

2022-2023

BUSINESS PLAN



Our Piece of the Pie®

*Empowering youth to succeed in
education and employment.*

2022-2023 BUSINESS PLAN

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EXECUTIVE SUMMARY

Our Piece of the Pie (OPP®) has undertaken a Theory of Change (TOC) journey that has identified key areas of organizational structure, behavior, and culture that are highly associated with their current levels of excellence. The TOC articulates what OPP does, who it serves, why OPP undertakes its work, the rationale for achieving best results, and how OPP expects to be accountable for its impact. This exercise has the goal of building on OPP's successes and making further improvements that "take the organization to the next level" during the next several years. These identified areas are known as Pillars of Excellence, and include:

- Leadership - Courageous, adaptive, executive and board leadership
- Management - Disciplined, people-focused management
- Programs - Well-designed and well-implemented programs and strategies
- Finances - Financial health and stability
- Culture - A culture that values learning, emphasizes Diversity, Equity, and Inclusion (DEI), and maintains its focus as a Deliberately Developmental Organization (DDO)
- Monitoring - Internal monitoring for continual improvement
- Evaluation - External evaluation for mission effectiveness

To further articulate the outcomes and objectives related to the Theory of Change, OPP has undertaken the development of a comprehensive Business Plan that articulates the roles and responsibilities of staff, board, and senior leadership and outlines specific tactics to be undertaken to help achieve its goals. This plan incorporates a variety of elements that have been developed by the organization including:

- The OPP Logic Model
- An Organizational Flow Chart
- A Resource Development Plan
- A Marketing and Communication Plan
- A Resource Management Plan
- A Landscape Analysis
- Data Architecture
- A Board Development and Organizational Succession Plan



To develop the plan, OPP has engaged the services of Rainmaker Consulting, a nonprofit organizational capacity consultant in Western Massachusetts. The Project Lead, Eric Phelps, has undertaken a comprehensive document review of the existing collateral materials, undertook a landscape analysis of local, regional, and national organizations, and interviewed staff and board leadership regarding the theory of change elements and updates to the goals, objectives and needs. While there was attention paid to organizational change during the COVID-19 pandemic, the primary focus was the key organizational activities that will drive achievements.

The Business Plan is designed to be a working document that outlines specific actions, and their associated lead, metrics, resources required, and status. This document will be updated on a regular basis and indicate all the key elements of organizational life. As part of its existence, it will be regularly updated in Monday.com by organizational project leads at all levels of OPP, providing a regular accounting of progress toward implementing the Theory of Change and the initiatives in the Business Plan.

OPP has a demonstrated commitment to organizational development and learning and as such it seeks to identify and adopt known best practices, emerging ideas, and potential solutions in a variety of areas. It is building on a proven track record of programmatic success and working to advance its organizational capacity and operations. This will require a concerted effort to align the resource development and management, the marketing and communications, the program delivery and evaluation, as well as the operational systems.



ORGANIZATIONAL OVERVIEW

Our Piece of the Pie, Inc. (OPP®) is a nonprofit organization dedicated to empowering youth with the key competencies needed to overcome barriers and succeed in education and employment. OPP's unique model is centered on the personal and consistent relationship developed between each youth and a caring, committed, and proactive adult staff member, a Youth Development Specialist. The Youth Development Specialist works together with the young person to identify their goals, and create a plan to address needs across personal, workforce, and academic development.

The OPP pillars of success for youth are **Youth Development**, **Academic Achievement**, and **Workforce Readiness**. It is the organization's belief that young people need support to develop skills and succeed in personal, academic, and employment goal setting, Healthy Habits: Life Skills and Financial Capabilities; options to learn and progress through alternative education opportunities, tutoring and homework help and stackable post-secondary certifications; and skills to Earn & Learn through career competency development training, service-learning projects and internship and job placement. OPP incorporates best practices and uses real-time, integrated, youth-level data to hold itself accountable. There is a strong organizational ethos that young people are not "the problem," but rather the solution - and that offering them opportunities to learn and grow will enable them to succeed.

Youth Development

Young people need support to Develop & Succeed

- Personal, Academic, and Employment Goal Setting
- Barrier Reduction
- Healthy Habits: Life Skills
- Healthy Emotion Management
- Financial Capabilities

Academic

Young people need options to Learn & Progress

- Alternative Education: Opportunity Academy
- Tutoring and Homework Help
- Post-Secondary Certificates
- Credentials
- Degrees

Workforce Readiness

Young people need the skills to Earn & Thrive

- Career Competency Development Training
- Service-Learning Projects
- Internships
- Job Placement

By almost every objective measure, Hartford youth are at-risk. They live in a city ravaged by poverty.ⁱ Their neighborhoods are a hotbed of crime, gangs, drugs, and violence.ⁱⁱ The adults in their lives are often poorly educated and many are under-employed or simply out of work.ⁱⁱⁱ The local public schools are overcrowded, under-funded and continue to have low graduation rates.^{iv} The economic recovery in Connecticut since 2008 has been slower and more unequal than the national recovery, and Hartford is ranked in the top ten of most distressed cities of its size.^v Many youth in Hartford do not have positive role models for academic success or economic self-sufficiency. The dropout rate is alarming and the number of disconnected youths on their way to dropping out is growing.^{vi} In addition, the "school-to-prison pipeline" is well-documented and youth who drop out are at higher risk of juvenile delinquency, justice system involvement, and victimization.^{vii}

According to the Hartford Youth Collaborative, one in four Hartford youth (25%) are neither in school nor employed.^{viii} Lack of education has drastic implications for future success as adults with a high school diploma earn more over a lifetime and live longer and with less disability.^{ix} Only 27% of high school graduates live in poverty compared to 47% of those who did not graduate from high school.^x In 2018, the overall Hartford graduation rate was 68.8% with 59.2% of Hispanic youth, 72.7% of African American youth and only 65.4% of low-income youth graduating with their cohort.^{xi} Overall, CT graduates 87.9% of its high school students,^{xii} leading to one of the largest graduation gaps in the country. As only 72.7% of Hartford adults over 25 have a high school diploma or better, young people do not have educational role models in their communities.^{xiii}



DID YOU KNOW?

A student with a high school diploma has a 50% higher lifetime earnings increase than those with less than a high school education (\$260,000 for men, \$180,000 for women). Those with a college degree have a nearly 100% increase in lifetime earning over those with a high school diploma (\$900,000 for men, \$630,000 for women), even adjusting for socioeconomic upbringing.

LOCAL SUPPORT FOR YOUNG PEOPLE

There are a variety of nonprofit organizations serving young people in Greater Hartford, both large and small (COMPASS Youth Collaborative, Roca, Hartford Knights). Many national organizations (Boys & Girls Clubs, YMCA, Catholic Charities) have local chapters in and around Hartford. Available services run a wide range and include:

- Academic Support Services (tutoring, educational instruction, after school supplement education, and informal education).
- Job Skills Training (soft-skills training, job skills such as computer proficiency, paid and unpaid internships, community service, employment counseling).
- Mental Health Services (behavioral health services, substance abuse counseling, life-skills development, conflict management, and other supports); and
- A wide array of recreational, creative, and other programs (art, music, dance, martial arts, technical skills).

Nationally and regionally, there are several youth service organizations with similar aims to Our Piece of the Pie. Some have an emphasis on only one primary aspect of OPP's work (e.g., Hartford Knights focuses primarily on behavioral health, Year Up is primarily focused on internships and employment, Communities in Schools harness community resources for academic success), while others combine several of the facets of the Critical Success Factors (YouthBuild Lawrence, Boys & Girls Clubs, The Care Center, YMCA, COMPASS Youth Collaborative).





- Communications skills
- Teamwork and Team Leadership
- Creative problem-solving
- Initiative and enterprise
- Planning and organization
- Self-management
- A Growth Mindset
- The skill of learning itself (research, resource identification)

OPP 2022-2023 Business Plan

GENDER SPECIFIC PROGRAMMING & SUPPORT



**BEST
PRACTICE**

Several youth development programs, including mental health services and support groups, are gender specific. Examples include Developing Healthy Masculinity, Bard Micro-College for Young Mothers, individual and group counseling for young men, especially those exiting the juvenile justice system. These programs are designed to address specific challenges faced by young men and women through the unique lens of their gender experience. Data suggests that there are not significant differences in the needs of males and females in relation to educational and employment outcomes, but esteem and mental health can be supported by gender support groups. As indicated, OPP may consider expanding its offerings in support of young men and women (Boys 2 Men and Women's Empowerment Group) to meet needs as expressed by the young people OPP serves.



DID YOU KNOW?

Since 2008...

- More than 5,000 youth had workforce experience through OPP
- 1,200 young people earned their high school diploma or equivalent
- 1,600 young people have enrolled in post-secondary education
- More than 2,300 youth have obtained employment

IN HOUSE COUNSELING



**BEST
PRACTICE**

Young people who live in difficult circumstances such as poverty face a variety of external stressors. These exacerbate the existing challenges of adolescence, work, academic achievement, and family circumstances. As noted, even the perception that young people are unsupported (even if they are) can have a significant impact on their mental health and academic outcomes. In addition, there appears to be a dearth of high-quality, affordable mental health services available in the OPP catchment area. It seems logical, therefore, that OPP may wish to add in-house counseling and wellness services to its offerings. Many comparable regional and national organizations have identified this as a need and seen demonstrated impact. It is worth noting, however, that not all counseling offerings are equally impactful, nor equally fundable. In its deliberations, OPP should carefully consider:

- What types of service will it offer? Will it include domestic violence, substance abuse, and mental illness counseling?
- Staff recruitment for community mental health can be challenging. How will OPP identify, recruit, training and support mental health staff?
- How will services be funded? Insurance reimbursement, contractual reimbursement payment, and other funding may require certain licensure and supervision.
- Adolescent counseling is sub-specialty of Family Counseling and Child Psychology that may require specialized training to be most effective.
- OPP must ensure that it has proper liability coverage for mental health services it provides.
- As it does with its program in general, OPP must identify metrics for mental health services as they correlate to employment and academic success, not only outputs (e.g., hours of counseling).

BUSINESS PLAN

In relation to carrying out the tactics related to the OPP Theory of Change, the organization will undertake the following related activities:

1. Leadership

- Strategic use of board Key Performance Indicators
- Board Self Assessments designed to identify areas for improvement and professional development (via BoardSource)
- Board engagement and ambassadorship

2. Management

- Strengthening of staff capacities at all levels of the organization
- Staff training, professional development, team building, and cultural focus

3. Programs

- Universal enrollment - centralized recruitment, assessment, and onboarding of OPP youth
- Organization-wide TOC understanding and performance metrics
- Practices that are research-based and grounded in “best practice” among youth development organizations nationwide
- The use of process maps and program manuals that provide a shared understanding of program objectives, goals, delivery systems, and metrics
- Thoughts, Emotions, Behaviors (TEB) - Implement the TEB approach to program implementation and implement staff training in the principles and tactics of this model



DID YOU KNOW?

Hartford households continue to face economic challenges, with 28.1% of families living in poverty and a median household income of \$36,278 (slightly higher than the national average).

Hartford was particularly affected by the economic impact of the COVID-19 pandemic, with a reported income (adjusted for inflation) of \$21,163 in the last 12 months.^{xiv}

More than 79% of Hartford students are eligible for free or reduced lunch, compared with a state average of 43.3%.

4. Finance

- The Finance Department will manage the allocation of \$8 - \$10M annually
- Fundraising and financial management platform migration and integration that enables OPP to more easily and accurately share information among departments
- Determination of the true cost of undertaking OPP's work based on a variety of metrics (per youth, per program, per annum, etc.)
- A Business Plan that aligns the TOC and the earned and contributed revenue sources for a five-year period (FY2023 - FY2027). This will include the primary actions of the Resource Development Plan, Marketing and Communications Plan, Resource Management Plan, and other organizational collateral
- OPP will develop a five-year operating budget that articulates programmatic scope of work, required staffing, beginning, and ending of funding commitments

5. Culture

- Youth Leadership - OPP will support the young people in our programs on a path to being demonstrated leaders in their programs, in their schools, and at Our Piece of the Pie
- Diversity, Equity & Inclusion (DEI) - OPP will utilize a framework and competency to address issues of diversity by establishing within the agency a shared language to examine data, understand underlying conditions, and identify root causes of inequities affecting the population served
- Deliberately Developmental Organization - In its commitment to operating with best practices, OPP will implement a new way of working together to develop an agency-wide culture that demands transparency and learning where everyone is working every day on developing themselves, one another, and our youth

6. Internal Monitoring for Continuous Improvement

- OPP will continue to utilize a Customer Relationship Database (CRM) that is aligned with the TOC metrics
- Develop and utilize a set of data definitions and policies for use
- Undertake integration of data from up to seven (7) separate systems
- Utilize performance "Report Cards" aligned with the TOC to ensure that they are achieving the best possible results in our program outcomes
- Adapt the implementation of data input process in real time

7. Evaluation

- OPP will undertake a landscape review of youth development organizations throughout the region, state, and nation that demonstrate best practices
 - OPP will adopt and adapt elements of program implementation that are applicable to its work in education, workforce development, TEB, DEI and other areas to strengthen its program delivery
 - OPP will adopt best practice in nonprofit management and business theory from all available sources
- OPP will undertake a preliminary assessment of its operations, programs, and services to determine the efficacy of a full programmatic evaluation by an external evaluator
- If a full program evaluation is approved, OPP will undertake a comprehensive assessment of its programs and services in relation to its TOC and desired outcomes

BUSINESS PLAN - SUPPLEMENTAL ACTIONS

In addition to the items articulated in the Theory of Change, OPP notes that there are important undertakings regarding fundraising, marketing, training, staff development, and community partnerships. It is critical that the organization identify financial modeling from both earned and contributed revenue that will fully support all its programming and enable the organization to strengthen its reach into greater Hartford. While this has been undertaken and there have been considerable improvements in financial management, this is an important continual scope of work.

Key areas of focus for OPP include addressing underlying challenges pertaining to its organizational systems, organizational capacity, and ongoing developmental work. To achieve its ambitious goals, OPP must not only run outstanding programs, but it must also work in alignment with external funders, organizational partners, and the broader community. Some of the key challenges facing OPP include:

- **Organizational Systems** - A wide array of organizational systems for data management, tracking, and program implementation. In some cases, this is the result of external reporting requirements, previously implemented systems that are now antiquated or not applicable, and the desire to implement best practices in evaluation and tracking.



- **Financial Support** - OPP must generate contributed annual and earned income of \$8 - \$10M (\$45 - \$50M total income FY2023 - FY2027). OPP has considerable foundation, municipal, and to a lesser degree individual support for its programs and services. There are, however, some instances in which this funding has been restricted for specific purposes, constituencies, or is only applicable to certain student populations. OPP has done an outstanding job of generating unrestricted support, and this must continue to expand to ensure the greatest flexibility in allocating resources where they are most needed.
 - It is recommended that OPP consider the design and implementation of funds that provide unrestricted or designated support for areas identified as “gaps” in current resources (funding eligibility, program restrictions, etc.). Such funds might include The Future Fund (for near term and yet to be determined needs), the Staff Excellence Fund (for professional development, training, and team building), a Capital Improvements Fund (for small capital improvements and unexpected repairs).

- **Organizational Capacity** - OPP has a widely regarded committed and outstanding staff. While it has recently experienced an executive transition, the new leadership has demonstrated a clearly articulated path forward and has maintained focus on the mission and vision of the organization. There are some programs that are difficult to staff or maintain staffing for, and there are professional development opportunities across the organization. It is noted that OPP has staff dedicated to evaluation and organizational capacity building - both hallmarks of an outstanding Learning Organization. It is proposed that OPP build on its considerable strength and expand the organizational human resources.
 - **Board Leadership Development** - OPP has a strong Board of Directors and many outstanding volunteers. There is however agreement that this group needs further training in areas such as fundraising, organizational management, financial management, and areas typical for nonprofit organizations. It has recently undertaken a board development process utilizing BoardSource and is focused on strengthening the executive leadership and will continue to do so going forward.
 - **Staff Leadership** - OPP has appointed a new President and CEO who is poised to lead the organization through this transition. Further, it is critical to appoint a central and qualified individual to spearhead the operational aspects of the organization that will lead to implementation of the theory of change. In addition to the chief executive, the staff leadership needs additional support to carry out its critical work. Finally, there is need for continual staff recruitment, training, and support for direct service programs.
 - **Training** - In relation to both board and staff, they will participate in a variety of training (See Board Leadership Development), focused only on OPP personnel and in concert with local nonprofits. In some cases, the connection of board and staff is critical (e.g., Storytelling, Financial Management) to ensure cohesion and shared understanding. Additional training for staff may be provided in areas identified as needing support in relation to the Theory of Change such as trauma-informed work, youth-empowered leadership, and crisis management.

- **Marketing and Communications** - OPP knows that it is critically important not only to communicate the organizational activities, objectives and achievements, but also to help audiences make meaning of the information they receive.
 - **Storytelling**: One of the most powerful ways to do this is to tell stories about the organizational impact, vision, and history. As people are well suited to recalling and sharing stories, the entire organization should have a shared ability to repeat 2 stories.
 - Update the OPP web site to incorporate the latest in web design, user-focused interface, and marketing best practices.
 - Develop collateral materials related to the Business Plan, TOC, and other planning documents as needed.



DID YOU KNOW?

The CT Department of Economic and Community Development's Distressed Municipalities List ranks Hartford in the top ten of the state's most fiscally and economically distressed municipalities.^{xv}

RECOMMENDATIONS FOR BUSINESS PLAN IMPLEMENTATION

In addition to having a comprehensive business plan it is critical to success that the organizational leadership, staff, volunteers, participants, and partners have a shared understanding of the desired outcomes and required resources and use the Business Plan as a tool for monitoring their success. It is considered best practice for senior leadership and the board to regularly review the strategic initiatives, tactics, and actions on a quarterly basis and for the staff to monitor progress on the business plan on an ongoing basis. As with all planning documents, there may be required adjustments for its implementation. Many organizations experienced the requirement of flexibility and adaptability during the COVID-19 pandemic. It is recommended that the senior leadership of OPP conduct ongoing updates of the plan and consider deferring actions that are not mission-critical or relevant to updated circumstances.

The Strategic Action Plan has been imported into the project management system utilized by OPP for implementation of the Theory of Change (Monday.com). As this is a tool already utilized by the organization and familiar to the staff, we believe using this system will encourage ongoing monitoring and increase departmental coordination. It is further recommended that new staff and the board receive training in this system to increase the likelihood that it will be an ongoing and useful tool.

IMPACT FY21

1,309

YOUTH ENROLLED, SETTING AND
ACHIEVING GOALS FOR THEIR FUTURE



85

ELIGIBLE YOUTH
ATTAINED
HIGH SCHOOL
DIPLOMAS

1,070

GOALS SUCCESSFULLY COMPLETED



33

YOUTH EARNED
VOCATIONAL OR
POST-SECONDARY
DEGREES

57,208

HOURS OF COMMUNITY SERVICE/
SERVICE LEARNING PROJECTS COMPLETED SINCE 2016



167

YOUTH
OBTAINED
EMPLOYMENT

572

YOUTH COMPLETED CAREER
COMPETENCIES DEVELOPMENT TRAINING



560

YOUTH PARTICIPATED
IN INTERNSHIPS
OR WORK-BASED
LEARNING

LANDSCAPE ANALYSIS FINDINGS

Rainmaker Consulting undertook a Landscape Analysis of local and regional organizations in relation to OPP's primary work. This assessment indicates that OPP is, in fact, "walking the talk" in its program service delivery and is outstanding among its peers. Evidence for this conclusion includes:

- **Use of Best Practices** - OPP has adopted best practice of national models and taken a systems-based approach to the transformational change of its youth, their families, and the community. This includes the parallel inclusion of academic support, job-skills training, real-world internships, and community service. This combination of approaches provides an all-encompassing set of supports to young people facing considerable obstacles to their achievement. According to the Department of Education report, "Understanding the Youth Development Model," which incorporates Erik Erikson's research in adolescent psychology, the primary skills for successful youth development include Competence, Confidence, Connection, Character, and Caring/Compassion. All these elements are embedded in the OPP approach to its Theory of Change and the program design.
 - **Evidence That OPP Doesn't "Play It Safe"** - Seth Godin once said, "All of the easy problems for nonprofits have been solved. The work now is to take on the toughest ones." The organization has made a strong commitment to addressing very challenging problems related to Hartford's young people in the most difficult economic, social, and cultural circumstances. Much of the data pertaining to academic success are through the lens of middle-class objectives and backgrounds, including mental health services in Connecticut (which often require private insurance or individual pay). OPP has garnered significant resources to its work in support of helping young people most in need of their support.
 - **Use of Innovative Models** - OPP has adopted and adapted the principles that help to ensure the best possible outcomes. For example, it utilizes the community service model of Habitat for Humanity, Teen Empowerment Project, YouthBuild, and others in its workforce development programs. It utilizes project-based learning, an approach to education that is strongly advocated, especially for young people who are often disengaged from traditional academic programs (e.g., public schools). A case study of the New York public schools and the Edna McConnell foundation affirms that combining informal education and creative activities (writing and performing a play about Martin Luther King, learning physics in martial arts class, developing new approaches to local traffic congestion) serve to reinforce formal concepts and increase grades by a full increment (C's become B's; B's become A's).
 - **Its Reported Impact & Success Stories** - OPP consistently generates high-quality programs and services as evidenced in its program reporting. Serving students that live in a district with low graduation rates, OPP achieves a matriculation rate of 80%+ annually, many of whom go on to vocational and post-secondary graduation. In addition, preliminary data on academic performance indicates that there is strong parity of female and male students in OPP programs, indicating that they have made strides in closing the gender gap in educational outcomes, especially national gaps in STEM education.
- **Its Effective Use of Resources** - OPP invests approximately \$10,000 per student annually. Comparatively, other providers invest more than \$19,000 per student per annum, yielding modest results. OPP is spending less per student and giving significant supplemental support to Hartford families and youth. Given the lifetime earning potential of individuals with high school diplomas or college degrees of between 26x and 90x, the return on investment (ROI) is well worth the price!

- **Youth First** - OPP focuses on the needs of the young people it serves and takes an active role and empowering their leadership in two distinct ways: 1. training and enabling them to run teen-led initiatives and programs ranging from social issues to community support services and 2. serving as ambassadors on behalf of their peers at the local, state, and national levels advocating for a wide array of issues that matter to young people such as education funding, economic equality, and justice reform.
- **Ongoing Evaluation** - Many organizations purport to use data to design their programs and services, incorporating best practices in their field into their operations. Not only does OPP use existing data, demographics, and best practices in its program design and implementation, but it also demonstrates its ongoing commitment to being a Deliberately Developmental Organization through its rigorous program evaluation, review of outputs, outcomes, and impact. Further, OPP seeks through this exercise to establish its strength relevant to its peer organizations. OPP ties its actions to its Key Performance Indicators (KPIs) to ensure that it is continually focusing on the areas of its work that will have the most impact.



CONCLUSION

While Our Piece of the Pie has developed a set of ambitious goals for the organization, it is understood that it is building on years of programmatic success and organizational impact. The OPP leadership is not “resting on its laurels,” but rather seeking to provide the best possible service to the young people in Hartford. The staff and board leadership are thoroughly dedicated to this cause and have made every effort to support not only learning among participants but also the development of a Deliberate Development Organization (DDO). It is an understatement that this is no small task. The Business Plan is designed to help OPP focus its resources, harness its collective human resources, implement best practices, monitor its success and progress, creatively address emerging challenges, and maintain its organizational integrity. This document serves only as a guide - a map that outlines the destination and the path. Undertaking the journey will lead to new opportunities and new difficulties, but they have the collective wherewithal to achieve their goals.

LOCAL ORGANIZATIONS - GREATER HARTFORD

Organization	Services 1 (Academic)	Services 2 (Academic)
Catholic Charities - Hartford Budget: \$24M	Scholarships for Catholic Schools (Matthew 25 Scholars Program) Numerous bi-lingual and multi-lingual services	HeadStart (Hartford, Meriden, NH)
Boys & Girls Club of Hartford Budget: \$14M	Academic Success <ul style="list-style-type: none"> ■ My.Future - Digital literacy/computer skills ■ Summer Brain Gain (Summertime tutoring) ■ Project Learn (Afterschool tutoring) ■ Power Hour - Support for independent learning (ages 6 - 18) ■ Money Matters - Financial literacy ■ Diplomas2Degrees - College readiness support 	STEAM <ul style="list-style-type: none"> ■ Drama Matters Afterschool ■ National Fine Arts Exhibit - Visual arts instruction and national contest ■ ImageMakers - Photography ■ Lyricism 101 - Poetry, hip hop music & lyrics, self-expression
YMCA Hartford (Wilson-Grey Family & Youth Center) Budget: \$37.5M	Afterschool Enrichment programs <ul style="list-style-type: none"> ■ Academic Support ■ No School Day Program ■ Snow Day Programs Camps <ul style="list-style-type: none"> ■ Teen & Leadership Camps Recreation - Swimming, gymnastics, basketball, etc.	Best Buy Teen Tech Center <ul style="list-style-type: none"> ■ Technology training ■ Music Production ■ Digital Photography ■ Graphic design ■ Digital Animation ■ Resource Library
COMPASS Youth Collaborative		1:1 Case Management Monthly home, court, school, and community visits
Roca Budget: \$24M		Strong focus on DEI training for organizations, public systems (police departments, health care), and does restorative justice with community
Hartford Knights Budget: \$114K	Back On Track Program <ul style="list-style-type: none"> ■ Serves young people in the juvenile justice system with goal of reconnecting them with community ■ Provides educational support (tutoring, academic counsel) ■ Provide connect for students displaced from formal educational system 	Online Mentoring <ul style="list-style-type: none"> ■ Academic and personal support offered online ■ Individual and group mentorships

REGIONAL & NATIONAL ORGANIZATIONS

The Care Center (Holyoke, MA) Budget: \$2M	Bard Micro-college <ul style="list-style-type: none"> ■ Associates Degree program for teen and young mothers ■ Bard faculty teach classes in Holyoke ■ Free support services for all students (Daycare, meals, transportation, books) ■ Bard Clemente Course in the Humanities (P/T two semester intro to humanities) 	HISET <ul style="list-style-type: none"> ■ Preparation for High School Equivalency Test for teen mothers ■ Free support services for all students (Daycare, meals, transportation, books)
LifeBridge Community Services (Bridgeport, CT) Budget: \$10.4M	Urban Scholars Program - After school <ul style="list-style-type: none"> ■ STEAM Activities - Arts, robotics, martial arts, music, dance Integrated behavioral health and life-skills training	Scholar Clubs <ul style="list-style-type: none"> ■ Science ■ Math ■ Creative Writing ■ Book Club Team Building

LANDSCAPE ANALYSIS

Services 3 (Job Skills)

Health Services

Web Site

<p>Youth job skills, education, support services (New Haven only), sponsors basketball team (New Haven)</p>	<p>Counseling for children and youth; no religious requirement but many counselors are pastoral</p>	<p>ccaoh.org</p>
<p>Workforce Readiness</p> <ul style="list-style-type: none"> College & Career Center - Career exploration, First-job skills training, work-based learning experiences (Funded by The Hartford) Bank of America Student Leaders - paid summer internships Junior Staff - internships and work at B&G Clubs Career Launch® - Online job skills assessment 	<p>Passport to Manhood - includes "Self Esteem & Identity," relationships, issues of male identity</p> <p>Smart Girls - Relationships, academics, healthy habits, self-esteem</p>	<p>bgchartford.org</p>
<ul style="list-style-type: none"> Y Achievers - "Exposes young people to academic and job opportunities" (field trips to colleges and employers) 	<p>"Health & Wellness Programs"</p>	<p>ghymca.org</p>
<p>Community Peace Builders (High School)</p> <ul style="list-style-type: none"> Life Skills Group Healthy Relationships and Girls Group (empower females) Arts & Crafts group Boot Camp <p>Peacebuilders responding to Crisis</p>	<p>School-based PeaceBuilders: Group Facilitation</p> <ul style="list-style-type: none"> TEB Skills development <p>Middle School</p> <ul style="list-style-type: none"> Cognitive Behavior Groups Life Skills Learning Restorative Justice/Conflict Resolution Boys & Girls Group 	<p>compassyc.org</p>
<ul style="list-style-type: none"> Young people are employed to run programs and engage with community stakeholders 	<p>Cognitive-Behavioral Health</p> <p>Life Skill training</p> <p>Support for young men</p> <p>Support for Young Mothers</p>	<p>rocainc.org</p>
<p>Athletics (Life-Skills, Mentoring)</p>	<p>Behavioral Health</p> <ul style="list-style-type: none"> Temporary Care Services - Short-term separation of young people and caregivers to alleviate crisis Therapeutic Support Staff (Licensed) - Counseling for those with known mental health issues Support Service Staff - Provide individualized support; paid, supervised staff Community-Based Life Skills (CBLS) - Support for issues commonly faced in real-world situations of education and employment 	<p>hartfordknights.org</p>
<p>Additional:</p> <ul style="list-style-type: none"> Housing partnership with WayFinders (Roque House) Resident Support staff 	<p>Counseling & Medical Care for Mothers & Children</p> <ul style="list-style-type: none"> On-staff Nurse Practitioner College transition counselor (lives at Roque House) <p>Teen Resource Project</p> <ul style="list-style-type: none"> Arts, creative writing, poetry, self-expression Training in communication and conflict resolution, meditation, martial arts Program for boys & young men supporting healthy masculinity Group facilitation 	<p>carecenterholyokey.org</p>
<ul style="list-style-type: none"> Works Skills training for Adults (18+) 	<p>Mental health Services</p> <ul style="list-style-type: none"> Domestic violence counseling 	<p>lifebridgect.org</p>

REGIONAL & NATIONAL ORGANIZATIONS *(continued)*

Organization	Services 1 (Academic)	Services 2 (Academic)
Artists for Humanity (Boston, MA; national affiliates) Budget: \$5.1M	Experiential Arts - STEAM Learning <ul style="list-style-type: none"> ■ Informal STEM education through technical skills training (electrical, engineering, lighting, etc.) 	EpiCenter <ul style="list-style-type: none"> ■ Training program combining STEAM, technical training, job skills training, interviewing skills, computer, and other skills ■ Housed in a LEED-Certified building; also used for event rentals
Moving in the Spirit (Atlanta, GA) Budget: \$500k	Academic tutoring	Academic tutoring is offered; students must maintain C average for participation
Center for Youth		
Empowerment (Boston, MA, Rochester, NY)		
Year Up (80 Locations nationally; Providence, RI; Boston)	Training/Education <ul style="list-style-type: none"> ■ Finance ■ Business Skills ■ Sales & Customer Support ■ Information Technology ■ Software Development 	
Communities in Schools (CIS) Active in 25 States & DC Budget: \$13.6M	CIS is a model of bringing community resources (connections, volunteers, etc.) into schools to enhance academic offerings	Addresses structural barriers to education, including inequity of resources, inclusion, and student engagement
Lab Atlanta (Atlanta, GA)	10th Grade Honors Program/Semester School <ul style="list-style-type: none"> ■ Focused on supporting academic success in sophomore year for students that have not had traditional academic achievement ■ Public & private school students 	Honors Curriculum with <ul style="list-style-type: none"> ■ Georgia Tech ■ GA State University ■ Atlanta Public Schools ■ The Lovett School
Equinox (Albany, NY)		
Lawrence Prospera/Youth Build Lawrence (Lawrence, MA)	"Core academic skills building" (unspecified)	

Services 3 (Job Skills)

Health Services

Web Site

- Paid internships with arts organizations
- Introduction to careers in the arts and business
- Youth Arts Enterprise: Student internships with local businesses
- Young people serve as event staff at EpiCenter

Mentorships with artists; career support (not formal counseling)

afhboston.org

Apprentice Corporation

- Dance program that teaches employment and life skills such as accountability and problem-solving.

Mentoring

- Volunteers provide “buddy” mentoring during high school to support emotional health

movinginthespirit.org

Teen-led Social Change

teenempowerment.org

- Young people lead social action movements in their communities
- Focused on “urban youth” leading in their communities, developing, and implementing their own solutions

- Job Skills training
- Internships
- Employment Placement
- Employment counseling and support

yearup.org

communitiesinschools.org

labatlanta.org/
the-academics

Transitional Housing (from homelessness to permanent housing)

Mental Health Services

- Substance Abuse Counseling
- Domestic Violence Support Services
- Mental Health Services (for diagnosed mental health issues)

equinoxinc.org

YouthBuild - Young people help to build a house for people in the community (like Habitat), work with skilled laborers
Develop “soft skills” for employment
Entrepreneurship training

- Academic Counseling
- Mental health counseling
- Mentoring

lawrenceprospera.org

FUNDERS AND PARTNERS

Aetna Foundation
Bank of America
Bloomfield Public Schools
Capital Workforce Partners
The Annie E. Casey Foundation
The City of Hartford
The Connecticut Department for Children and Families (DCF)
Connecticut Court Support Services Division (CSSD)
Dalio Education
Ensworth Charitable Foundation
Family Health International (FHI360)
The Hartford
The Hartford Foundation for Public Giving (HFPG)
Hartford Public Schools
Lincoln Financial Foundation
Newman's Own Foundation
Office of Juvenile Justice Delinquency Prevention (OJJDP)
The Prudential Foundation
The Tow Foundation
Travelers Foundation
United States Department of Justice (USDJ)
United States Department of Labor (US DOL)
United Way of Northeast and Central Connecticut
H.A. Vance Foundation

END NOTES

- ⁱ The poverty rate in Hartford (Feb. 2020) was 30.1% (compared to State of CT at 10.4%), U.S. Census, Quick Facts. CT's overall poverty rate increased from 9.6% in 2017 to 10.4% in 2018, the only state in the nation to see such an increase. See "New data: CT only state to see poverty rate rise in 2018", hartfordbusiness.com, Sept. 26, 2019.
- ⁱⁱ FBI UCR for 2018 indicates 1313 violent crimes in a population of 123,117 (a violent crime rate of 10.6%) and 505 violent crimes for the first six months of 2019.
- ⁱⁱⁱ Unemployment rate in Hartford (Nov. 2019) 5.6% is highest in CT (Current Labor Force Data for CT); U.S. Census notes 72.7% of Hartford residents have a high school diploma or better (American Community Survey 2013-17).
- ^{iv} 4-year graduation rate Hartford Public Schools 68.8% in 2018 (State of CT District Profiles Hartford 2017-18 accessed at edsight.ct.gov).
- ^v Distressed Communities Index 2017, Economic Innovation Group www.EIG.org.
- ^{vi} Most recent graduation rate for 4-year cohort in Hartford: 68.8%. (State of CT District Profiles Hartford 2017-18 accessed at edsight.ct.gov).
- ^{vii} See *Taking Stock: Considering the Future of Child Well-Being and Family Opportunity in Connecticut: 2018, Connecticut Kids Count Data Book*, CT Association for Human Services, Inc., Dec. 2018.
- ^{viii} "Hartford Opportunity Youth Collaborative", *Connecticut 211*, December 2016, <http://uwc.211ct.org/hartford-opportunity-youth-collaborative-hoyc>.
- ^{ix} *Education May Be Key to a Healthier, Wealthier US*, University of Colorado, Denver accessed at www.cudenvertoday.org/education-may-be-key-to-a-healthier-wealthier-united-states.
- ^x "Hartford, Connecticut Poverty Rate Data" *City-Data 2017*, <http://www.city-data.com/poverty/poverty-Hartford-Connecticut.html>.
- ^{xi} CT Department of Education District Profile and Performance Report, 2017-18, Hartford School District, www.edisght.com.
- ^{xii} CT State Department of Education www.edsight.com.
- ^{xiii} despite the narrowing achievement gap, the National Assessment of Educational Progress report shows that Connecticut still has a larger gap across different races and ethnicities than the nation. Cited in "CT Schools See Narrowing Achievement Gap", Yale Daily News, April 15, 2018, referencing the National Assessment of Educational Progress, <https://nces.ed.gov/nationsreportcard/>.
- ^{xiv} <https://www.census.gov/quickfacts/hartfordcityconnecticut>
- ^{xv} CT Department of Economic and Community Development: Distressed Municipalities. The list develops statistical indicators measuring the fiscal capacity of each municipality based on: tax base, personal income of residence and the residents' need for public services. Accessed at https://portal.ct.gov/DECD/Content/About_DECD/Research-and-Publications/O2_Review_Publications/Distressed-Municipalities.



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