr>
<td>Investments</td>
<td>-</td>
<td>41,175</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>7,344</td>
<td>6,720</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td><strong>722,170</strong></td>
<td><strong>411,908</strong></td>
</tr>
<tr>
<td>Property and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>23,345</td>
<td>23,345</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>256,743</td>
<td>273,212</td>
</tr>
<tr>
<td><strong>Total property and equipment</strong></td>
<td><strong>280,088</strong></td>
<td><strong>296,557</strong></td>
</tr>
<tr>
<td>Other assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deposits</td>
<td>6,975</td>
<td>3,475</td>
</tr>
<tr>
<td>Pledges receivable, long term portion</td>
<td>126,869</td>
<td>138,427</td>
</tr>
<tr>
<td><strong>Total other assets</strong></td>
<td><strong>133,844</strong></td>
<td><strong>141,902</strong></td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$1,136,102</strong></td>
<td><strong>$850,367</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities and net assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$62,428</td>
<td>$48,043</td>
</tr>
<tr>
<td>Mortgage loan payable, current portion</td>
<td>17,695</td>
<td>16,375</td>
</tr>
<tr>
<td>Mortgage loan payable, noncurrent portion</td>
<td>80,123</td>
<td>64,416</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td><strong>150,244</strong></td>
<td><strong>129,095</strong></td>
</tr>
<tr>
<td>Net assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted, board designated reserve fund</td>
<td>250,007</td>
<td>78,021</td>
</tr>
<tr>
<td>Unrestricted, other</td>
<td>375,746</td>
<td>260,668</td>
</tr>
<tr>
<td>Temporarily restricted</td>
<td>250,007</td>
<td>259,262</td>
</tr>
<tr>
<td><strong>Total liabilities and net assets</strong></td>
<td><strong>$1,136,102</strong></td>
<td><strong>$850,367</strong></td>
</tr>
</tbody>
</table>

**Liabilities and net assets**

**Statements of Activities for the years ended June 30, 2014 and 2013 (summarized)**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total support and revenue</td>
<td>2,454,338</td>
<td>2,107,015</td>
</tr>
<tr>
<td>Expenses</td>
<td>2,166,500</td>
<td>1,836,066</td>
</tr>
<tr>
<td>Change in net assets</td>
<td>287,838</td>
<td>270,949</td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>338,689</td>
<td>327,002</td>
</tr>
<tr>
<td>Net assets, end of year</td>
<td>$625,753</td>
<td>$597,951</td>
</tr>
</tbody>
</table>

**Financials Expenditures**

- **5.5% Fundraising**
- **84.3% Programs**
- **10.2% General & Administrative**

“Our students differentiate themselves by their motivation and eagerness to learn – it’s what makes volunteering at Byte Back so rewarding.”

- Director, Sam Hochgraf