

A Summary of
EMCF's 2012-2013 Grants Competition
and Awarding of EMCF SIF Grants

July 2013

THE
Edna Mc Connell
Clark FOUNDATION

**A Summary of
EMCF's 2012-2013 Grants Competition and the
Selection of Organizations Receiving EMCF Social Innovation Fund (SIF) Grants**

Table of Contents

I. Summary of EMCF's Selection Process

II. Phase 1 and Phase 2 Findings for the Three Organizations Receiving EMCF SIF Grants

III. Review Team

IV. Appendix: EMCF's Commitment to Transparency and Disclosure

V. Descriptions of all 191 Applicants for the 2012-13 EMCF Grants Competition

I. Summary of EMCF's Selection Process

The Edna McConnell Clark Foundation (EMCF), in partnership with our strategic collaborators MDRC and the Bridgespan Group, employed a rigorous, open and competitive process to identify high-performing organizations serving young people, ages 9-24, in greatest danger of failing to become productive, independent adults.

The goal of our EMCF Social Innovation Fund (SIF) investments is to build the evidence base and organizational capacity of a select cadre of nonprofits so they can, within three years, 1) significantly increase the numbers of youth served by effective programs, and 2) substantially advance the evidence of their effectiveness with rigorous, independent evaluations that demonstrate positive outcomes. Our objective: a diverse, balanced portfolio of 12-15 youth-serving organizations, including the nine selected in the first competition, with the potential to make a transformative impact on the way we address some of the seemingly intractable problems faced by economically disadvantaged young people in this country.

Our selection process blended a deep qualitative and quantitative review of information submitted by organizations in their applications with comprehensive due diligence on the most promising candidates. We worked closely with the Corporation for National and Community Service, which administers the SIF, to ensure this process was fully aligned with its objectives.

Open Application Process: October 2012

On October 18, 2012, EMCF began to publicize the grants opportunity, and created a special section on our website to explain the purpose of EMCF SIF grants, eligibility criteria, and instructions on how to apply.

We circulated notice about the opportunity broadly, assisted in this effort by co-investors that had committed resources to helping EMCF SIF grantees meet their matching fund requirement, by the Foundation Center, and by many other organizations and funders. We also placed announcements in publications widely accessed by nonprofit organizations and their supporters (the website and print editions of the *Chronicle of Philanthropy* and *Nonprofit Times*, and the websites of *Youth Today* and the *Nonprofit Quarterly*). Website postings ran through November 2012. Announcements were also distributed through EMCF's networks, including our co-investor partners, asking colleagues to share notice about this opportunity with their own networks. Finally, announcements of this opportunity were sent out to various membership networks that could help disseminate notice of the opportunity broadly. In follow-up surveys, we found applicants learned of the opportunity from numerous outlets, including the Foundation Center, Grant Siren, United Way and GrantStation.

To inform organizations interested in learning about the opportunity, EMCF posted extensive information on its website, regularly updated a Application FAQ, and hosted a technical assistance call that drew over 300 RSVPs. In all, 386 organizations expressed initial interest in applying by email and/or by participating in that technical assistance conference call, and 191 submitted applications by the November 20 deadline.

Preliminary Review of Applications for Eligibility: November 2012

All 191 applications were reviewed by two-person teams to confirm whether the applicant met all the eligibility requirements for the grant opportunity:

1. Be a 501(c)(3) organization and exempt from taxation under section 501(a), or be an entity described in sections 170(c)(1) or (2) of the Internal Revenue Code.

2. Be in operation for at least three years directly serving young people (ages 9-24) in a community or communities of need across the United States. A community of need was defined as a geography with higher than national average rates of unemployment, teen pregnancy, youth involvement in foster care or justice systems, high school dropouts, or disconnected youth; high concentrations of poverty and extreme poverty; and/or a high proportion of youth eligible for free or reduced-price lunch at school, Medicaid or Temporary Assistance for Needy Families.
3. Target youth from low-income households as defined by federal guidelines (households earning at or below 200 percent of the federal poverty level) or from a community or communities of need, and who fall in one or more of the following groups:
 - a. Youth in and/or transitioning out of the criminal justice system
 - b. Youth who have dropped out or are at highest risk of dropping out of school
 - c. Youth who are both out of school and out of work
 - d. Youth in or transitioning out of foster care
 - e. Youth involved in or in danger of engaging in high-risk behaviors such as criminal activity or teen pregnancy
4. Either (1) have and be able to build on current independent, third-party evaluation evidence of programmatic impact that verifies at least a demonstrated level of effectiveness, as defined by EMCF; or (2) establish, with a track record of using reliable data to measure program outcomes and improve performance, that the applicant is well positioned and committed to achieve demonstrated or proven effectiveness, as defined by EMCF, within three years. These evaluations must show outcomes in at least one of the following areas:
 - a. Improved educational skills, achievement and attainment
 - b. Preparation for economic success and making a transition to employment and self-sufficient adulthood
 - c. Avoidance of high-risk behaviors such as teenage pregnancy or involvement in criminal activity and/or the juvenile justice system

EMCF's definition of demonstrated effectiveness ensures the minimum level of evidence required by the *Serve America Act of 2009*, which created the Social Innovation Fund, is met. EMCF prioritized organizations with, and directed the largest amounts of funding to, organizations with the strongest evidence and greatest growth potential.

In order to ensure that each applicant was reviewed thoroughly and equally, EMCF contacted applicants and asked clarifying questions whenever reviewers had questions about the information provided in their applications.

Our preliminary review found 48 applicants to be ineligible, in most instances either because an application did not sufficiently demonstrate an organization's ability to meet EMCF's evidence and evaluation requirement within three years, or because it did not document that an organization serves significant numbers of EMCF's target population (youth who are low-income and have additional risk factors and are hardest-to-reach) in.

In all, 143 applicants were initially deemed eligible and advanced to the next step of our process.

First Competitive Review of Applications by Three-Person Teams: January- February 2013

The 143 applications were then reviewed by three-person teams (drawn from EMCF, MDRC, IMPAQ, and Bridgespan staff) who assessed them competitively against each other. When necessary, we conducted an additional round of clarifying questions to ensure that each applicant received fair and thorough consideration.

Each assessment focused on four categories, relying on the information provided in the application and supplemental evaluation materials:

- **Program and evidence (40%):** Each applicant was rated on the strength of its program models; its ability to use performance management data to improve performance; the strength of its current evidence base; and its overall commitment and capacity to build on that evidence base as it expands to scale.
- **Population and Geography(20%):** Applicants were rated based on the needs of the low-income youth their programs target and serve, with preference given to those serving the most vulnerable, disconnected youth, such as those in the juvenile justice system or aging out of foster care, out of school and out of work, and/or at greatest risk of failing or dropping out of school. EMCF also gave preference to applicants expanding in rural and philanthropically underserved communities throughout the United States, and in communities of need in California, North Carolina, Oklahoma and South Carolina.
- **Leadership and Growth (20%):** EMCF assessed each applicant's CEO, senior team, board leadership, experience with strategic planning, and capacity to manage the growth it plans.
- **Financial and Operational Strength (20%):** Applicants were rated on the strength of their operational capacity, including their finances and operations, and how well they are positioned to pursue greater growth with quality. The factors we analyzed included revenue trends and sources, key financial ratios, long-term debt, and program cost-effectiveness. EMCF also evaluated each organization's potential to successfully absorb, manage and use to transformative effect a substantial investment.

In each category, every applicant was rated “exceptional,” “strong,” “moderate” or “weak.”

Based on the teams’ assessments of the 143 organizations, the highest-rated applicants from the top two quartiles, a total of 35 candidates, were brought forward for review by all members of the (EMCF, MDRC, IMPAQ, and Bridgespan) review team.

Phase 1: First Competitive Review: February 2013

On February 20, 2013, the full review team began to narrow down the remaining pool of 35 applicants. Based on the assessments by the three-person teams of EMCF, MDRC, IMPAQ and Bridgespan staff, we identified 10 finalists that would go into due diligence, a process of intensive review that could include site visits and interviews with stakeholders. We concluded that these 10 organizations represented the strongest programs working in our priority outcomes areas, had the greatest potential to pursue growth and evaluation within three years, and fulfilled the objectives and criteria for EMCF SIF investments. All of the organizations selected ranked in the top quartile.

Phase 2: Due Diligence: March- May 2013

Due diligence began in March 2013 with teams (comprised of EMCF, Bridgespan and MDRC staff) conducting an in-depth review of each finalist by analyzing hundreds of pages of documents it had submitted. Due diligence teams flagged possible points of concern, and then developed individualized plans to explore these issues with each organization. Based on our analysis, six applicants advanced to the second phase of due diligence, which included site visits and stakeholder interviews. Teams made site visits to six of the ten organizations and, in the course of these visits, talked with the candidate’s senior leadership, program and evaluation staff, and program participants in order to answer questions flagged during document review. Teams also interviewed key stakeholders (such as funders, policymakers and parents of the youth a program serves) to gain a fuller understanding of each organization’s current capacity and future potential.

When an applicant was also a current EMCF grantee, the due diligence team assessed whether and if an EMCF SIF investment would support growth and evaluation plans that would be transformative to the organization and clearly differentiated from growth supported by EMCF's existing investment.

Evaluation Advisory Committee and Due Diligence Reviews: March-May 2013

EMCF's Evaluation Advisory Committee (EAC), an independent panel of nationally respected evaluation experts, reviewed due diligence findings related to evidence and evaluation twice during due diligence. On March 20, the EAC provided guidance about the questions on which due diligence teams should focus. On May 15, the EAC asked probing questions about the due diligence results. Questions that remained were noted so due diligence teams could conduct additional research and gather the information necessary to make fully informed decisions.

One week later, on May 22, the full review team of EMCF, MDRC and Bridgespan staff conducted a final review of due diligence findings and began to identify the most promising applicants that could achieve the goals set forth by EMCF and the SIF.

Final Competitive Review and Selection: May 2013

With due diligence completed for all 10 finalists, a Final Competitive Review assessed and rated each applicant's potential to achieve the goals of EMCF and the SIF, using as Competitive Criteria the four categories described earlier:

- Program and Evidence: (40%)
- Population and Geography: (20%)
- Leadership and Growth: (20%)
- Financial and Operational Strength: (20%)

For each criterion, applicants were rated "exceptional," "very strong," or "strong." The results of this competitive review revealed that each of the 10 organizations which had made it this far was impressive in its own right, and that all of them could make competitive, compelling cases for an EMCF SIF award.

In the end, EMCF's senior leadership, in consultation with MDRC and Bridgespan, used the results of the Final Competitive Review, our assessment of each applicant's ability to reach the minimum level of demonstrated effectiveness within three years, and whether its plans aligned with the objectives of the SIF and EMCF to identify the three top-rated eligible applicants and create a balanced portfolio achieving positive outcomes in the areas of juvenile justice, foster care, pregnancy prevention, and education (in K-8 and high school as well as for overage, under-credited youth).

The three organizations were then presented to EMCF's trustees for their review.

Trustees' Approval: June 2013

The board of trustees met on June 19, 2013 to review the three recommended organizations. After discussing the merits of each opportunity, trustees approved three-year investments in each of them:

- PACE Center for Girls (Jacksonville, FL)
- WINGS for kids (Charleston, SC)
- Youth Guidance (Chicago, IL)

Years one and two of EMCF's investment will consist of 50 percent EMCF funds and 50 percent federal SIF funds, of which the grantee is required to match one-to-one. Year three will consist solely of EMCF funds with no matching requirements.

II. Phase 1 and Phase 2 Findings for the Three Organizations Receiving EMCF SIF Grants

SIF INVESTMENT SUMMARY

July, 2013

PACE Center for Girls, Inc.

Jacksonville, FL

Investment

EMCF has approved a three-year investment of up to \$3.5 million in PACE Center for Girls, Inc. to support business planning, a randomized controlled trial of its program, and growth in existing and new centers in Florida.

We expect \$2.5 million of this investment will cover years one and two, and consist of 50 percent EMCF funds and 50 percent federal SIF funds; the grantee is required to match the total of the EMCF and SIF funds. The third year of the investment will consist of \$1.0 million of EMCF funds and not require a grantee match. PACE is now refining its business and evaluation plans. When this work is completed in September, the final grant amount will be determined, approved by EMCF's board, and announced.

States this investment will support growth in: Florida

Grantee Profile

President & CEO: Mary Marx

States currently active in: Florida

Number of youth currently served: 2,091 (FY12)

Expense Budget: \$23.3 million (FY12)

Program summary: PACE provides a gender-responsive prevention, early intervention and education program in non-residential centers in 17 Florida counties for middle and high school girls involved in or at risk of becoming involved in the juvenile justice system. Comprehensive case management, counseling and therapeutic treatment, a life skills management curriculum, and a full course of core academic subjects help troubled young women gain the knowledge and skills to stay out of the juvenile justice system and lead successful lives.

Rationale for Investment

PACE, a current EMCF grantee, is one of the most highly regarded gender-responsive juvenile justice prevention programs in the country, serving young women unlikely to succeed in a traditional educational setting. Expanding in existing and newly opened centers in Florida and completing a randomized controlled trial (RCT) would increase PACE's potential as a national model for gender-responsive juvenile justice prevention and alternative education programming, areas in which very little research exists, and position it for growth and replication outside Florida.

What This Grant Will Support

An EMCF SIF investment will enable PACE to:

- Serve an estimated 519 additional girls by expanding capacity in existing centers and opening two or three new centers.
- Implement an RCT and implementation study with MDRC.
- Build organizational and program capacity to support growth and impact, including:

- Evaluate and adapt PACE’s education model;
- Upgrade its information technology infrastructure;
- Hire and train executive directors for new centers.
- Undertake business planning for scaling options outside Florida.

None of these activities is funded by EMCF’s current grant to PACE, which ends in September 2014 and supports preparing for evaluation, strengthening infrastructure, and developing additional funding streams.

Summary of Findings

Phase 1: Summary of Application Review

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Exceptional	Exceptional	Exceptional	Exceptional
Overall Rating: 1st Quartile of Eligible Organizations: Exceptional			

Phase 2: Summary of Due Diligence Findings

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Exceptional	Exceptional	Exceptional	Exceptional
Overall Rating: Exceptional			

Program & Evidence

PACE reduces delinquency in girls by targeting poor academic performance, high-risk sexual activity, substance abuse, and aggressive behaviors, and by helping them develop healthy interpersonal relationships, coping skills, self-esteem and self-advocacy, and a positive outlook on the future and a career. Each center serves an average of 60 girls, seven hours a day for five days a week, year-round. Average length of stay is 9-15 months, after which girls transition to another school, graduate or obtain a GED, or go on to post-secondary education or employment. Once girls leave PACE, they receive three years of follow-up services. Participation is voluntary, families play a role in the treatment plan, and staff members are trained in gender-responsive approaches.

PACE’s services are well-codified, comprehensive, intensive and research-based. Following a feasibility study conducted by MDRC, PACE is set to launch an RCT that includes an implementation study and an impact analysis, randomly assigning a sample of 1,250 young women over a period of about 18 months.

Current Evidence of Effectiveness: High Apparent

Projected Evidence of Effectiveness by FY16: Proven

Population & Geography

Young women are referred to PACE through schools, courts, law enforcement, probation officers, child welfare offices and self-referral. In FY12, 80 percent of participants had risk factors in three or more domains of school, family, behavior and substance abuse. Over 40 percent of girls come to PACE with a

documented history of physical or sexual trauma, and 15 percent have abused drugs or alcohol. Florida's Department of Juvenile Justice estimates that 10,000 girls in the state are eligible for PACE each year.

Leadership & Growth

PACE has strong leadership, with a broad experience in youth development, charter schools, public school districts, and for-profit corporations. CEO Mary Marx has led the organization for five years, during which she initially helped PACE maintain its level of service despite dramatic cuts to the state budget, and then increased the number of youth it served from 2,030 in 2010 to an estimated 2,340 in 2013. Stakeholders expressed faith in her ability to guide the organization through continued growth. Many senior managers have been with PACE for less than five years, and Marx acknowledges it will be important to cultivate and maintain the PACE culture during this growth. The 17 local advisory boards and governing board of trustees have been highly involved in planning and preparing for growth, evaluation and fund development, and are all engaged in the advocacy necessary to influence policy.

Financial & Operational Strength

Over the past three years, while revenues have grown by an average of just 1 percent per annum, improved financial management and investment strategies have increased net assets by 5.5 percent and reduced operating expenses by 6 percent. PACE has a long history of developing private and public revenue streams. A robust policy and advocacy plan has helped it maintain a line item in the Florida state budget and reimbursement at the per-pupil education funding rate. PACE receives dedicated state funding from both the education and juvenile justice departments and has developed a strategy for Medicaid reimbursement that will help cover costs. Its board participates in fund development for the overall organization, while regional boards support local centers. PACE has extensive experience managing federal funds, instilling confidence in its ability to comply with SIF requirements.

PACE is operationally strong. It now has three regional directors who manage the centers' executive directors, which will help PACE grow with quality. Teacher turnover has been high, but PACE has taken steps to correct this, including increasing total employee rewards. PACE is significantly upgrading its IT capacity, and its new chief advancement officer has laid out a promising three-year plan, although PACE still needs to strengthen its development department at the state level.

Risks and Issues the Foundation Will Monitor

- Whether PACE can successfully implement the RCT and implementation study.
- Whether the population PACE serves will change as enrollment increases.
- Whether PACE can secure the public funding necessary to increase services in existing centers and open up to three new centers.
- Whether PACE can continue to strengthen its private fundraising.
- Whether political support for single-gender services continues, given many states' mounting economic crises.

Previous EMCF Support

Total Foundation Support: \$3.25 million since 2010

Amount and Purpose of Last Grant: \$3 million to support implementation of PACE's FY 2012-2015 business plan

Phase 1 Review Team: Teresa Power, Aaron Jacobs, Jason Snipes (IMPAQ)

Phase 2 Due Diligence Team: Kelly Fitzsimmons, Teresa Power, Aaron Jacobs, Adam Mizrahi, Mike Bangser (MDRC)

SIF INVESTMENT SUMMARY

July, 2013

WINGS for kids

Charleston, SC

Investment

EMCF has approved a three-year investment of up to \$2.5 million in WINGS for kids to support business planning, growth in Charleston and Atlanta, GA and expansion into rural South Carolina, enhancements to a randomized controlled trial, and, as appropriate, help with building WINGS' management and development capacity to fuel additional growth.

We expect \$1.5 million of this investment will cover years one and two, and consist of 50 percent EMCF funds and 50 percent federal SIF funds; the grantee is required to match the total of the EMCF and SIF funds. The third year of the investment will consist of \$1.0 million of EMCF funds and not require a grantee match. WINGS is now refining its business and evaluation plans. When this work is completed in September, the final grant amount will be determined, approved by EMCF's board, and announced.

States this investment will support growth in: South Carolina and Georgia

Grantee Profile

Executive Director: Bridget Laird

States currently active in: South Carolina and Georgia

Number of youth currently served: 650 in all; 266 in EMCF's target age range (FY13)

Expense Budget: \$2.3 million (FY13)

Program summary: WINGS delivers an innovative social and emotional learning (SEL) afterschool program to students, K-6. Its well-codified curriculum of more than 30 different SEL activities is uniform at all school sites and focuses on developing five key social and emotional skills: self-awareness, relationship skills, social awareness, self-management, and responsible decisionmaking. These skills help children develop the ability to regulate emotions, increase self-awareness, and get along with their peers. WINGS monitors outcomes such as attendance and classroom behavior in elementary school on the hypothesis that improvements will lead to deeper engagement in middle school, better academic outcomes, graduation from high school, and avoidance of risky behaviors.

Rationale for Investment

For close to two decades, WINGS has been carefully developing, refining and codifying a well-structured program for promoting social and emotional learning in an afterschool setting. A growing field of research suggests that SEL may be a critical missing piece in our national education reform agenda, and perhaps even explain why reform efforts have had only limited success so far in raising children's academic achievement. In his recent book, *How Children Succeed*, Paul Tough makes the case that non-cognitive skills, like persistence, self-control and self-confidence, are what ultimately determine a child's long-term success, perhaps even more than IQ or academic experience. Having proven its ability to replicate the program faithfully outside South Carolina in Atlanta, WINGS is now well-positioned to expand more extensively. A randomized controlled trial (RCT) that WINGS is undertaking with nationally

respected researchers in SEL will contribute to a growing body of knowledge and potentially inform larger youth development initiatives.

What This Grant Will Support

This grant will support the expansion of WINGS programming into rural South Carolina and into more schools in Charleston and Atlanta. During the course of this investment, WINGS will grow from serving 650 children (266 in EMCF’s age range) at six sites to more than 1,400 children (more than 550 in EMCF’s age range) at a minimum of 10-12 sites, including at least one in rural South Carolina. The investment will also support enhancements to RCT research being conducted by SEL researchers at the University of Virginia, and organizational capacity building.

Summary of Findings

Phase 1: Summary of Application Review

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Exceptional	Exceptional	Exceptional	Exceptional
Overall Rating: 1st Quartile of Eligible Organizations: Exceptional			

Phase 2: Summary of Due Diligence Findings

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Very Strong	Very Strong	Exceptional	Very Strong
Overall Rating: Exceptional			

Program & Evidence

Trained AmeriCorps college students deliver WINGS’ afterschool program for three hours a day, five days a week for the entire school year. Although participation is voluntary, students and their parents must commit to WINGS for the entire year since each week builds on the previous one. The RCT that WINGS is undertaking will raise the program’s level of evidence from high apparent to proven if results are positive. The EMCF SIF investment includes additional funding for the evaluation to follow children for two more years and increase its chances of generating robust findings. The longer follow-up, although it will not fall within the SIF time frame, will address impacts for EMCF’s target age group. We are also including funds for a full implementation study and a cost-benefit analysis.

Current Evidence of Effectiveness: High Apparent

Projected Evidence of Effectiveness by FY16: Proven

Population & Geography

WINGS targets children in grades K–6 who attend Title I schools in high-poverty communities, many of whom teachers, principals, and other school staff identify as specifically in need of this program.

Leadership & Growth

WINGS has successfully managed a three-year transition from its founder to current CEO Bridget Laird, and has a well-aligned leadership team. Though smaller than most EMCF SIF grantees, the organization has demonstrated its ability to achieve incremental growth, having expanded from South Carolina to Atlanta and added 200 students in the past year, while maintaining strong program quality and fidelity to the WINGS model. Its board will play an integral role in WINGS' expansion.

Financial & Operational Strength

Over the last three years, WINGS' revenue trend has been strong and its financial model stable. During this period, revenues have grown an average of 44 percent a year to reach \$2.3 million. Revenues are at the low end of the Foundation's grantee portfolio, but the organization's financial position is healthy and it has sufficient unrestricted reserves to cope with unexpected revenue shortfalls. Although WINGS has not yet met its growth capital fundraising goals, one board member has already made a \$1 million donation, and other members are willing fundraisers. Given the paucity of private foundations and the limited culture of philanthropy in South Carolina, meeting the SIF matching requirement may be a challenge, but we are confident about WINGS' overall prospects.

Despite the strength of WINGS' current financial position, historically organizations with budgets under \$3 million have had difficulty managing and administering the large investments EMCF makes. WINGS' leadership, Laird in particular, understands the financial and operational challenges, and we are confident the organization has the structure and processes in place to expand, and sufficient knowledge of federal regulations.

Risks and Issues the Foundation Will Monitor

- Whether WINGS, a still-developing organization that has operated on only a small scale up to this point, can absorb more resources and expand more rapidly, under greater scrutiny, than ever before. The volume of compliance work will present challenges, given WINGS' current staffing.
- Whether WINGS, with its limited track record in fundraising, has difficulty raising the full SIF match.
- Whether WINGS can recruit a sufficient number of college students, especially in rural South Carolina, to conduct the program.
- Whether WINGS, even if its expansion and evaluation succeed, will still be overshadowed by larger and more prominent SEL programs that are better-known to policymakers and researchers.

Phase 1 Review Team: Kelly Fitzsimmons, Jacob Sack, Therese Leung (MDRC)

Phase 2 Due Diligence Team: Woody McCutchen, Courtney O'Malley, Jacob Sack, Adam Mizrahi, Kelly Campbell (Bridgespan), Kate Gualtieri (MDRC)

SIF INVESTMENT SUMMARY

July, 2013

Youth Guidance (B.A.M. Program)

Chicago, IL

Investment

EMCF has approved a three-year investment of up to \$2.75 million in Youth Guidance to support business planning, capacity building, and the growth and evaluation of its Becoming a Man (B.A.M.) program.

We expect \$1.75 million of this investment will cover years one and two, and consist of 50 percent EMCF funds and 50 percent federal SIF funds; the grantee is required to match the total of the EMCF and SIF funds. The third year of the investment will consist of \$1.0 million of EMCF funds and not require a grantee match. Youth Guidance is now refining its business and evaluation plans. When this work is completed in September, the final grant amount will be determined, approved by EMCF's board, and announced.

States this investment will support growth in: Illinois

Grantee Profile

Executive Director: Michelle Morrison

States currently active in: Illinois

Number of youth currently served: 14,000 throughout Youth Guidance; 600 in B.A.M. (FY13)

Expense Budget: \$7.3 million (FY13)

Program summary: Youth Guidance was founded in 1924 and serves low-income youth in distressed Chicago neighborhoods. Becoming a Man is a dropout and violence prevention program for at-risk male students in grades 7-12 (ages 12-18). B.A.M. offers in-school programming, in some cases complemented by afterschool sports, to develop social-cognitive skills strongly correlated with reductions in anti-social behavior. The in-school program currently consists of 30 voluntary one-hour small-group sessions (15 youth, maximum), conducted once a week during the school day over the course of the school year. Each session is organized around a lesson designed to develop a specific skill through stories, role-playing and group exercises, and includes a homework assignment to practice and apply that skill. The afterschool sports component reinforces conflict resolution skills and the social and emotional learning objectives of the in-school curriculum.

Rationale for Investment

Youth Guidance's B.A.M. program presents a compelling opportunity to scale a proven intervention that addresses youth violence in Chicago through a mix of in-school and afterschool programming based on cognitive behavioral therapy principles. Partly due to the large positive effects shown in a randomized controlled trial (RCT) evaluation, B.A.M. has received the support of Chicago Mayor Rahm Emanuel, local funders and the Chicago business community. With this support and an EMCF SIF investment, Youth Guidance is well-positioned to continue expanding B.A.M. and building the evidence base of a program that could become a national model for reducing violent behavior and gang activity.

What This Grant Will Support

An EMCF SIF investment will enable Youth Guidance to:

- Serve an additional 3,200 young men through the B.A.M. program in existing and new sites.
- Complete development of a curriculum to extend the B.A.M. program from one to two years.
- Enhance its planned RCT with an implementation study to examine the effects of a second year of B.A.M. programming.
- Undertake business planning to identify long-term sustainable funding streams, and to explore strategies for growth beyond Chicago.
- Build organizational and program capacity to support growth, impact, and SIF compliance.

Summary of Findings

Phase 1: Summary of Application Review

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Exceptional	Exceptional	Exceptional	Exceptional
Overall Rating: 1st Quartile of Eligible Organizations: Exceptional			

Phase 2: Summary of Due Diligence Findings

Program & Evidence (40%)	Population & Geography (20%)	Leadership & Growth (20%)	Financial & Operational Strength (20%)
Exceptional	Very Strong	Very Strong	Exceptional
Overall Rating: Exceptional			

Program & Evidence

B.A.M. has a well-codified one-year model and is in the process of fully developing a second-year curriculum. It is grounded in research conducted by the University of Chicago Crime Lab that shows many homicides committed by Chicago youth stem from impulsive behavior—young people with access to guns massively overreacting to some aspect of their social environment. Youth Guidance reports that this finding is consistent with a growing body of research showing that social-cognitive skills such as impulse control and conflict resolution are predictive of a wide range of life outcomes. B.A.M. is delivered at a relatively low cost (\$1,100-\$1,800 per participant per year) and its recent evaluation has shown very strong results. The University of Chicago Crime Lab study found that school engagement and performance increased by 0.14 standard deviations during the program year (2009-10) and by 0.19 standard deviations in the follow-up year (2010-11), which it forecast should translate into a high school graduation rate 7 to 22 percent higher than the control group’s and social benefits on the order of \$49,000 to \$119,000 per participant from increased lifetime earnings, tax payments, and lower public benefit use. Participation in B.A.M. also reduced violent crime arrests by 44 percent during the program year, and arrests for “other” (nonviolent, non-property, non-drug) offenses by 36 percent, although B.A.M.’s impacts on arrests did not persist into the follow-up year.

Youth Guidance is working with the Crime Lab to launch a second RCT this fall that will evaluate variations of the B.A.M. core model. The results during the SIF period will focus on one-year effects. By June 2016, the evaluation will be able to look at two-year effects and try to determine which of the program's components are responsible for its impacts.

Current Evidence of Effectiveness: Proven

Projected Evidence of Effectiveness by FY16: Proven

Population & Geography

B.A.M. serves at-risk young males in the seventh through the tenth grade in Chicago Public Schools in high-poverty neighborhoods with high rates of homicide. On average, participants have missed six weeks of school during the pre-program year and have a mean GPA of 1.7 (a D average). More than 85 percent receive free/reduced-price lunch, nearly 40 percent have been arrested, and more than half are overage/under-credited. Chicago Public Schools officials rank middle and high schools according to need, and target B.A.M. to the lowest-scoring schools in order to reach the highest-risk population.

Leadership & Growth

Youth Guidance has strong core leadership. CEO Michelle Morrison is highly regarded and has the confidence of her board, staff and external stakeholders, including Mayor Emanuel and a range of funders. All but one member of the leadership team has worked with Youth Guidance for more than five years, and an especially stable and long-serving board of directors supports the organization and B.A.M. Immediate capacity building on both the leadership team and at the program level will be necessary, however, to support growth. B.A.M. anticipates rapid expansion over the next three years, growing from serving 600 to 3,800 youth.

Financial & Operational Strength

Youth Guidance has maintained steady revenue growth over the last four years. Although the shift to a longer school day and the end of the federal stimulus are resulting in a projected revenue decline for FY13, Youth Guidance projects that in FY14 revenues will grow to \$9.8 million and by FY16 up to \$14.1 million. Even amid the current decline in overall revenues, Youth Guidance secured \$2 million from the Mayor's Office to expand B.A.M. Through work with the Wallace Foundation's Financial Management Initiative, Youth Guidance has put in place strong internal controls. It is experienced with federal funding and has received clean A-133 audits over the last three years. A robust MIS system and strong systems to manage fidelity to the model are also in place and will allow the organization to continue its growth while ensuring quality.

Risks and Issues the Foundation Will Monitor

- Whether Youth Guidance can maintain financial support if the current Mayor is not re-elected (or his priorities change), and whether it can identify sustainable public funding given the uncertain fiscal and policy climate in Chicago Public Schools.
- Whether Youth Guidance and B.A.M. will be able to develop, recruit and retain appropriate staff at the management and program levels who can bolster the organization's capacity in fund development, financial management, and program growth and replication.
- Whether the results of the second evaluation will be as definitive as those of the first, given the small sample size of the first study and potential challenges with the second study's design.

Phase 1 Review Team: Danielle Scaturro, Jeff Shumway (Bridgespan), Melissa Boynton (MDRC)

Phase 2 Due Diligence Team: Kelly Fitzsimmons, Courtney O'Malley, Hassan Wilson, Kelly Campbell (Bridgespan), John Martinez (MDRC)

III. Review Team

35 staff from EMCF, MDRC, the Bridgespan Group and IMPAQ took part in the review and assessment process.

EMCF	MDRC	Bridgespan	IMPAQ
Kelly Fitzsimmons Ralph Stefano Woody McCutchen Lissette Rodriguez Danielle Scaturro Gabriel Rhoads Aaron Jacobs Teresa Power Partheev Shah Adam Mizrahi Hassan Wilson Jehan Velji Jacob Sack	Rob Ivry John Martinez Alison Black Mike Bangser Kate Gualtieri Therese Leung Melissa Boynton Oscar Cerna Drew McDermott Emily Terwelp Caitlin Platania Farhana Hossain Hannah Siegelberg	Kelly Campbell Bob Searle Willa Seldon John Williams Jeff Shumway Mark McKeag	Jason Snipes Cheri Fancsali Ginger Stoker

In addition, EMCF's Evaluation Advisory Committee (EAC), four external independent experts in youth development, evaluation and philanthropy, reviewed the due diligence findings of all 10 finalist organizations:

- Robert Granger (chair), President, W.T. Grant Foundation
- Kristin Moore, Senior Scholar and past president, Child Trends
- Elizabeth Reisner, founder, Policy Studies Associates
- Jason Snipes, Vice President, Education, IMPAQ International

Jason Snipes also took part as a reviewer in situations where MDRC's participation presented a potential conflict of interest.

Review teams comprising staff from EMCF, MDRC and Bridgespan were assembled to balance skills and knowledge (operations, growth, evidence, finance, etc.) and ensure impartiality. In creating review teams, EMCF identified previous or present relationships that staff from EMCF, Bridgespan, MDRC and members of EMCF's EAC had with applicants and adjusted teams as necessary to assure impartiality and maintain the integrity of the selection process. Specifically:

- All EMCF, MDRC and Bridgespan staff, EAC members and any other individuals or institutions participating in the review process were required to disclose their individual and institutional relationships with organizations that had submitted applications.
- In instances where Bridgespan or MDRC (a) had a current working relationship with an applicant, (b) had had a working relationship with an applicant within the past two years, or (c) was in substantive discussions with an applicant about forming a working relationship, reviewers from that organization recused themselves from assessing and rating that applicant in Phase 1 and Phase 2.

- In instances where individual reviewers from EMCF, Bridgespan or MDRC had close personal relationships with the leadership of an applicant (but there was no institutional relationship), those reviewers recused themselves from assessing and rating that applicant in Phase 1 and Phase 2.
- In instances such as the above where MDRC or Bridgespan reviewers recused themselves from assessing and rating an applicant in Phase 1 and Phase 2, they did on occasion participate in other aspects of the selection process, including materials review and clarifications during due diligence, and discussions regarding investment recommendations presented to EMCF's board.
- In instances where an applicant was a current or past grantee of EMCF or had undergone due diligence in the past two years, the applicant's lead portfolio manager at EMCF recused him- or herself from any participation in the applicant's review process.
- In instances where an EAC member had a current, past (within two years) or potential working relationship with an applicant or a close personal relationship with the leadership of an applicant, the EAC member recused him- or herself from reviewing the applicant.

IV: EMCF's Commitment to Transparency and Disclosure

When we announced the SIF opportunity on our website in October 2013, EMCF set forth the following four principles to guide our transparency and disclosure policy with regard to the selection process:

- Share knowledge that will advance the practice and benefit the field of youth development,
- Demonstrate that EMCF is a responsible steward of government funds,
- Keep applicants informed of their status throughout our selection process, and
- Respect the integrity and confidentiality of all applicants by not releasing information that may adversely affect their operations.

With these goals in mind, this report reflects EMCF's commitment to sharing information with applicants at major decision-points during our selection process, in accordance with the four principles outlined above. This report includes:

- The names of all EMCF, MDRC and Bridgespan staff, members of EMCF's Evaluation Advisory Committee (EAC), and any other individuals who participated in the selection process
- The names of all applicants, contact information, and summaries of their programs (as submitted by each organization in Section 1.5 in the SIF Online Application)
- For organizations that receive SIF funds, a summary of what the organization aims to accomplish over the course of the SIF investment, and of our findings in Phases 1 and 2, including the following:
 1. Phase 1 Summary: summarizing how the grantee ranked on the competitive criteria in our initial review
 2. Phase 2 Summary: summarizing findings from due diligence and how the grantee ranked on the competitive criteria based on due diligence and final review
 3. EMCF's Rationale for Investment: describing the purpose and terms of the grant
- A formal assessment of EMCF's selection process, summarizing EMCF's findings at an aggregate level during each phase, including the number of organizations that advanced from one phase to the next.

EMCF will not share publicly ratings or assessments of applicants that were not selected for SIF awards. However, these applicants have been invited to speak with EMCF staff to learn why their organization did not receive a grant. As of June 30, 2013, 69 organizations have taken EMCF up on this offer.

V. Descriptions of All 191 Organizations That Submitted Applications

The following information was provided by all 191 organizations that submitted an application for Social Innovation Fund grants from the Edna McConnell Clark Foundation.

A Child's Place of Charlotte Inc (Charlotte, NC)

A Child's Place of Charlotte (ACP) is working to erase the impact of homelessness on children and their education. Homelessness for children isn't just about where they lay their heads at night; it's about where their heads are during the day at school, too. Homeless children experience higher incidence of illness, hunger, emotional and behavioral issues, frequent moves and school changes in addition to their obvious lack of basic supplies. These impacts and others compound to affect homeless children's ability to attend, much less achieve in school. ACP Masters Level Social Workers address the individual barriers to education faced by each of our client homeless children, so they can be at school, in class, physically and mentally prepared to learn. In June 2012 Charlotte-Mecklenburg Schools (CMS) reported enrollment of 4,922 homeless students, a 4.5% increase over the previous year. ACP provided vital social work services to 2,228 homeless children and made a difference in their lives. At the end of the 2011-12 school year 97% of our client children were promoted to the next grade.

www.achildsplace.org

A Million Stars dba College Bound (St. Louis, MO)

College Bound St. Louis is a data-driven, high school-through-college program that prepares low-income, first-generation students for success in college. It provides a rigorous 7-year action plan including three programs that focus on early awareness, college admission, and persistence to degree completion.

Admission Accomplished is a 3-year college access program that focuses on college knowledge, academic achievement, workforce readiness, financial literacy, FAFSA completion and tools to help students create high-quality applications to postsecondary institutions. Admission Accomplished delivers services in- and out-of-school to students and families through experienced college counselors and coaches, test preparation, guest speakers and mentors. The goal of Admission Accomplished is to prepare students to succeed in colleges that closely match their interests, aptitude and financial resources.

Complete U is a college completion program that begins in 12th grade and remains active in students' lives until they graduate from college (4-7 years). In 12th grade, students receive comprehensive counseling on transition, award letter comparisons, budgeting, loans, and debt management. In addition to fortifying self-management and advocacy skills, students learn the hidden rules of college success from experienced advisors. Following matriculation, students receive ongoing support through degree completion.

Get Your Prep On is a yearlong early awareness program for all 9th grade students and their families in four partner schools. It provides information and resources on how to plan, prepare, pay for, and pursue a postsecondary education. This component also serves middle-school students associated with specialty schools and youth-serving organizations. Resources include workshops, web support, a hotline for questions and in-school advising from a College Bound college coach.

www.collegeboundstl.org

A Second Chance Inc (Pittsburgh, PA)

A Second Chance, Inc. (ASCI) is the only known organization in our nation that exclusively provides kinship case management and support services to the entire kinship triad (child, caregiver and birth parent). Kinship Care refers to the care of children unable to remain in their birth parent's home as a result of abuse or neglect and are placed with relatives, family friends or others who the child has an existing positive relationship with.

Founded in 1994 by Dr. Sharon L. McDaniel, CEO and President, ASCI is a non-profit organization that provides an array of holistic services specific to kinship care. ASCI is recognized as a national kinship model in the delivery of kin services and its work has been cited by organizations including The Urban Institute, Children's Defense Fund and the Annie E. Casey Foundation.

Currently, the agency works with well over 1,200 children and families on a daily basis to ensure safety, permanency and well-being. ASCI is the largest foster care provider to the Allegheny County Department of Human Services. In addition, ASCI works closely with the Philadelphia Department of Human Services on a variety of programming in that region. ASCI's recognition as an authority on kinship care has led to appointments including the Federal Advisory Panel on Kinship Care, Child Welfare League of America and the Casey National Center for Resource Family Support.

www.asecondchance-kinship.com

Adoptions Together (Silver Spring, MD)

Adoptions Together build healthy lifelong family connections for every child and advocates for continuous improvement of systems that promote the well being of children. Using a trauma informed approach, Adoptions Together provides a full array of services designed to support families that meet the needs of children in birth, foster, kinship, guardianship and adoptive families. Adoptions Together also advocates for systemic change and continuous improvement in the child welfare system.

Since its inception in 1990, Adoptions Together has focused on our communities most vulnerable children and has supported and settled more than 15,000 youth. Adoptions Together has offices and key projects in Maryland, DC and Virginia. Projects in each area are designed to reflect each community served with the highest outcomes possible. Adoptions Together follows a key, strategic pattern when serving the needs of our communities. Specifically, we assess community need and ascertain which high performing project we can replicate in communities, and then add an overlay of specificity to reflect the culture of each community we serve. This approach allows for strong evaluation, collaboration and sharing of resources in a sound framework for sustainability.

Adoptions Together's programs ensure that infants and children grow up in healthy, supportive and permanent families by addressing the issues of abuse and/or neglect and family stability at four critical points of impact: (1) We reduce the number of infants and children who suffer abuse and neglect through outreach and education, counseling, birthparent mentoring and advocacy, and interim care for infants with special medical needs; (2) We recruit, train, evaluate and support families who wish to adopt or provide guardianship for children currently residing in the public foster care system; (3) We provide the specialized counseling, education, and support services necessary to families strong and to help their children heal from past trauma; and (4) We serve as a regional center of knowledge and activity on child welfare issues for a broad spectrum of educational, mental health, and other professionals as well as legislators, public officials, and the general population.

The project described in this proposal is a replication of a highly successful series of projects in Washington, DC. We propose to work closely with the Baltimore Department of Social Services and a collaboration of dedicated investors to promote permanency for Baltimore City's youth in foster care (ages 10-21) and maintain that permanency (once established) with strong, post-permanency support.

www.adoptionstogether.org

Alum Rock Counseling Center (San Jose, CA)

In 1974 a small group of leaders realized that, left unaddressed, the extremely depressed and volatile neighborhoods of East San José, would continue to decline. Our youth and families were at high-risk for failure in the critical areas of education, socialization and mental health. Too many of the predominantly Spanish-speaking residents were “falling through the cracks” into multigenerational lives of poverty, academic failure, illness, incarceration, addiction and victimization. ARCC was created to offer culturally proficient counseling and professional support to help clients lead healthier, safer, and more productive lives.

Today, we offer programs to keep at-risk youth safe, attending school and living lives that are free of juvenile justice and dependency systems, substance abuse and violence. Our goal is to change lives for the better – to help to produce responsible neighbors for a healthier, more vibrant community. Our Continuum of Care includes twelve programs providing combinations of mentoring, life skills development, truancy reduction, mobile crisis response, case management, child abuse/neglect prevention and outreach.

Although some programs provide support for adults it is not our primary focus, the portal for ARCC services has always been youth. We deliver services where the need exists – at home, on campus (in 41+ schools – preschool through high school), in our clinic located in the heart of East San José and just about anywhere that an explosive situation erupts and can benefit from a mobile crisis response. We work with families, teachers, administrators, first-responders and more.

Today, with a staff of 86, over 100 volunteers and active collaborations with local partners, ARCC serves over 3,000 clients each year. Remaining true to our roots, as many as 80% of our clients identify as Latino or Hispanic, mixed ethnicity, immigrant or monolingual Spanish-speaking.

www.alumrockcc.org

Bard College (Annandale-on-Hudson, NY)

Founded in 1860, Bard College in Annandale-on-Hudson, New York, is an independent, nonsectarian, residential, coeducational college offering a four-year B.A. program in the liberal arts and sciences as well as graduate degree programs. Bard has expanded its intellectual reach beyond its campus to become a national center for educational opportunity with a mission as a private institution acting in the public interest. The College believes that liberal arts institutions in the 21st century must embrace a vision of education that looks beyond the undergraduate years and the traditionally aged college student. Therefore, Bard creates transformational educational opportunities for talented, hardworking young people from all economic backgrounds providing academic enrichment opportunities for middle school students, early college high school programs for students ages 14 through 18 and college courses for young adults who are incarcerated and support for their reentry to society.

Bard College at Simon's Rock offers a residential early college program in Massachusetts, the Bard High School Early Colleges in New York City and Newark, New Jersey offer two years of tuition-free college courses within the four years of a traditional high school, the Bard Early College Academy supports middle school students, the Bard Early College in New Orleans provides public school students access to tuition-free college coursework, the Paramount Bard Academy in Delano, California is a grade six through grade twelve early college charter school serving one of the poorest communities in the state and the Bard Prison Initiative (BPI) enrolls incarcerated men and women as Bard College students in five New York State maximum- and medium-security correctional facilities and supports similar programs across the country.

Bard has been invited into underserved communities in each of these states to make college accessible to those who otherwise would not have the opportunity. In order to do that successfully, Bard provides a network of support services. No other college provides the scope and depth of educational programs that Bard does nor has the deep commitment to ensuring that access to the highest quality educational opportunities transcends racial and socioeconomic lines and transforms outcomes for at-risk youth and individuals.

www.bard.edu

Barium Springs (Barium Springs, NC)

Barium Springs Home for Children is a registered 501(c) (3) non-profit founded in 1891 as an orphanage and has grown today into one of the top child advocacy agencies in North Carolina, providing a continuum of residential and mental health services to youth and a commitment to excellence.

We served approximately 2,995 of North Carolina's children and families in 2010-11 by providing "A Safe Home" through group homes, therapeutic foster care and adoption programs. We "Heal the Hurt" for children, families, and individuals that are troubled, abused or neglected. The agency encourages "A Healthy Start" through educational, prevention and developmental programs. The agency has completed four mergers/acquisitions since May 2010 expanding service area to 41 counties and eleven offices in central and western North Carolina.

Barium Springs is a designated Critical Access Behavioral Health Agency (CABHA) by the state of North Carolina. CABHA's provide a comprehensive array of mental health and community based services. Children receiving services from CABHA's benefit from a coordinated and comprehensive approach to treatment and service delivery with appropriate medical oversight. Barium Springs is also a certified sponsor agency of the Teaching-Family Association (TFA), and is nationally accredited by the Council on Accreditation (COA).

As evidenced-based program models continue to expand agencies serving broad areas, diverse populations, and implementing multiple treatment models face the challenge of integrating high quality implementation and fidelity with overarching guiding principles, values, and core competencies. Barium Springs proposes to expand and evaluate an integrated and comprehensive model of care, The Barium Springs Model, which provides readily accessible, coordinated, evidence-based prevention, intervention and treatment services for children and families in forty-one counties of Central and Western North Carolina.

www.bariumsprings.org

Belafonte TACOLCY Center (Miami, FL)

The Belafonte TACOLCY Center provides a strategic mix of programs & services designed to keep families whole. What started in a pool hall in 1966 as a way to give young people a voice in community change is now one of the largest, private non-profit youth service institutions in Miami. Located in Liberty City - a predominantly minority community & one of the highest need areas in Miami-Dade County - the center is lauded for its educational, prevention, intervention, recreational & family development initiatives; as well as its staff's cultural/linguistic competency. A winner of numerous awards & recognitions during its 47-year history, TACOLCY continues to be regarded as one of Miami's 'go-to' agencies for youth & families.

TACOLCY's overall goal is to address the many points of vulnerability & provide the support needed during the journey from birth to adulthood, with an emphasis on serving youth ages 5 – 24. TACOLCY's holistic approach uses a system of care model to cover 7 core principles through 4 programmatic components. Literacy, Arts & Culture, Environmental Education, Civic Leadership, Community Wellness, Technology & Leadership Development are infused into Out-of-School, Health & Wellness, Family Intervention, & Youth Development programs. As TACOLCY evolves, it seeks to move beyond providing traditional social service programs to empowering youth for success by shifting towards a blended social service & social change framework. In making this shift, TACOLCY will eventually spearhead the creation of An Urban Youth Oasis (AUYO), a multi-service campus providing youth with opportunities to become successful, well-adjusted adults. The collective impact model will provide a physical shared space for multiple organizations to collaborate & assertively address barriers impacting inner city youth. Known as a trailblazer & innovator, TACOLCY has the respect of residents, network of partnerships & capacity to lead this community-wide effort.

www.tacolcy.org

Big Brothers Big Sisters - Eastern Missouri (St. Louis, MO)

Organization Summary: For nearly a century, Big Brothers Big Sisters of Eastern Missouri (BBBSEMO) has been delivering quality mentoring services that have a real and lasting impact on youth outcomes. We are the largest and most scientifically proven mentoring program in Missouri. Our mission is to build trusting and enduring relationships that encourage and support young people. We follow the scientifically proven Big Brothers Big Sisters mentoring model, shown through significant research to produce positive youth outcomes in key areas including relationships, academics and ability to avoid risk behaviors. Through this model, we provide youth ("Littles"), ages 5 to 18, with professionally screened and supported mentors ("Bigs") in 1:1 friendship based relationships. We target youth most at-risk, living in communities with high poverty and crime and youth at-risk of delinquency, academic failure and other high-risk behaviors. We have been recognized as a leader in quality, innovation and delivering measureable results, receiving the #1 Quality Award by Big Brothers Big Sisters of America for three years in a row and ranked as a Gold Standard Agency for achieving quality growth.

Program Summary: We combine trusting and enduring relationships with ABCToday!, our early warning and recognition system, to help at-risk youth stay out of trouble and achieve success in Attendance, Behavior and Classroom success in reading and math. We collect regular student performance data directly from school districts, implement targeted interventions, track changes and celebrate success. Results from over the last three years, 2009-2012, show that, on average 67.5% of youth succeeded attendance (less than 10 absences); 91.1% behaved in school (fewer than 5 discipline referrals); 77.6% of youth succeeded in math; 76.8% succeeded in reading (receiving an A, B, or C); and 82% avoided risky behaviors including delinquency, substance use, teen pregnancy, etc.

www.bbbsemo.org

Big Brothers Big Sisters of America (Philadelphia, PA)

For more than 100 years, Big Brothers Big Sisters has operated under the belief that inherent in every child is the ability to succeed and thrive in life. As the nation's largest donor and volunteer supported mentoring network, Big Brothers Big Sisters' mission is to provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. Partnering with parents/guardians, schools, corporations and others in the community, Big Brothers Big Sisters carefully pairs children ("Littles") with screened volunteer mentors ("Bigs") and monitors and supports them in one-to-one mentoring matches throughout their course. The organization holds itself accountable for children in the program to achieve measurable outcomes, such

as higher aspirations; greater confidence and better relationships; educational success; and the avoidance of delinquency and other risky behaviors. The overwhelming majority of children served by Big Brothers Big Sisters are in single-parent and low-income families or households where a parent is incarcerated. Big Brothers Big Sisters remains committed to serving an increasing number of high-risk youth in its mentoring programs.

Headquartered in Philadelphia, Big Brothers Big Sisters of America leads a network of 347 agencies in every state across the country that are dedicated to providing mentoring services to a diverse group, serving nearly 630,000 children, volunteer mentors, and families each year.

www.bbbs.org

Boston Scholar Athletes program (Boston, MA)

The Boston Scholar Athletes program (BSA) is a 501 c (3), non-profit organization whose mission is to support academic achievement through athletics. BSA was launched in the summer of 2009 with the support of Mayor Menino, in response to a series of Boston Globe articles that identified deficiencies within the Boston Public School's athletic programming. With Suffolk Construction's CEO John Fish as the founder, BSA is a multi-million dollar program designed to maintain and enhance academic and athletic programming for 19 Boston Public High School buildings, which includes several 'complex' schools. The program's mission is based on the proven link between athletic participation and positive academic performance. BSA provides a necessary connection between the public and private sectors of the Boston community, linking the athletic capital from professional sports teams, the academic capital from colleges and universities, and financial support for local businesses, directly to the scholar-athletes of Boston. BSA is committed to increasing the opportunities to succeed for Boston Public School scholar-athletes.

Due to our unprecedented relationships and partnerships, we have experienced tremendous growth and impact in a short time. In the spring of 2009, we launched 3 "Zones" in 3 Boston Public High Schools. Zones are school-based learning centers designed and resourced to support and encourage academic excellence. The success of these initial learning centers sparked the need for others. With that in mind, BSA worked with the Superintendent of Boston Public Schools and individual Headmasters to secure one Zone in 19 Boston Public High Schools. The Zones are staffed, managed, and funded by Boston Scholar Athletes, and are available for use during the day and after-school, by all potential and current scholar-athletes in grades 9-12.

Since the establishment of the Zones, we have demonstrated noted improvement in student academic performance and eligibility rates. We measure our success on a daily basis by tracking our membership and Zone usage against scholar-athlete eligibility, grade point averages, progress reports, and student satisfaction surveys. Due to our relationship with the Boston Public School system & personnel, we are able to closely monitor the grades of the 3,000+ scholar-athletes currently enrolled in our 19 Zones.

We believe that the collaborative efforts between our academic and athletic programming shapes character, develops confidence, and enhances opportunities for success for our students and community.

www.bostonscholarathlete.org

Boys and Girls Club of Cross County (Wynne, AR)

The Boys & Girls Club of Cross County (BGCCC) is a youth-serving organization geared to provide a meaningful experience to young people thru various educational, social, cultural, and recreational

activities. The afterschool enrichment program will allow youth a safe place to continue developing throughout critical hours of the day. The mission is to ensure a quality of life for youth to help them become participating members of a diverse society.

bgca.org

Boys and Girls Clubs of America (Atlanta, GA)

For more than 100 years, Boys & Girls Clubs of America has changed and saved lives, enabling young people to achieve great futures. The Boys & Girls Club network throughout America and on U.S. military installations worldwide currently reaches nearly 4 million children and teens through Club membership and community outreach in some 4,000 locations. Through its headquarters in Atlanta, five regional service centers and the government relations office in Washington, D.C., BGCA provides direction and leadership in key areas of Club operations such as programs, resource development, marketing and communications, board development, staff management, government relations, technology, training and leadership development. BGCA's efforts drive all Clubs toward fulfillment of the mission to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

EMCF Funding will support expanded implementation of our dropout prevention program BE GREAT: Graduate in 10 Boys & Girls Clubs. Be Great: Graduate targets young people most vulnerable to dropping out of school in the communities with the highest dropout rates. This comprehensive program is based on the University of Minnesota's evidence-based Check & Connect model, one of 27 dropout prevention interventions reviewed by the U.S. Department of Education's What Works Clearinghouse thus far, and the only one found to have positive effects for keeping youth in school.

www.bgca.org

Brooklawn Child and Family Services (Louisville, KY)

Brooklawn Child & Family Services and Bellewood Home for Children are merging to become Kentucky's most comprehensive child welfare agency. Each agency has distinct capabilities, but when combined, the agencies' offerings are enhanced to provide an unparalleled strength and flow of service with the capacity to serve well over 1,200 children on an annual basis. This merger bridges the gaps that currently exist in the continuum of care as a child transitions from an intensive psychiatric treatment environment to a less structured setting.

Brooklawn is a 28-acre psychiatric residential treatment center for adolescents and children that has provided services to the metro Louisville region since 1991. Brooklawn's residential programs currently serve children 6-19 years old whose emotional and behavioral problems are so severe that out-patient services will not suffice. Prior to coming to Brooklawn, most children under our care have experienced multiple moves through shelters, foster homes, hospitals and other treatment settings. These difficult characteristics require that service providers offer not only intensive therapy, but also education, vocational and life skills training, and structured behavioral management to ensure that these children are integrated into society.

Once a child has completed their stay at Brooklawn, they are sometimes sent to Bellewood, a 15-acre center specialized in offering therapeutic foster care. Unlike other programs, Bellewood's Therapeutic Foster Care offers intense support and training to parents in order to provide foster children with a secure, nurturing home. Bellewood's foster children range from infancy to 21 years of age. Their program offers specialized training, ongoing support, and financial assistance to ensure foster parents

continually provide the best care possible to their child. Bellewood also offers prevention services, residential treatment, and independent living similar to Brooklawn's programs.

www.brooklawn.net

Buds Mentoring (Columbia, SC)

BUDS Mentoring, Inc. established in 2009 in Columbia, South Carolina is a 501©3 non-profit organization dedicated to serving youth and young adults ages 9-24, who are from low-income households (as defined by federal guidelines) communities of need, and who fall into one or more of the following categories:

- Youth in and/or transitioning out of the criminal justice system Youth who have dropped out or are at high risk of dropping out of school
- Youth who are both out of school and out of work
- Youth in or transitioning out of foster care
- Youth involved in or in danger of engaging in high-risk behaviors such as criminal activity or teen pregnancy

The values and standards of integrity, compassion, collaboration respect, teamwork and excellence serve as the foundation upon which BUDS builds character and develops future leaders. The organization strives to help the youth sustain healthy lifestyles and communities by stimulating their minds, unlocking their potential and empowering them through a variety of cultural resources and activities. BUDS provides guided and engaging roundtable discussions that address the issues and adversities impacting today's youth.

The program also hosts workshops on improving social skills, enhancing and developing leadership skills, recognizing self-value and valuing others, courage and self-motivation. In addition the program offers after-school tutoring, summer, winter, spring and weekend development sessions.

www.budsmentorinc.com

California Family Life Center (Hemet, CA)

California Family Life Center (CFLC) is a non-profit agency incorporated in California in 1982 with 30 years of experience working with vulnerable youth. CFLC has residential treatment facilities in the Hemet area housing 32 adolescent girls (12-18 years of age) and two residential treatment homes housing 12 boys (12-18 years of age) in the Escondido area. The past year 149 youth were served in the group homes. CFLC is a private Foster Family Agency provider with Certified Foster Homes for children who are Dependents or Wards of the Court. We placed over 360 youth (ages 0-18) in homes throughout Riverside County this past year. CFLC is also a kinship service provider for relative caregivers. Our Kin Care program serves over 326 families and 592 children ages 0-18 in Riverside County.

CFLC also provides job training and education through the Riverside County Economic Development Agency Workforce Investment Act funding and serve over 500 low-income youth (ages 16-24) at our three Youth Opportunity Centers located at the Empower Youth (Hemet), Planet Youth (Lake Elsinore) and Rubidoux Youth (Rubidoux). This year we are expanding education and job training to include the @LIKE (Linking Innovation Knowledge Employment) to serve ages 18-24 disconnected youth. We are targeting 180 disconnected young adults for the @LIKE program that are low-income, gang involved, ex-offenders, receiving aid, recently separated veterans, unemployed and not attending school. Also we are collaborating with Riverside County Office of Education with a funded YouthBuild project serving 46 at-risk youth that are dropouts. The Youth Build will train youth in the construction industry by building two

homes for Habitat for Humanity in the Hemet/San Jacinto area. We also have a My LIFE (Living Independently Fostering Excellence) designed to assist youth aging out of the foster care for independent living including housing assistance , life skills, education, and employment.

www.cflckids.org

Camellia Network (Sacramento, CA)

The mission of Camellia Network is to create a national network that connects every youth aging out of foster care to the critical resources, opportunities and support they need to thrive in adulthood.

Annually, nearly 30,000 young adults “age out” of the foster care system without the resources, support, or opportunities that are essential to a successful transition to adulthood. The outcomes for these youth are tragic. Within 2 years, 25% will become homeless, 25% will become incarcerated, fewer than 3% will go on to earn a 4 year degree.

At Camellia Network, we believe that the problem is less about a lack of resources, opportunities or potential support in the world, but rather about chronic disconnection. Youth who have been taken away from their families are physically disconnected, emotionally disconnected, and socially disconnected from the support they need to thrive as adults. The solutions to the problem are also disconnected: foster care agencies, government initiatives, service organizations and individuals trying to help are all operating in their own silos, disconnected from and often competing with one another. But it doesn't have to be this way.

For the first time in history, technology allows us to bring together those who need support and those who have it to give without the logistical, geographic and socio-economic boundaries that existed before. For the first time, we can connect the needs of young people to the untapped resources of everyday citizens. We can crowd-source funding and opportunities and offer both youth and supporters ways to engage at various commitment levels.

Youth create profiles on the network, giving them a place to express themselves, share their goals for the future and articulate what they need to be successful. Individuals and organizations from across the country also create profiles and collectively offer up doses of encouragement, career advice, professional connections, and financial support to help them succeed.

www.camellianetwork.org

Camp Fire (Kansas City, MO)

Camp Fire has always defined its role based on 3 principles: over time, youth and teens must develop in order to 1) be prepared for work; 2) learn and practice healthy behaviors; 3) become effective citizens, engaged in making society better. Long recognized for our inclusiveness, we are open to all; regardless of race, religion, socioeconomic status, disability, sexual orientation, or other aspect of diversity. Annually, we engage about 270,000 youth and their families through a developmental process intended to foster healthy, productive young people.

Camp Fire is the first youth development organization to systemically adopt the Thrive Foundation for Youth's theory of change. The Foundation invested in research to define key indicators for thriving and to clarify the critical roles of family, school, and community in that process. This ground breaking work integrates emerging neuroscience (adolescent brain development) with human development psychology; leading to a new understanding of how and why youth thrive.

Over the next 3 years, we will embed this methodology in all core programming targeted to youth 11-18. This requires a holistic approach to youth development, including a more comprehensive set of outcomes and indicators, rather than traditional emphasis on how youth are doing in just one or more specific areas.

Essential elements for youth success include the notion of Purpose, which embraces having a hopeful future and the idea of contribution beyond oneself. Equally, youth must be active contributors to their own development.

Camp Fire recognizes measurement and evaluation as intrinsic to learning and improvement. We are working with outside evaluators to design and implement a comprehensive evaluation system focused on understanding the connection between youth outcomes, program quality, and organizational effectiveness. Using validated measurement tools, the results will ensure effective decision-making, resource allocation, and program planning.

www.campfire.org

Capital Partners for Education (Washington, DC)

Founded in 1993, Capital Partners for Education (CPE) helps motivated, low-income high school students in the Washington, D.C. Metropolitan area overcome the academic and social barriers that would otherwise prevent them from attending and succeeding in the colleges of their choice. CPE identifies students who live in neighborhoods with very low-performing public high schools and empowers them reach their full potential in high performing private and charter schools through a unique combination of one-on-one mentoring, individualized staff support, college and career readiness programming, and scholarships. By complimenting the rigorous education in some of DC's top schools with additional wrap around services, CPE levels the playing field between our students and their upper-income peers as we help get our students to and through college. CPE has made a deliberate choice not to focus efforts on students with the highest academic skills. Rather, CPE focuses on average students whose potentials have not been realized in their current educational environment.

Low-income students in the Washington, D.C. Metropolitan area face many obstacles when it comes to realizing their dreams of graduating from high school prepared to attend college and build successful futures. CPE aims to improve the futures of low-income youth by helping them receive a quality education, graduate from high school, and attend and complete college. Over the last seven years, 100% of our graduates – all from low-income families and often very challenging environments - have enrolled in college. Overall, the CPE program has produced a 75% program completion rate, a 99% college enrollment rate and a 70% college completion rate for its graduates.

www.cpe.org

Caribbean American Football Federation Inc (Carolina, PR)

CAFF is a nonprofit organization. We use non-traditional tools to develop the character among the participants that result in self-sufficiency, integrity, teamwork, and dedication. We promote the health and physical development, academic achievements, and the family integration on all of our activities as a strategy to strengthen family unity, mutual respect and support to forge our future leaders, thru our programs:

START SMART: A step-by-step program to builds the confidence and self-esteem of kids and allows the parent to work together with their children in a supportive environment to learn all the basic skills of

sports and motor skill development. Parents spend quality time together with their child while learning how to properly support them in sports.

PR AYF: A youth football program for communities which do not have programs through the school system to promote good sportsmanship, teamwork, academic achievement and community involvement. A program that not exclude participants based on superficial factors (such as weight, financial or athletic ability); and provide programs for special needs, at-risk and anti-gang groups.

PRGIFF: Promote the health and wellness of sedentary youth girls, by the use of the flag football as a non-traditional tool in combination with the GoGirlGo! Provide opportunities to students from elementary, middle, and high school and feature the participation of girls from economically disadvantaged areas.

PRWAFF: Promote the teamwork, self-esteem, confidence, physical fitness, and a healthy competition in women's by the use of the flag football as a non-traditional tool. Enhance of their leadership skills through our events, trainings, and community services by assist the PRGIFF program as leaders.

Sub-19: A combined program with the Puerto Rico Football League. Assists youths over 19 of ages, who are high risk individuals due to high crime in their communities, by rescuing them and return their interest to complete their high school degree to pursue a professional career, promote the health and wellness of the participants, and the community services with local programs as cleaning beaches, re-forestry and recycle.

CAFF Trust: Develop a scholarship fund available for college students from underserved areas that can't afford a better education, due their financial situation.

www.caffpr.wix.com/caffpr

Catholic Community Services of the Mid-Willamette Valley and Central Coast (Salem, OR)

Non-profit, faith-based CCS serves vulnerable children, youth, adults and families in the mid-Willamette valley/central Oregon coast. Founded in 1938, CCS offers 15 programs, including mental health, home visiting, residential treatment, and foster care. We serve more than 1600 people annually and employ 400 community members. Dedicated to the highest quality services using research-based practices, CCS has been nationally accredited by the Council on Accreditation since 1998 for all service and administrative programs.

Our Mission: A Forever Home for Everyone: An opportunity to live responsibly in a nurturing home and caring community you call your own.

Youth and Family Services offers programs using an integrated approach to children and their families, including Treatment Foster Care for youth from the juvenile justice or child welfare systems; Independent Living and Center Court Commons for youth transitioning out of foster care. The Cavazos Center serves gang-affected youth and addresses the issue of over representation of Latino youth in the juvenile justice system.

The program focus for this proposal is Community Homes for Children (CHC). Established in 1998, CHCs provide a long-term stable "Forever Home" for children who were not thriving in Oregon's foster care or residential treatment system due to emotional and behavior problems that caused their family members to be unwilling or unable to reclaim them and no one stepped up to adopt them. Children

living in CHCs typically have had multiple foster placements prior to entering Youth have as many as eight diagnoses—; Post-Traumatic Stress Disorder and Attention Deficit Hyperactivity Disorder are the most frequent, held by approximately 50% and 40% of the youth, respectively. Using trauma-informed supports, CHCs are relentless in supporting youth to be successful in school, at home, and in the community and to graduate from college, trade school or an apprenticeship program.

www.ccsww.org

Cayuga Centers (Auburn, NY)

Cayuga Centers has a long history of serving youth and families throughout New York State. Originally founded as an orphanage, Cayuga Centers began serving youth and families in 1852. Today, Cayuga Centers has transformed into an organization that serves a diverse population of individuals through a multitude of services. These services include a Residential Treatment Center for youth in the juvenile justice and child welfare systems, individuals with developmental disabilities and their families, family preservation programs, evidence-based programs such as Functional Family Therapy (FFT) and Multisystemic Therapy (MST), therapeutic family foster care, and most recently mental health services.

The program in which we are requesting funding is for an Functional Family Therapy program that is supplemented by Multisystemic Therapy and wrap-around case management services for Niagara County. This program provides home-based therapy services to disadvantaged youth and their families who fall below the 200 percent or less poverty level. Each evidence-based intervention teaches skills to families that are needed to address issues affecting the youth such as negative peer associations, school and neighborhood problems, in order to help the youth live safely and successfully in the community. Each intervention has varying strengths that correlate to the needs of the family with the ultimate goal of reducing the risk of the youth entering out-of-home placement.

In addition to the FFT and MST interventions, Cayuga Centers will be adding a case management component. Many times when a family is referred to FFT/MST services, they are not able to fully focus on services due to other pressing issues, such as fulfilling their basic needs. If these needs are not met, families are more focused on ensuring their family is taken care of, not participating in a program. Therefore, Cayuga Centers is going to employ a Case Manager in order to help families with these additional needs. This Case Manager will work with families to help them find resources in order to meet their needs. It is Cayuga Centers' hope that once a families basic needs are met, they are able focus their attention towards the intervention and successfully complete the program.

Cayuga Centers' mission is to help strengthen families through quality counseling and support services. Through FFT, MST, and quality case management, Cayuga Centers hopes to extend its mission to families through help of The Edna McConnell Clark Foundation.

www.cayugacenters.org

Center for Child and Family Health (Durham, NC)

Program Titles and Acronyms:

Durham Connects (DC) – Newborn nurse home visiting program implemented in Durham, NC

Connects program – Newborn nurse home visiting program disseminated to other NC counties

Family Connects (FC) – The integration of Durham Connects/Connects and the Family Checkup in Durham and 8 rural counties in NC

Center for Child & Family Health (CCFH) - Implementing organization for DC and FC

Center for Child and Family Policy (CCFP) – The external evaluator

The applicant organization is the Center for Child & Family Health (CCFH); the parent program is Durham Connects (DC). The proposed integrated program for Durham and additional rural counties is referred to herein as Family Connects. CCFH is a non-profit organization, a collaborative effort of 3 local universities, established to identify and treat vulnerable families. Durham Connects is a post-partum, universal nurse home-visiting program that, during the evaluation phase, demonstrated success at the population level. Family Connects is designed to integrate the newborn Durham Connects model with the Family Check-Up program targeting disadvantaged high risk youth during the first years of parenthood. Both programs have been rigorously evaluated and have a strong evidence base.

Family Connects is based on the assumption that an intervention window with vulnerable youth occurs at the transition to parenthood. Youth between 12-24 years will be enrolled following the birth of their infants. They receive one to three home visits within the first month of adjustment according to the DC protocol. These youngest parents receive follow-up using the Family Check-Up (FCU) each year for the first five years of parenthood. The Family Connects initial home visit is conducted by a registered nurse who completes a health assessment of parents and newborns using a unique screening tool to provide education and resources customized to the family's strengths and needs. The FCU, conducted by counselors, supports the young parents' role, focusing on family management, behavioral support, and parent well-being. Family Connects home visitors connect these disadvantaged youth with community resources to further encourage overall well-being in parenting and transition to adulthood.

www.ccfhnc.org

Center for Prevention Services (Charlotte, NC)

Agency Background – CPS is a private, non-profit agency founded in 1971 and charged with providing a remedy for and a better understanding of substance abuse through prevention, education, and research. Programs and initiatives offered through CPS span age groups and cultures at individual, family, school and community levels, however, 75 percent of our programming targets youth, ages 9 – 24.

CPS services include: evidence-based prevention curriculum at elementary, middle and high school levels; parenting classes; substance abuse awareness month events; the Youth Drug Survey, a 40-year longitudinal study completed every other year in middle and high schools; and environmental strategies such as merchant education, policy development, and preventing youth access to tobacco through compliance checks. We have a solid history of providing effective services with measured positive outcomes to economically disadvantaged youth, particularly those whom are susceptible for high-risk behaviors.

Program Background – The focus of our EMCF application is our Reconnecting Youth (RY) program. In the midst of disintegrating families, deteriorating communities, overpopulated prisons, and emptying classrooms, it is imperative to provide effective, comprehensive programming that will address the problems of today's at-risk youth and begin "reconnecting youth" to their families, communities and schools. A Reconnecting Youth (RY) student profile reflects a number of risk factors. These include students who: (1) are experiencing difficulty or failure in required courses; (2) may be on the verge of dropping out or already have dropped out; (3) have poor decision-making and coping skills; (4) have

feelings of low self-esteem; and (5) have poor impulse control -- all of which are risk factors for school drop-out, incarceration, gang involvement or substance abuse. RY provides protective factors through skill-building in coping, decision making, problem solving, goal setting and self-analysis. These skills build resiliency through enhancing education; increasing positive social supports; and providing opportunities for parental support. As a school-based intervention program, RY creates a team approach to effectively blending "reading, writing, and arithmetic" with a structured "peer group approach to building life skills."

CPS proposes the continuation and expansion of Reconnecting Youth (RY), a school-based drop out and substance abuse prevention program for at risk youth in grades nine through twelve (14 to 17 years old) as a proven strategy for addressing the need for improved social behavior, improved academic functioning, decreased substance abuse, improved parental involvement, improved high school graduation rates, and decreased incarceration rates.

www.preventionservices.org

Center for Teen Empowerment (Boston, MA)

The Center for Teen Empowerment (TE) empowers youth to catalyze positive change in the values and beliefs of their peers, involving them in efforts to end the pervasive violence in their communities. Teen Empowerment has developed the tools and methods needed to effectively engage youth as partners in systemic change efforts and provide them with the skills, resources, and support they need to take effective actions. At each site, TE employs a group of 10-14 at-risk youth to work every afternoon to identify the most pressing issues in their communities and develop a strategy to address those issues. Using TE's interactive model, we build the leadership skills of youth and train them to do the planning and problem solving necessary to implement their strategic plans.

www.teenempowerment.org

CFY (New York, NY)

CFY is a national nonprofit organization that helps students, teachers, and parents use digital learning to improve educational outcomes. CFY's approach addresses the learning students do not only in their classrooms, but in all environments, including the home. The organization is unique in that it operates both "on the ground" (through its Digital Learning Program, a whole school/community initiative that works hands-on with all three of the constituencies that impact student achievement: teachers, parents, and students), and "in the cloud" (through PowerMyLearning.com, a free K-12 online learning platform that is an integral part of the Digital learning Program). CFY's PowerMyLearning platform recently received significant support from three of the nation's most prominent funders: the Bill and Melinda Gates Foundation, The Eli and Edythe Broad Foundation, and the W.K. Kellogg Foundation. CFY's Digital Learning Program has grown to be one of the largest programs of its kind, having served more than 50,000 families from over 100 high-poverty schools nationwide. The program has demonstrated significant impact on student achievement, student engagement, parental involvement, and broadband adoption.

www.cfy.org

Child Guidance Center (Lincoln, NE)

Child Guidance Center, a nonprofit mental health provider for children and families in the Lincoln/Lancaster Nebraska area, was founded in 1949 by the Junior League. We currently have eight programs which include individual, family and group interventions. Programs are located in local public schools, in the youth detention center, at the main site and include one residential program for adolescent males who have engaged in inappropriate sexual behavior. Lincoln is a resettlement

community and services are available to persons from both the mainstream and multiple other cultures. Two Hispanic clinicians, one Vietnamese clinician, one Pakistani clinician and a clinician skilled in American sign language for deaf and hard of hearing clients are on staff. Clients speaking other languages receive services through an interpreter. No client is ever turned away due to an inability to pay. During the previous fiscal year, 34% of clients had no income and 89% had annual incomes of less than \$35,000.

www.child-guidance.org

Children of Inmates, Inc (Hallandale Beach, FL)

Children of Inmates, Inc. (COI) supports children of incarcerated parents. Such children often struggle with mental illness and antisocial behaviors. Using family-based interventions, COI reconnects them to their families and communities to pursue productive lives.

COI's multidisciplinary collaboration works with incarcerated parents housed in local and state correctional facilities to find their children, engage the families in family-based, individualized care coordination, and to implement child-focused visitation strategies. The majority of the children reside in low-income communities, often facing many risk factors and social stigmas and are overlooked by both the criminal justice and social services systems.

Researchers at Cambridge University found children of incarcerated parents twice as likely as other children to develop mental illness and three times the risk for antisocial behaviors. COI addresses root issues associated with parental incarceration, creates environments for children to interact with incarcerated parents, and fosters positive changes in each child's life trajectory.

Beginning in Miami-Dade County as a collaboration of eight community, faith, and professional organizations, COI has met and coordinated services for over 65 months, increasing to 12 organizations. Serving children living in Miami-Dade, Broward, Palm Beach, Leon, Jefferson, Gadsden, and Wakulla counties, we seek to expand throughout Florida and into North Carolina.

Children of Inmates performance measures indicate positive outcomes:

- Of 1,100 youth participating in child-focused bonding visits, over 90 percent report increased positive communication with their incarcerated parents.
- Of the 919 children participating in care coordination services, over 89 percent of caregivers are reporting higher levels of self-sufficiency to provide for their families.
- Over 87 percent of youth participating in COI report maintaining pro-social behaviors or decreasing antisocial behaviors.

www.childrenofinmates.org

Children's Community Programs of Connecticut (New Haven, CT)

The Children's Community Programs of Connecticut (CCPC) is a multi-service agency whose mission is to provide diverse and creative support services to children and families throughout the State of Connecticut to ensure that every child counts. The CCPC has been in operation for seven years and serves approximately 600 children through several community programs, which include a Therapeutic Foster Care Program, a Support Team for Educational Progress (STEP), a One on One Mentoring Program, a Youth Work and Life Skills Program, and a Nurturing Family Network. The CCPC also operates three Alternative Education Programs: Blake Street Academy, Pathways and Stars.

With the support of the Edna McConnell Clark Foundation, the CCPC will coordinate the resources of its Therapeutic Foster Care Program, STEP Program (which serves young people in the juvenile justice system), and Youth Work and Life Skills Program into the Youth In Transition Program, which will support young people as they age out of the foster care and juvenile justice systems.

www.ccp-ct.org

Children’s Crisis Treatment Center (Philadelphia, PA)

The mission of CcTC is to passionately serve the emotional needs of Philadelphia’s most vulnerable children and families. These services address the effects of abuse, neglect, traumatic events, and other challenges to early childhood development. Over 40% of the agency’s clients have histories of abuse, trauma, and/or neglect, and 99% come from low-wealth families.

Founded in 1971 and incorporated as a private nonprofit in 1978, CcTC has evolved from an innovative demonstration project serving fewer than 100 children annually to a professional nonprofit meeting the behavioral health, educational, and social services needs of more than 2,400 children and families each year.

At the agency: CcTC’s two sites (1823 Callowhill Street and 417 N. 8th Street) are safe places for children and families to get help and guidance. Center-based programs intervene early with preschoolers, offer solace and healing to young victims of abuse and trauma, engage and support parents and caregivers, and address the therapeutic needs of children ages 18 months to 13 years.

In schools: CcTC staff members provide comprehensive mental health services to children with serious emotional and behavioral challenges in eight K-12 schools within the School District of Philadelphia. School-based programs integrate academic and emotional learning and reinforce skills for success.

In the community: CcTC brings holistic services to children and families in the home and at community sites across Philadelphia. Community-based programs are rooted in the belief that the long-term success of children is dependent upon building a caring network within their own environments.

For this request, CcTC seeks to strengthen its data-gathering, analysis, and outcomes-measurement capabilities. This initiative coincides with a major agency-wide expansion that will greatly increase the number of people CcTC serves and the communities in which it operates.

cctckids.org

Children’s Home Society of Florida (Winter Park, FL)

Children’s Home Society of Florida (CHS) is a 501 C (3) founded in 1902. In 2011, 198,710 children and families received services from our diverse, multi-disciplinary staff.

CHS is the largest private child and family services organization in Florida, addressing the needs of abused and neglected children and their families and those at risk.

CHS has an annual operating budget of \$116 million, with a diversified, stable funding base including federal grants, Medicaid, United Ways, and individual, corporate and foundation donors.

CHS is an active member of the Children’s Home Society of America and the Alliance for Children and Families. CHS is licensed in Florida to provide child welfare, mental health, and other services. CHS is

accredited by the Council on Accreditation in 19 service categories. CHS is the largest provider of dependency case management services in Florida's Community Based Care (CBC) system.

From the vantage point of a large multi-program organization working with the most at risk children and families, CHS is concerned that separate systems for education, mental health, child protection, substance abuse, and work force development make it difficult for families to truly address their challenges in a way that results in success and independence.

Our strategy is focused on more integrated and accessible services which will result in much improved outcomes. Our approach has been to develop comprehensive and accessible program demonstrations, to work with university partners to develop an evidence base that drives our advocacy work.

Our most comprehensive pilot program is the Evans Community School. CHS, Orange County Public Schools, and the University of Central Florida entered into a 25-year partnership, formalizing several years of work to build the foundation for replicating and expanding the Community School model developed by the Children's Aid Society of New York.

Evans Community School receives funding from the JP Morgan Chase Foundation, the Jessie Ball duPont Fund, United Way, Disney and Blue Cross Blue Shield. The Community School provides onsite health care, mental health and social work services, after school tutoring and activities and parent and community engagement with the intent of boosting academic achievement.

We need capacity building to expand our efforts into the middle and elementary feeder schools to Evans and to develop the technical assistance capability to develop other Community Schools in Florida.
www.chsfl.org

Children's Home Society of Washington (Seattle, WA)

At Children's Home Society of Washington (CHSW), our mission is to develop healthy children, create strong families, build engaged communities, and speak and advocate for children. Founded in 1896, CHSW is the state's largest and most experienced nonprofit organization that promotes academic readiness & achievement, social & emotional competency, effective parenting, safe children and stable families.

CHSW has invested the majority of its century old history serving youth who are at high-risk. Accordingly, CHSW through its legacy strategic planning, prioritized preventative and holistic services almost 30 years ago in Early Head Start. CHSW provides innovative leadership in Washington and nationally for this front end, comprehensive service delivery and cross-systems reform today. CHSW's history as an outspoken advocate for transformative systems improvement has evolved into our current leadership role in systems reform in WA.

YouthFocus – an Educational Success Initiative (Readiness To Learn) strives to ensure that our most vulnerable youth have the tools, support and resources needed to be prepared and achieve in school. We have created programs in the rural communities of Wenatchee, Walla Walla and Key Peninsula. YouthFocus serves the State's most vulnerable children & youth and promotes social and emotional development, improved academic performance, reduced behavioral disruptions and improved attendance. We create in-school, after school and summer programs utilizing strategies such as intensive outreach to families, tutoring and mentoring and counseling.

Parents and families are at the core of family-school partnerships. We encourage Parents as Leaders in veteran parent peer advocacy, to provide technical assistance and to mentor other struggling parents. Ultimately, YouthFocus can serve as a transformative model to enhance all youth-focused programs with cross-system strategies and to provide new resources created through our systems reform work.
www.childrenshomesociety.org

Children’s Hospital Foundation (Washington, DC)

Children’s National Medical Center (CNMC) is the anchor pediatric healthcare provider in metropolitan Washington, DC. CNMC is dedicated to serving as both a vital community resource and a major national force in advancing the health and well-being of our youngest citizens, ages birth to 24. As the region’s pediatric safety net, CNMC is committed to serving communities of need.

The Healthy Generations Program (Generations) of CNMC works with metro DC’s most vulnerable youth – teen parents and their children. Generations combines comprehensive primary care for teen parents and their children in a single setting, thereby removing barriers that teen parents encounter in traditional care models. Based on the concept of a medical home, which is considered by the American Academy of Pediatrics to be the ideal in family-centered care, Generations offers “one stop shopping” where teen parents and their children can receive comprehensive medical and reproductive health care, social work and mental health services, educational and employment support, and assistance in developing healthy relationships. Launched in 1995, the program has undergone two major expansions to increase access and broaden the scope of care. In 2001 we expanded from our original site at the main CNMC campus to two satellite clinics in Southeast DC, the most economically impoverished part of the city. In 2005 we expanded our capacity to provide high quality mental health services and to increase our services specifically for young fathers, both in clinics and in schools.

The foundation of Generations remains the medical home. Due to frequent contact with teen parents at well-child exams, a very normative and trusting encounter, the Generations team has the opportunity to develop strong and lasting relationships with parents. Through these alliances and an interdisciplinary approach, Generations aims to break the cycle of poverty and associated adverse outcomes for two generations of young people.
www.childrensnational.org

CHRIS Kids (Atlanta, GA)

CHRIS Kids (CK) was founded by the Junior League of Atlanta as a Menninger Foundation Demonstration Project in 1981 to bridge gaps in Georgia’s foster care system for children with emotional and mental health challenges. Serving Georgia Statewide, CK’s mission is to heal children, strengthen families and build communities. CK serves families and children who are entrenched in Georgia’s child welfare continuum including foster care, adoption disruption, intensive psychiatric treatment programs, psychiatric hospitals and juvenile detention centers. These children include those who were sexually abused, physically or emotionally neglected, victims of sexual exploitation, or exhibit self-harming behavior. CK has transformed more than 20,000 lives. We offer an array of individualized programs through our Family of Services: Behavioral Health, Safe Homes & Environments, Strong Communities and Education & Training. This holistic approach enables children, youth and families to unlock their potential for happiness, health and success despite challenging circumstances. Our name, CHRIS Kids, represents our core values: Creativity, Honor, Respect, Integrity and Safety. Our organizational programs are: Created in 1981, the JourneyZ Program includes eight homes in five counties; each provides a home and specialized services for up to 6 children, ages 6 – 18, with severe emotional and behavioral problems who are in the foster care, mental health and/or the juvenile justice system. Created in 1986,

the TransitionZ Program provides housing, counseling, supervision and life/job skills to young adults, ages 17 – 24, with emotional and behavioral problems who are aging out of the foster care, mental health and/or juvenile justice systems. In 2000, the program began serving homeless youth as well. Created in 2007, the CHRIS Counseling Center provides out-patient mental health and substance abuse counseling services to low income children, youth and families who are living in the greater community or who may be in a residential program. Since 2011, The CHOICES Program provides in-home wraparound (food, clothing, counseling, etc.) services for youth and families. Since 2010, our Training Institute has been providing in-depth, quality training sessions to youth-serving agencies on a variety of topics relating to youth.

www.chriskids.org

Christian Counseling Service of East Valley Inc (Redlands, CA)

History: Christian Counseling Service (CCS) is an interfaith, non-profit registered 501c3 (Tax ID #33-0063237) mental health agency that has been providing counseling and pastoral care services throughout the Inland Empire since 1978. Our main office is located in the city of Redlands, CA. CCS was started through 5 partnering faith communities and continues to be support by over 20 covenant congregations and schools.

Services: CCS provides mental health therapeutic services that focus on the relational well-being of clients of all ages, with particular focus on evidence based treatments that target families with young children. CCS provides counseling, assessments, treatment, pastoral care and education. All services are based on best practice standards and employ evidence based models. CCS is uniquely equipped to provide pastoral counseling to clients seeking a more spiritually integrative counseling experience.

Our mission is to serve families and individuals in the Inland Empire through professional, compassionate and evidence-based mental health services which are rooted in community and faith.

Our purpose is to provide care and counseling which instills hope and provides healing to families and individuals in our community.

Christian Counseling Service is a non profit with over 34 years' experience providing services to the community. During that time we have served as professional mental health care and education provider for more than 30 partner churches, community organizations, schools, and preschools. Over the last 10 years, CCS realized that to fully serve families, we need state of the art treatment methods and strong collaborative partnerships ; therefore, partnered with First 5 San Bernardino, we began training in specialty therapies such as Parent-Child Interaction Therapy, Floortime, and Wait Watch and Wonder – all evidence based programs focusing on early intervention, treatment and changing family's attachment, parenting skills and providing support to grow healthier and more stable families. As a result, we saw large growth in our children's and family programs, expanding youth services to older children and families in homeless sheters, school and through juvenile probation. We are also partnering with over 20 area agencies and the county to provide comprehensive collaborative services for families. We are endeavoring to offer families the best chance for a strong healthy future by equipping families with the skills necessary to raise happy, resilient children. CCS provides services for Children and Family Services of San Bernardino and Riverside, helping at risk families with little other support.

www.ccs-cares.org

Cleveland Treatment Center (Cleveland, OH)

The Cleveland Treatment Center provides Methadone Treatment Services to an excess of 400 residents of northeast Ohio, . The typical consumer is an active program participant for 36 months. The Cleveland Treatment Center is federally accredited CARF (Commission of Accreditation of Rehabilitative Facilities), Ohio Department of Alcohol and Drug Addictions Services and the Alcohol, Drug Abuse, Mental Health Services of Cuyahoga County. The Cleveland Treatment Center was founded in 1972 as a not for profit methadone treatment facility. It provides Prevention Services including, Project S.A.F.E. (Staying Aids Free thru Education), Let It Ride Game Ready 4 life,(a youth work based employment program), and Hooked on Fishing, sober activities for at risk youth funded, in part, by the Ohio Department Natural resources-Wildlife division.

www.clevelandtreatmentcenter.org

Clinton-Essex-Warren-Washington BOCES (Plattsburgh, NY)

Champlain Valley Educational Services (CVES), one of 37 BOCES in New York State, is committed to serving our region's many needs. Through the services it offers, CVES accomplishes its goals with the cooperation of its boards of education, school superintendents, and other component district personnel. CVES provides career preparation, special education, instructional services, administrative support, and professional development for educators and is a valuable resource of assistance to its 17 component school districts as they strive to keep pace with technical advancements and in stride with economic and social uncertainties and change.

The Career and Technical Education (CTE) division of CVES, Champlain Valley Technical Education Center (CV-TEC), provides an array of workforce and adult education courses for the community and local businesses. CV-TEC's mission is "to prepare students for success in careers and life-long learning including post-secondary education".

www.cves.org

CM NeSmith Consulting (West Columbia, SC)

The Midlands Education and Business Alliance (MEBA) helps students get ready to enter the workplace, military service or continue their education. MEBA brings educators, parents, and the business community together to find out what businesses need, how educational institutions can provide appropriate training, and assist parents in navigating the system to help their children succeed.

MEBA connects students, parents, and educators to career opportunities through business partnerships, training and resources in a 3-county area (Richland, Lexington, and Fairfield) of the Midlands of South Carolina. For 20 years MEBA has brought business leaders (owners, CEOs, senior management), educators (senior administrators at the board level, teachers at the training level), and parents together in formal and informal settings to provide the resources to help students succeed. Business leaders inform and advise on the skills they need in their employees. Educators earmark training time and resources for teachers and guidance counselors to familiarize themselves with local work environments, and parents are trained, in workplace and community locations, on how to best help their children decide on a post-high school plan: continued education, work, or the military. Students are connected to potential employers through internships, job shadowing, site visits and classroom presentations by employers.

MEBA offers successful programming in architecture and construction science, IT in the healthcare setting, Science/Technology/Engineering/Math, Manufacturing and more. MEBA enjoys a stellar reputation with the business community including close working relationships with the area's chambers

of commerce. These are employers who view their participation in MEBA as a direct way to recruit and influence the training of their workforce. MEBA is paid by our service area school districts to provide the programming and resources that we offer because the districts' leadership has found our program to be cost effective and successful. The education community relies on MEBA to provide access to business leaders. Parents and students have learned to rely on MEBA to provide unbiased guidance in the selection of careers that will lead to a secure future.

www.mebasc.com

Coaching Corps (Oakland, CA)

Research shows that children who play sports have higher test scores and grades, are less likely to drop out, and more likely to attend college. They are physically and mentally healthier, and less likely to use alcohol, tobacco and drugs than children who do not play sports. Girls are half as likely to get pregnant if they play sports. Playing sports also increases children's sense of belonging in a broader community, leading to increased civic engagement in adulthood.

The children most in need of these benefits are the least likely to have access to high-quality sports. To change this, Coaching Corps ignited a fast-growing service movement that connects trained, volunteer coaches to children attending after-school programs in communities that have a high incidence of drop-out, teen pregnancy, crime, and other threats to healthy development.

For children in low income communities, sports programs can act as an anchor, increasing their connectedness to after-school programs that also offer tutoring, enrichment activities, and are a safe haven in the hours when they are most vulnerable to being a victim of a crime or commit crime.

Coaching Corps uses original curricula based on research in youth development. We track indicators of social-emotional fitness, physical fitness, coach training effectiveness, and coach and partner needs. Data suggest that Coaching Corps has strong potential to increase youth fitness and enrich social development.

The cornerstone of our success is close collaboration with colleges (nearly 30 so far), non-profit youth organizations (283 sites), and local champions. In 2013 we will adapt the campus chapter model for varied cohorts of volunteers, organized through churches, clubs or corporations. To date, more than 20,000 children have spent a season or more with one of our coaches. Our goal is that with economies of scale we will get our costs to \$50 per child/season, so that we can reach 500,000 children in a five year period.

www.coachingcorps.org

College Bound Dorchester (Dorchester, MA)

Serving the Dorchester community since 1965 with a wide spectrum of programs, College Bound Dorchester changed its mission, vision and name in 2009 to reflect its commitment to a single goal – college graduation. College Bound's vision is to transform the community of Dorchester through education by providing opportunities for youth who are furthest off-track on the path to college, and by setting high expectations.

College Bound fulfills its mission – to equip Dorchester students with the attitude, skills and experience to graduate from college – in two ways:

1. Prevention through Early Education and Out of School Time programs for students aged 0 to 13.

2. Intervention through College Connections which provides college preparation for adolescents and young adults aged 14 to 27.

College Bound Dorchester's place-based education model focuses on critical developmental periods in the lives of 900 students each year primarily from ages 3 months to 27 years through these programs. Each program is designed to support students, including those involved in traditional educational settings and those who have become disengaged in their education, and ensure that they are on a path to college. By providing multiple entry points and a continuum of service, College Bound Dorchester strives to ensure that no student is lost on his or her path to higher education and that all students have the opportunity to realize their goals. The work is framed by a theory that this type of intervention has the potential to change not only individual lives or impact a single community, but can become a model for transforming the reality of urban areas in America.

www.collegebounddorchester.org

College Track (Oakland, CA)

College Track is an educational non-profit working to increase high school graduation, college eligibility and enrollment, and college graduation rates among low-income, under-resourced high school students. College Track's intended impact is to close the achievement gap and create college-going cultures by engaging a critical mass of underserved students in College Track programming, partnering with schools and community agencies, and influencing lasting change by raising awareness for college readiness and access initiatives.

College Track was founded by college counselors who discovered that many students were motivated enough, but lacked resources to pursue a college degree - especially those students who would be first in their families to go to college, as they often had little guidance about the college application process at home and attended under resourced public schools that lacked sufficient college preparation tools. In 1997, College Track started with a cohort of 25 East Palo Alto students at one high school in the Sequoia Union High School District.

Since its inception, College Track has grown each year, strengthening its services, securing new resources, and opening new centers in communities that demonstrate tremendous need for college access programs. Currently, with a national staff of 45 and an operating budget of \$8 million, the organization supports more than 1,400 high school and college students at centers in East Palo Alto, Oakland, San Francisco, New Orleans, Aurora, Colorado, and Los Angeles's Boyle Heights neighborhood. Our record of success speaks for itself. Over the past 15 years, 100 % of our seniors graduate from high school, more than 90% are eligible for and enroll in a four-year university, and 65% graduate from college within six years of entering. (The national average for college graduation among low-income students who graduate from high school is 22%.) Each of these students is proof that the College Track method works. In the communities we work in, we are making it the norm, not the exception, for students of color and low-income students to graduate from high school and enroll in and graduate from college. College Track has established a standard for excellence and a program model that has been replicable and is constantly being improved across our centers.

www.collegetrack.org

Colorado UpLift (Denver, CO)

Colorado UpLift is a 30-year old youth service organization teaching character, leadership and life skills to disadvantaged youth in Denver, Colorado, helping them graduate from high school and pursue post-secondary education. We provide a relational solution to kids who are missing the support they need to

overcome the obstacles in their lives and achieve success. Our approach involves hiring full-time, salaried adult staff members who function as mentors and life coaches to kids over multiple years. These staff members work with students from grade to grade, starting in 2nd grade and tracking them through their early post-secondary years. Staff teach 177 classes each week to 4,400 kids annually in 28 Denver Public Schools, as well as training for four national affiliates. Overall, they provide four areas of programming, summarized as follows:

1. In School – UpLift staff members teach a class on character, leadership and life skills for success in select elementary, middle and high schools. The curriculum centers on seven character qualities (Vision, Courage, Respect, Caring, Responsibility, Positive Work Ethic, and Integrity) and six life skills (Career Mindedness, Communication, Leadership, Problem Solving, Decision-Making, Goal Setting). The class is taught once a week for 2nd -5th graders (Mini Lift and Little Lift), once or twice a week for 6th – 8th graders (Middle Lift) and daily for 9th-12th grade students as a full-credit elective (Fresh Lift and Lift Leaders). Lift Leaders also mentor the elementary-age youth, a critical "feedback loop."
2. After School- Students receive individual and group mentoring, bonding activities, skill-building sessions and advanced leadership training from their teacher/mentors. It is during these hours that relationships of trust are formed.
3. Adventure –Colorado UpLift develops resiliency in kids utilizing the outdoor classroom year-round to provide “growth through challenge.” A summer camp also bridges the gap between semesters to continue staff-student relationships.
4. Post Secondary – Students receive assistance and encouragement in post-secondary preparation and admissions, including workshops and college campus visits.www.ColoradoUpLift.org

Communities In Schools of Durham (Durham, NC)

The mission of Communities In Schools of Durham is to surround students with a community of support, empowering them to stay in school and achieve in life. Our focus on increasing graduation rates lead us to develop a partnership with researchers at Harvard's Graduate School of Education to further develop and scale up a summer reading loss intervention, READS for Summer Learning. Summer reading loss of elementary school students from economically disadvantaged families may be a major cause of the reading achievement gap. READS provides access to books at home; books that are well-matched to each child's reading level and interests; and comprehension activities, including teacher scaffolding of summer book reading through end-of-year lessons, and parent and family support of summer reading.
www.cisdurham.org

Community Connections for Youth (Bronx, NY)

Community Connections for Youth, Inc. (CCFY) is a Bronx-based non-profit organization whose mission is to empower grassroots faith and neighborhood organizations to develop effective community-driven alternatives to incarceration for youth. CCFY embraces a transformative approach to youth delinquency that focuses on building local neighborhood capacity to work with youth in trouble with the law.

The organization pursues its mission through a three-pronged strategy that includes:

Direct Service: working with court-involved youth and their families in the Mott Haven neighborhood of the South Bronx.

Education & Training: providing technical assistance, training, and consultation to equip system and community stakeholders partner to effectively serve court-involved youth.

Advocacy & Community Organizing: organizing community members to advocate for family and community driven juvenile justice reform.

Community Connections for Youth (CCFY) was founded in response to the overwhelming need for meaningful community participation in addressing the issues of youth delinquency. CCFY's founder, Rev. Ruben Austria, was troubled by the lack of community engagement he saw in the juvenile justice reform process during his 2007 Soros Justice Advocacy Fellowship. Rev. Austria founded CCFY on the belief that strengthening indigenous support systems in the neighborhoods where youth reside was the key to empowering communities to take back responsibility for the supervision, support, and long-term development of its youth.

CCFY's flagship initiative, South Bronx Community Connections (SBCC), is an early diversion program for court-involved youth ages 13 to 15 years in the Mott Haven neighborhood of the South Bronx. CCFY coordinates a network of community partners through which youth are connected to positive youth development programming and skilled adult mentors from the community. Developed in partnership with evaluators from the John Jay College of Criminal Justice, SBCC will be the first academically-evaluated juvenile justice intervention using a positive youth development approach by building on the strengths of indigenous community organizations.

www.cc-fy.org

Community League of the Heights (New York, NY)

Since 1952, Community League of the Heights (CLOTH) has been dedicated to strengthening the fabric of our community in Washington Heights, NY. Over the past 60 years, we have developed a wide-range of services and programs to fulfill the changing and diverse needs of our community in context and over time. Our integrated approach includes year-round youth education and development programs; health services and education; employment and job training programs; affordable housing and advocacy; community organizing; a public middle and high school, technology center, food pantry; and senior assistance.

CLOTH was formed under the leadership of Lucille Bulger, a strong advocate for the education and welfare of children. Ms. Bulger and other parents on 159th Street recognized the need to make educational and recreational programs available to youth in the neighborhood. Pooling their resources, they engaged the services of bus companies, camps, and families to support neighborhood youth spending time outside of the city during the summer. From this effort grew a volunteer-run educational after school program, a young adult etiquette and social skills program, and a family oriented neighborhood clean-up initiative.

CLOTH continues its commitment to our youth through a variety of education, leadership, employment and basic needs programs - all designed to ensure that young people in our community have the support and tools they need to be empowered, educated, and prepared to achieve their goals, ending the cycle of poverty. Our current youth programs include: after school academic enhancement and transitional services for 94 middle school and ninth grade students at CLOTH's community school, Community Health Academy of the Heights (CHAH); comprehensive after school and summer programs for 184 elementary school children at P.S.- 4; ESL computer literacy course for 50 students at our Heiskell Technology Center; Summer Play-street for 300 children, offering supervised recreation and summer employment; and summer employment and internships for 35 high school students.

www.cloth159.org

Comprenew Environmental (Grand Rapids, MI)

Comprenew Environmental is a nonprofit electronics recycler, registered and licensed by the Michigan Department of Environmental Quality and certified with industry standard R2:2008 for Responsible Recycling. Comprenew provides work opportunity and training to at-risk youth and adults through our electronics sorting and disassembly work which also provides the environmental benefit of keeping e-Waste out of landfills.

The key to the success of this program is collection of the electronics from corporations and organizations across Michigan. In order to maintain and grow this effort, we need consistent efforts and support to maintain our vehicles and facility and workforce supervision.

The Comprenew mission is to inspire others to live and work in a sustainable manner by recycling electronics. This mission is accomplished by focusing on three important areas:

1. Comprenew offers area corporations, schools, organizations, and communities the best, environmentally-responsible, electronics recycling services available at no cost to them.
2. Comprenew provides job opportunity and training to at-risk individuals by partnering with social organizations. On any given day, we provide a workplace to 20 – 40 individuals giving them a chance to get back on their feet and learn new skills by working in our facility.
3. We conduct an exciting urban youth program each summer through our on-site Comprenew Academy, putting 25 – 50 inner-city, at-risk youth to work and exposing them to entrepreneurship, sustainability, job-training skills, and to our industry.

www.comprenew.org

Congreso de Latinos Unidos (Philadelphia, PA)

Congreso, one of the Top 25 Hispanic Nonprofits in the nation, is a multi-service organization whose mission is to strengthen Latino communities through social, economic, education, and health services, leadership development, and advocacy. Founded in 1977, Congreso has evolved from a grassroots organization into a nationally-recognized thought leader. In 2012, Congreso opened a Federally Qualified Health Center and expanded its Pan American Academy Charter School to 730 students with the construction of a third building on Congreso's campus. Congreso seeks self-sufficiency for those it serves by focusing on client-centered, data-driven services delivered through its Primary Client Management (PCM™) model. Congreso served over 14,000 unduplicated individuals in FY12, and 59,175 unduplicated individuals over the last five years, 33,615 (57%) of whom were youth ages 9 to 24 at time of service.

Congreso is pursuing expansion and replication of its Exito program, an evidence-based dropout prevention program developed in response to the Latino dropout crisis. Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis (Neild & Balfanz) determined that students who in 8th grade exhibit Early Warning Indicators (EWIs), including attending school less than 80% of the time and/or failing Math or English, had a 75% probability of dropping out. Armed with this data, Congreso identifies 9th and 10th grade students with EWIs to participate in structured academic activities guided by Congreso's PCM™ approach. Academic activities focus on project-based learning, 21st Century skill building, and tutoring, while Case Managers use the PCM™ approach to remove barriers to staying in school. Since Exito's inception, Congreso has invested in a longitudinal third-party evaluation, which has documented the program's impact on high risk Latino youth. Students who attend Exito as little as 15% of the time are no longer more likely to dropout than their peers.

www.congreso.net

Covenant House International (New York, NY)

Incorporated in 1972, Covenant House serves 61,500 homeless and runaway youth annually in 23 cities in the United States, Canada and Central America (50,000 youth in the U.S. alone). Our mission is “to serve suffering children of the street and to protect and safeguard all children” with absolute respect and unconditional love. Covenant House International promotes global awareness of youth homelessness, provides leadership and support to our 23 sites, and runs our national hotline, Ninline (1-800-999-9999, www.ninline.org). As an international direct service and advocacy organization, Covenant House is in a unique position to impact policy related to homeless and trafficked youth (e.g., passage of International Megan’s Law and the Trafficking Deterrence and Victims Support Act).

Covenant House provides a rich continuum of services offering homeless youth with a bridge from poverty and violence to opportunity and self-sufficiency:

- Street Outreach Program, meeting the crisis needs of homeless and runaway youth living on the streets (food, clothing, medical kits, counseling).
- Crisis Centers, providing emergency shelter and crisis care services for up to 60 days.
- Health Care, providing homeless youth with comprehensive medical care at our certified health clinics or referral health partners within their first three days with us.
- Mother and Child Programs, providing young mothers and their infant children with crisis care, short and longer-term housing, health care, child care, education and employment services, and parenting workshops.
- Rights of Passage Program, offering supportive services, housing, and counseling for up to 18 months to help youth learn how to live independently and be active community members.
- Community Service Centers, offering a wide range of community-based support services (e.g., education and tutoring, job counseling and placement, vocational training, mental health services, legal and housing assistance, and advocacy).

www.covenanthouse.org

Cristo Rey Network (Chicago, IL)

The Cristo Rey Network, comprised of 25 quality, college preparatory high schools nation-wide, exclusively provides low-income families with an affordable educational option. Each Cristo Rey high school operates as both a school and a temporary employment agency. All students work one day a week at local businesses with the fee for their services covering a majority of the cost of their education. This school-year, Cristo Rey students will earn \$44 million towards their own tuition from over 2,000 Corporate Partners, and more importantly, they will gain a depth of instruction and accountability that is unattainable in the classroom.

Data from the National Student Clearinghouse validates our idea that a unique combination of a rigorous, college-ready classroom environment coupled with an integrated workplace learning experience prepares low-income youth for success in college and in life. Cristo Rey graduates are enrolling and persisting in college at nearly twice the rate as their peers from the same socio-economic background.

In the face of the enormous need to provide more at-risk youth with a quality education option, the Cristo Rey Network plans to open an additional 25 schools by 2022 serving 12,500 more low-income students across the country. To do so effectively, the Cristo Rey Network national center must build its

capacity to not only support the expansion of new schools, but also manage the evolution of the Corporate Work Study Program to secure enough entry-level jobs that (1) meet the demands of the changing workplace and (2) support the organization's future growth. Therefore, to ensure that Cristo Rey's current and future students have the skills and opportunities to create value in the future economy, the organization recently launched a three-year Jobs of the Future project aimed at (1) improving the social and technical skills Cristo Rey students acquire by working in entry-level corporate jobs while attending high school and (2) scaling those best practices so that Cristo Rey schools can serve more students.

www.cristoreynetwork.org

DC Promise Neighborhood Initiative (Washington, DC)

The DC Promise Neighborhood Initiative (DCPNI) currently serves the residents of the Kenilworth-Parkside (KP) neighborhood in Washington, DC, where over half of the children in the footprint schools are not proficient in reading or math, 50% of residents live below the poverty line, and nearly 90% of families are headed by single mothers.

A growing body of evidence shows that, in order to significantly improve the educational and developmental outcomes of children and youth, interventions must address the needs of both vulnerable children and their parents, particularly mothers. Therefore, DCPNI has begun to build on over a decade of research in two-generation approaches, including major investigations by our partners The Annie E. Casey Foundation and The Aspen Institute's Ascend program, to provide a cradle-to-career continuum of services for children, integrated with family wraparound services targeting maternal education, parental employment, and community social supports.

In doing so, DCPNI is extending to our footprint's parents as well as their children the evidence-based Five Promises championed by America's Promise Alliance, one of our most important partners and the nation's largest multi-sector organization dedicated to the wellbeing of young people. This Five Promises for Two Generations approach has informed our cradle to career continuum design.

Assisting us in this unique enterprise are strong national partners including America's Promise Alliance, The Annie E. Casey Foundation, The Aspen Institute, The Urban Institute, and Save the Children. Each plays a crucial role in supporting our Five Promise/Two-Generation approach and other core elements of our implementation plan. DCPNI also includes outstanding local partners in education, health, and community services such as the Cesar Chávez Public Charter Schools, the Children's National Medical Center, Unity Healthcare, Fight for Children, Georgetown University, the District of Columbia Public Schools, the Community College of the District of Columbia, the DC Housing Authority, Educare DC, and many more.

www.dcpni.org

Denver Kids Inc (Denver, CO)

Denver Kids, Inc. (DK) has a rich and long history of providing academic, social and emotional support for Denver Public Schools (DPS) students struggling with personal environments and circumstances putting them at high-risk of not completing school and reaching their full potential. Denver Kids, Inc. works closely with DPS to serve this low-income population and provide services and opportunities for the students on a regular basis. For 66 years the organization has provided the opportunity to tens of thousands of students deserving of a quality education to succeed academically. Denver Kid's vision is "Every student counts. Every student graduates."

Denver Kids, Inc. works closely with many area agencies, both public and private. The Denver Public Schools, Department of Human Services, and other city agencies refer youth, provide professional talent and make available workspace to Denver Kids, Inc. to assist children and their families work toward the student's graduation. Additionally, DK has satellite offices for educational counseling staff in five schools within the district enabling them to better serve the students.

The partnership between the DPS and DK is not duplicated by any other agency – either private or public. The close working relationship with DPS fosters direct access to schools, teachers, students, and student records, as well as the ability to positively impact students and substantially interact with their peers and other influential forces in their lives. DK acts as a bridge for students who face tremendous gaps in opportunity, achievement, and community support.

The primary service offered by DK is one-on-one educational and social/emotional counseling for students within Denver Public Schools. Denver Kids' programming also includes a volunteer mentoring program (370 mentors in 2012), Future Options program (post-secondary guidance for career and workforce readiness), Parent Engagement program, and the Student Engagement program.

www.denverkidsinc.org

District 2 Community Enhancement Corporation (New Orleans, LA)

The District 2 Community Enhancement Corporation (CEC) is a private non-profit organization founded in 2004 to enhance the quality of life of Greater New Orleans residents through advocacy, programming and economic development. To achieve its mission, the corporation conducts programs and activities that focus on education and workforce development as well as social capital and community cohesion. District 2 CEC has broadened its outreach to incorporate citizens from throughout the southern region.

Although District 2 programming spans from community cleanups, beautification and landscaping, signage and infrastructure, financial literacy education for youth and the promotion of arts and culture through its music education program One Vision One voice (OVOV); its most notable educational program is The Fashion Institute of New Orleans (FINO).

The FINO Program was designed to teach youth about the many opportunities available in the Fashion Industry in hopes of broadening perspective and cultivating partnerships while preparing students for careers related to the industry. FINO students learn hands on the creative, technical and business sides of fashion from industry professionals and instructors. FINO students are introduced to various skills such as: Design, Fashion Marketing, Make-Up Artistry, Cosmetology, Fashion Journalism, Styling, Drafting & Sewing, and entrepreneurial skills required for small business owners. Students also participate in field trips which present the opportunity to apply what they have learned in the classroom to the real world. Throughout the entire calendar year FINO services up to 100 children from the Recovery and OrleansParishSchool Districts. The program concludes with a student produced fashion show using the students' designs. The top 10 FINO students earn a trip to New York to attend Berkley's Fashion Camp and tour design schools, fashion museums and showrooms. We strongly encourage each of our students to pursue formal secondary education, but also provide and groom them with transferable skills should they decide to enter the workforce directly from high school. FINO's targeted industries include: Retail Fashion, Fashion & Costume Design, Photography & Videography, Cosmetology, Make Up and Skin Care Application, Spokesmodeling, Modeling, Web & Graphic Design, and Small Business Ownership.

www.district2cec.org

DuBois Institute (Riverside, CA)

The DuBois after-school, mentoring, college prep and karate/fitness program is in its 12th year at the Chavez Center/Bobby Bonds Sport Complex in Riverside California. Its goal is to empower the human spirit of youth and families with productive and wholesome holistic programs designed to improve their academic achievement, health (emotional, physical and nutritional), career success, life choices and overall quality of life. We are one of a few non-profit after-school, college prep and karate/fitness programs in Riverside's Eastside: as such, our philosophy is to empower low-income youth and their families. Our focus is on homework assistance, academic enrichment/instruction (standards based) designed to improve student's learning/study skills, academic achievement and college readiness. Our programs also include a world championship karate and youth fitness program. Within our program we also address gang and substance abuse prevention, mental health services and anger management issues. Various organizations, the school districts and individuals often refer youth to us. Our services have been primarily offered free of charge to youth living on Riverside's Eastside.

Our most recent program is an evidenced based prevention and early intervention mental health contract, Building Resilience in African American Families. It offers a 9 month, 3 day a week, Rites of Passage after school program for male youth ages 11-15; an Effective Black Parenting program for parents; and a 10 week cognitive behavior therapy program for youth who have experienced trauma. All of our services are free to the participants and provides snacks, meals, and field trips.

duboisinstitute.org

EARN (San Francisco, CA)

EARN gives low-income working families the power to create prosperity by providing tools to build wealth and achieve life-changing goals. We have helped tens of thousands of families through innovative financial products including matched savings accounts, checking accounts for the unbanked, and financial coaching. The EARN Research Institute evaluates the impact of our work. We use this unique grounding in rigorous applied research and direct service experience to champion effective public policies. EARN's ultimate vision is that millions of well-informed, low-wage American families will achieve financial success through proven strategies, fair public policy, and their own hard work.

In our ten years of operation, EARN has established the fastest-growing and most innovative asset-building program in the nation. EARN has opened 4,500 matched savings accounts. EARN's Savers have an average household income below \$18,000/year, but they beat the odds by saving \$113 per month, increasing their economic stability, and preparing to leverage their assets into even greater gains for themselves and their families. Despite the barriers they face, our Savers have deposited over \$5.6 million of their own funds into EARN matched savings accounts. So far, EARN's Savers have invested in 1,092 college educations, launched 637 microenterprises, and sustainably purchased 157 homes. A qualitative study by the EARN Research Institute found that 83% of our Alumni continued to save, even without matched incentives, after program completion.

EARN's TripleBoost account is a scalable online savings product offered in English, Spanish, and Chinese. When a family saves \$500 in their TripleBoost account, EARN matches that 3:1 with \$1,500, giving the family \$2,000 to invest in the child's educational expenses like college tuition, or for middle school and high school educational supports such as after school tutoring or a computer to complete homework assignments.

www.earn.org

Easter Seals UCP North Carolina and Virginia Inc (Raleigh, NC)

Easter Seals UCP North Carolina & Virginia's mission is to create opportunities, promote individual choice and change the lives of people with disabilities by maximizing their potential for living, learning and working in their communities. The people we support have intellectual and/or developmental disabilities, mental illness and other special needs.

Easter Seals UCP is structured across 13 community markets in North Carolina and Virginia, in which we provide an array of services grounded in best practice delivery, personal outcome support and community inclusion. Core program areas include early childhood intervention services, mental health services, developmental disabilities services, supported employment, therapeutic foster care and recreation.

Youth, ages 9-24 are supported primarily through specific services of:

- Intensive In-Home Services
- Multisystemic Treatment
- Therapeutic Foster Care
- Clinical Mental Health
- Employment Services
- Home and Community Periodic Supports
- Assertive Community Treatment

In June 2010, we received NC Critical Access Behavioral Health Agency certification, which ensures critical service delivery with clinical competency and medical oversight. In February 2010, the Council on Quality & Leadership awarded Easter Seals UCP a four-year accreditation, which validates high standards and commitment to quality services. While a paying member affiliate of national organizations, Easter Seals UCP is an independent nonprofit.

www.eastersealsucp.com

Equal Opportunity Schools (Seattle, WA)

EOS implements one of the highest Social Return on Investment ("SROI") practices available: finding missing students. We define students who are missing as those who:

Are not enrolled in their high schools' most rigorous academic classes

- Would be successful in those classes without a lot of additional support
- Often are not in those classes for reasons related to race or socioeconomics

Working with EOS, schools are able to make big gains in finding missing students in a single year. There are three strategic approaches that enable these big gains:

- We challenge educators to end inequity in course access by closing enrollment gaps completely in one year. To many, the goal is inspiring. Schools are challenged to find all their missing students. This goal, when coupled with the tools needed to achieve it, mobilizes educators to engage the work.
- The Power of Expectations: our experience in schools has shown that the number one barrier to closing the enrollment gap in one year is that some educators initially do not expect that the missing students will be able to successfully make the transition to AP/IB. We specialize in flipping that thinking using case studies and compelling, site-specific analysis.
- Lowering the Cost of Change: schools often don't change because doing so would cost them too much time and money, or because of uncertainty over the costs or even where to begin. EOS can

both reduce the uncertainty that often acts as an initial mental hurdle, and save the time that would otherwise be needed to devise an effective plan and budget from scratch.

www.eoschools.org

Everybody Wins USA (Wellesley, MA)

Everybody Wins! USA is a national literacy and mentoring organization that builds skills for reading and academic achievement among at-risk elementary school children. Our core program, Power Lunch, matches volunteers from the business community to read one-on-one with children once a week at schools. By harnessing the energy of employees during lunch, and using children's lunchtime for reading and mentoring, the model enables children to benefit from focused individual attention without missing class time. The program is well-managed by an on-site coordinator who supervises all sessions and coordinates logistics at each school.

In 2011-12, we provided 34,890 hours of one-on-one reading for at-risk elementary school children. The consistent attention and encouragement from our adult role models lead participating children to believe in themselves and their potential to succeed in school and in life—and has been evaluated and shown to translate into improved academic and social outcomes.

In 2000, the U.S. Department of Education evaluated Power Lunch and found a substantial positive impact on elementary students in Washington, DC. The evaluation was conducted in 7 schools, with a total of 223 2nd and 3rd graders meeting study criteria, or nearly 20% of the population of students in the program. 22 teachers and 160 reading mentors also participated in the evaluation.

Based on an experimental design with a large student sample, select results from the evaluation showed that more than twice as many Power Lunch students improved their academic performance compared to control group students. Evaluation showed that the Power Lunch program effectively influenced at-risk students in overall academic performance, as well as reading comprehension, motivation, achievement, classroom behavior, self-confidence and social skills.

Low-income children are disproportionately failing in reading and in school, in part because of limited experience with a caring adult reading to them consistently. To address this lack of reading exposure, we bring thousands of business professionals into schools and offer them a chance to see the potential in young children firsthand, and serve as mentors who directly increase the children's chances for success in school and in life.

www.everybodywins.org

Everybody Wins! DC (Washington, DC)

Everybody Wins! DC (EW!DC) is a non-profit organization devoted to promoting children's literacy and a love of learning through shared reading experiences with caring individuals in low-income public elementary schools throughout the Washington Metropolitan Area. EW!DC's mission has been to pair students with Reading Mentors to instill a love of reading and learning and foster a sense of self-esteem. The ideas behind our mission remain simple and straightforward, yet can bring about profound change in the lives of students: expose children to literature, give them a positive role model, inspire them to read, and you will make a difference in their lives.

The EW!DC model targets underserved children with three programs: Power Lunch: professional adults are paired with elementary school students to read, one-on-one, weekly. Readers Are Leaders: older elementary school students are paired with younger students to read one-on-one weekly. Additionally,

older student mentors are encouraged to be leaders in their school and community by participating in a series of workshops designed to enhance their leadership skills. Story Time: storytellers, authors, and performers provide monthly programs to low-income public elementary schools that are not served by Power Lunch or Readers Are Leaders.

www.everybodywinsdc.org

Father Flanagans Boys Home (Boys Town, NE)

Boys Town has been a national leader in the care and treatment of children since its founding as a home for abandoned and orphaned boys 95 years ago. Today, Boys Town provides a continuum of services to care for at-risk boys and girls and their families at eleven sites across the country, and programs that help children and families nationwide. Strengthening communities by helping children and their families is integral to the Boys Town mission, “Changing the way America cares for children, families and communities by providing and promoting an Integrated Continuum of Care that instills Boys Town values to strengthen body, mind and spirit”.

Boys Town strives to ensure that children experience safety, permanency and well-being in their own homes or, when necessary, in family-like out-of-home settings by providing parents and caretakers with skills, knowledge and services to save children and heal families. The Integrated Continuum of Care provides a linked spectrum of research-proven services. Children and families can begin services at any point and move between levels, all within the Boys Town Model. The Model delivers a consistent structure for the treatment provided to children and families and, through years of research, has been shown to deliver significant, lasting, positive results. This approach enables us to help more children and families by providing the right service at the right time.

Committed to quality, Boys Town evaluates the efficacy of its programs and adapts services to ensure best practice and optimum outcomes for children and families. Boys Town’s home campus in Nebraska is a six-time winner of the America’s Promise Alliance “100 Best Communities for Young People” award. Charity Navigator has recognized Boys Town’s sound fiscal management and commitment to accountability and transparency with the fourth consecutive 4-star rating. Only 6% of America’s charities have received this “exceptional” designation.

www.boystown.org

Fathers’ Support Center (St. Louis, MO)

Founded on December 10, 1997, Fathers’ Support Center has consistently provided a comprehensive program of services for men who want to learn to be a responsible father, committed to a strong family relationship. Since its founding, Fathers’ Support Center has served more than 8800 fathers and their families. The program delivers positive results for fathers, their children and the community as a whole. Our Youth Leadership & Development program mentors, teaches and guides both young men and young women, most of whom don’t have an active father in their lives, how to become responsible teens within their communities. The program focuses on teaching youth how to avoid high risk situations and behaviors such as gang involvement, drug/alcohol use and unhealthy relationships. We help prepare them for college and careers and how to make healthy decisions for themselves, their families and their communities. Youth involved in the program learn from group and one-on-one mentoring as well as through schools and the community.

www.fatherssupportcenter.org

FEGS Health and Human Services (New York, NY)

FEGS is one of the largest and most diversified nonprofit health and human service organizations in the U.S. FEGS serves 100,000 New Yorkers annually who are facing low literacy, poverty, unemployment, mental illness, disabilities and other challenges. Our mission is to help each individual achieve greater success, independence, and dignity – at work, at school, at home and in the community.

FEGS has been at the forefront of developing innovative programs to address the needs of disadvantaged youth. The mission of this work is to help at-risk youth reach their potential and become self-sufficient. In 2007, FEGS established the Academy to help youth aging out of foster care prepare for adulthood and avoid the-common outcomes for this group of unemployment, homelessness and incarceration.

To date, the Academy has served more than 800 young people ages 16-24 with promising results. The majority served make educational gains, obtain employment or remain the program working toward their goals. The Academy has been identified as a promising or best practice model by the Center for an Urban Future, the Vera Institute of Justice and the Youth Development Institute.

The foundation of FEGS' approach is our CareerFirst[™] model, a comprehensive strategy that recognizes that, in addition to helping youth develop the skills and strategies to enter the workforce, young people also need support in achieving the personal growth necessary to avoid risky behaviors and get on a path toward economic self-sufficiency. Underpinned by the principles of youth development, the Academy has five key program elements: 1) targeted educational and career services to help youth reach their educational goals, prepare for and obtain jobs and careers; 2) a "no eject/no reject policy" that allows youth to proceed at their pace and to get back on track when they may have "lost their way" for a period; 3) a primary person, supportive services model that provides each foster youth with a FEGS Youth Advisor who is dedicated to their success and who is highly attuned to the special needs of foster youth who have suffered the trauma of abuse, neglect and the instability of foster care; 4) close collaboration with the foster care system to ensure smooth transitions; and 5) a focus on interim outcomes to provide support and motivation as youth work towards longer-term goals.

www.fegs.org

First Place for Youth (Oakland, CA)

First Place was founded in 1998 to prevent poverty and homelessness among the growing, yet largely overlooked population of youth who age out of foster care in California. The mission of First Place is to help foster youth build the skills they need to make a successful transition to self-sufficiency and responsible adulthood. First Place was the first organization dedicated exclusively to providing housing for former foster youth in Northern California and has grown to become the state's largest provider for this vulnerable population, serving youth in five California counties (Alameda, Los Angeles, San Francisco, Contra Costa, and Solano). First Place provides youth with a stable, safe and affordable place to live, coupled with intensive education and employment support, guidance, and resources up through the age of 24. Through this innovative program model, we seek to redefine the transition experience for foster youth by increasing their ability to become independent, productive and honorable adults.

Over the past 14 years, First Place has developed a nationally-recognized program model based on a sophisticated understanding of the challenges foster youth face once they exit care. These youth are highly vulnerable to becoming homeless, unemployed, undereducated, and living in poverty. The First Place program is grounded in the belief that we can level the playing field for current and former foster youth so they have the same opportunity to transition into healthy adults as their peers. Our direct

service programs establish a sense of permanency for youth, helping them build a foundation of skills that will allow them to live a life of self-sufficiency.

www.firstplaceforyouth.org

Foster Forward (East Providence, RI)

Foster Forward's mission is to empower lives impacted by foster care. We have an unwavering commitment to supporting children and youth, families, and the child welfare system as a whole, to grow, connect, improve, and move forward. Our vision is to be a nationally and locally recognized leader in ensuring that all children and youth impacted by foster care have safe, healthy, and nurturing families. To achieve this vision, we continuously innovate to provide proven programs that engage natural supports and promote healthy development. In pursuit of our mission, we practice three key values: respect, credibility, and innovation. We respect and engage the individual experiences, voices, and identities of children and youth in foster care, and the families who support them. We are a valued and credible source of information, advocacy, and resources, and we continuously contribute to and improve the child welfare learning community through innovative partnerships and ground-breaking programs.

The goal of Foster Forward's Real Connections program is to ensure that all youth leave state care with positive, permanent adult connections, as research demonstrates that relationships with caring adults are central to a young person's successful transition from foster care into adulthood. Real Connections collaborates with the state's child welfare department and community agencies to identify connections for teens ages 12-21, who are most vulnerable to "aging out" of state care without positive, consistent adults in their lives. Staff use Eco Mapping, Record Mining and U.S. Search to help youth and their care providers identify adults from their existing networks, who have the potential to become lifelong supports. Real Connections then employs a mentoring model to strengthen relationships with identified adult connections, who are not immediate placement options but can provide long term support. The program also searches beyond immediate family members to identify extended family and "fictive kin," including coaches, teachers, neighbors and the other valuable community resources that are too often overlooked. Finally, if no adult connection from within the youth's own network can be identified, Real Connections matches youth with mentors from the community. All mentors receive training, and each relationship is supported by a Real Connections staff member for a minimum of one year.

www.fosterforward.net

Four Oaks Family and Childrens Services (Cedar Rapids, IA)

Four Oaks opened in Cedar Rapids, IA in 1973 to serve 10 adolescent boys referred by the Juvenile Court and the Department of Human Services. Today, 700 employees, hundreds of volunteers, and our affiliates serve over 7,000 children, youth, and families annually.

We have dramatically expanded the range of programs we offer, broadened the population we serve, increased the number of locations in which we operate (18 communities in eastern Iowa), and doubled our budget in the last ten years. This growth has been both organic and through affiliation. Our core services include prevention, community and school-based services, foster care and adoption, residential treatment, behavioral health and trauma-informed clinical services for children, youth, and families, and through our subsidiary, the Affordable Housing Network, we are the largest provider of safe and affordable housing for families in need in Cedar Rapids.

Our mission is to ensure that children become successful adults. We achieve this by empowering children and families to achieve stability, independence, self-sufficiency and permanency. We are

committed to three guiding principles: (1) advocacy for success; (2) accountability for outcomes; and (3) clear and balanced governance. Our motto is Expect Success—of ourselves and the children, youth, and families we serve!

We believe that children are most successful in a stable, healthy family environment, and that families are successful when they live in communities with education and employment opportunities, social networks, affordable housing, and accessible health and supportive services. To ensure this belief becomes a reality, Four Oaks is piloting an innovative, holistic approach to service delivery, TotalChild, which addresses risks in all domains of a child's life. Children and youth are followed after they successfully achieve stability until they reach age 18. Our goal is to ensure lasting stability and success as an adult.

www.fouroaks.org

Friends of the Blue Bell (Darby, PA)

Who: Friends of the Blue Bell / Academy of Building Conservation

What: At risk youth learning traditional methods and crafts under experienced supervision, working on some of the literally millions of pre-1940 buildings needing care and attention. Such a program can promote the efficient use of new and adaptive technologies in a way that is compatible with the building's historical context, legacy, original design and fabric, and create a community resource for life-long learning, utilizing the area's wealth of old buildings as a training ground.

Where: Darby PA, serving DelawareCounty and Metropolitan Philadelphia, starting at 1000 Main Street.

How: Put structure and curriculum in place, develop competency guidelines, explore and find funding, get insurance, recruit qualified instructors, and put students together with experienced supervision on work sites.

Why: The greenest building is the one that is already built because it represents an investment from the past and asset for the future. Millions of pre-1940 buildings need care and attention, and the Darby area has a wealth of such buildings and a wealth of trainable talent. Economic and cultural benefits include jobs, tax revenues, increased productivity, environmental sustainability, and improved quality of life. Entrepreneurs could revive properties at lower cost (as was done during the Great Depression of the 1930s) and stewards of historic sites could find qualified, trained help. Lucrative, lifetime careers can be created extending the life, value and usefulness of our architectural heritage.

In addition to grounding in building techniques and technology and historic styles from the 17th to the 20th centuries, proposed Curriculum items include:

- Traditional methods of HVAC, working with nature and new technology
- Traditional insulation and modern retrofit
- unobtrusive insertion of modern mechanical/electrical systems
- Federal/state/local financial incentives to upgrade for energy-efficiency
- Lead safety and abatement/work site procedures
- Conservation lighting/glass fiber optics

www.academyofbuildingconservation.org

Friends of the Children (Portland, OR)

Friends is a program unlike any other. Using a rigorous, 6-week child observation process, we collaborate with Title I schools to pro-actively select kindergartners facing the most significant barriers to future success. This process, validated by research as effective for identifying the most vulnerable children, considers the number and severity of risk factors in a child's life, as well as a lack of protective factors. We then provide the highest needs children with intensive, individualized guidance from full-time, highly trained, salaried mentors (Friends) through high school – 12 years, no matter what. Each Friend serves 8-12 children, spending 16 hours a month with each child year-round, in and out of school, 1:1 and in groups.

We set three long-term goals for every child who enters our program and third party evaluation has consistently found that our participants rise above their circumstances to attain them: 1) 85% graduate from high school or earn a GED; 2) 97% avoid involvement in the juvenile justice system; and 3) 98% avoid early parenting.

The path to achieving these outcomes and breaking cycles of educational failure and poverty is different for every program child. In order to provide children with intentional activities that best meet their individual needs, Friends complete an annual Life Skills Assessment for each child. This serves as the basis to help youth set individualized goals with a focus on five important developmental milestones: social/emotional development, school success, health, making good choices, and positive skills for the future.

A Friend might work on a child's math skills by counting successful free throws; help a child find positive, constructive outlets for feelings of frustration; advocate at a child's middle school for special education services; and be the only person the family calls when a child, now a teenager, runs away from home after a domestic violence crisis. No matter the uncertainty, Friends will be there.

www.friendsofthechildren.org

Futures for Kids (Raleigh, NC)

Our mission is to help kids determine what they want to be, inspire them to what they can be and work with them to achieve it. By connecting students to Career Coach mentors and businesses through our online career exploration program, we can inspire and equip students with the necessary tools to succeed in the 21st Century. The combination of practical and inspirational gives students confidence and hope while also creating a roadmap for success.

Futures for Kids utilizes technology to provide these resources across the state at a fraction of the cost and manpower of paper-based alternatives. Our unique online portal gives every middle and high-school student a personalized portfolio that allows for exploration, tracking and ongoing resume building. Numerous assessment tools help students identify their learning styles and understand how to maximize retention and study habits or answer questions about their likes and dislikes and explore those interests through different career fields. They can then explore in-depth career profiles, educational requirements, financial aid opportunities and related careers to see how a particular career matches their interests.

They can also connect with a Career Coach, or online mentor, who will answer students' questions about their experiences in that field. In addition, students can see potential employers in their community and connect with them for experiences such as job shadowing that give them first-person exposure to the world of work. This combination of virtual and face-to-face opportunities levels the

playing field for students in rural areas without access to a wide range of industry while also exposing students to the expectations and dynamics of the workplace.

With so much depth, Completion Standards can be tailored by grade level to create a layered, progressive experience for the students. The separate educator portal also allows for customization and extensive reporting capabilities at the school and district level.

www.f4k.org

GBAPP Inc (Bridgeport, CT)

GBAPP's mission is to serve the Greater Bridgeport community through education, collaboration and intervention by empowering individuals to make informed healthy decisions. GBAPP is a private 501c3 organization providing direct services for youth age 9-24 from multicultural populations in the largest city in Connecticut (Bridgeport population is 144,229). Founded in 1980, public and private community stakeholders came together to address the severe issue of adolescent pregnancy and early parenthood. GBAPP's acronym means Greater Bridgeport Area Prevention Program and we work to reduce teen pregnancy; reduce the spread of HIV; increase access to care and supportive services; enhance positive relationships; and promote personal responsibility.

The Teen Fathers Program was initiated in 1985 to complement services already established for pregnant and parenting teen moms. The program was formally recognized in 2010 when GBAPP was the only program working with teen fathers among the state's ten fatherhood programs to receive the Connecticut State Department of Social Services Fatherhood Program Certification for exemplifying the consistent, high quality delivery of services crucial to meeting the comprehensive needs of Connecticut's fathers and families. The goals of the program are to help non-custodial adolescent fathers connect with their child in a healthy and productive manner; model and teach them how to be involved in the child-rearing process; to continue their education on the secondary level and encourage post-secondary or vocational pursuits. These goals support decreasing subsequent pregnancies in adolescents and the reduction of sexually transmitted diseases. The Program helps the young teen fathers build healthier relationships with the child's mother, reducing issues of domestic and dating violence; demonstrating positive role modeling for their children; and explores community assets to support the development of teen parent and child.

www.GBAPP.org

Global Kids (New York, NY)

Founded in 1989 and an independent not-for-profit organization since 1993, Global Kids (GK) works to develop youth leaders for the global stage through dynamic global education and leadership development programs. Global Kids inspires underserved youth to achieve academic excellence, self-actualization and global competency, and empowers them to take action on critical issues facing their communities and our world. Global Kids uses interactive and experiential methods to educate youth about critical international and public policy issues and provides them with opportunities for civic and global engagement. Global Kids' groundbreaking digital media programs build digital literacy, foster substantive online dialogues, develop resources for educators, and promote civic participation – as well as enabling GK to extend its reach to thousands of youth and adults worldwide. Through its professional development initiatives, GK provides educators and youth workers with strategies for integrating a youth development approach and international issues into their classrooms.

Global Kids has worked with more than 120,000 students and educators in New York City and beyond, receiving national recognition for exemplary practices in international education, digital media

programming, experiential learning, and youth development. Global Kids' flagship afterschool program, the Power of Citizenry, was launched in 1995, and has grown to involve over 500 students each year who gain leadership skills, understanding of global issues, and exposure to higher education and career readiness opportunities. Through workshops, conferences, campaigns, creative arts, and digital media, student youth leaders educate more than 5,000 of their peers each year. Participants in the program have traveled to conferences and events around the United States and trained peers in Costa Rica, Croatia, Denmark, Eritrea, Haiti, Kenya, Northern Ireland, Peru, South Africa, and many other countries.
www.globalkids.org

GLOW (San Francisco, CA)

GLOW's mission is to build the capacity of schools and nonprofits to help empower under-resourced students and their families to overcome the barriers to higher education access and success.

GLOW's California Student Success Initiative (CASS) will (1) arm thousands of students each year with critical information to fund their college education, develop lifelong financial management skills, and change the trajectory of their lives and (2) provide a hub of best practices to nonprofits, schools, and districts to promote collaboration and greater alignment in the college access and success field for large-scale change. Since 2006, GLOW has empowered over 4,700 low-income and first generation students to overcome the financial barriers to attending college. GLOW reaches its students through partnerships with schools and nonprofits (affiliates), who deliver a custom-tailored, interactive, and student-driven financial literacy and college financial planning curriculum developed by GLOW. This partnership model has allowed GLOW to build the capacity of schools and nonprofits, as well as to understand the need to replicate and learn from great programming which so far only exists in isolated silos.

With a grant from the Edna McConnell Clark Foundation, GLOW will

- Develop partnerships with more school districts across the state, expand current partnerships to include more sites, and empower 20,000 participants with financial literacy and college financial planning skills.
- Create the College Success Index (CSI), a benchmarking and planning tool for the college access and success field that identifies the programming, curriculum, and metrics essential to boosting college-success rates among under-resourced students.
- Manage a network of best practices to create alignment regionally and state-wide.

By 2020, GLOW aims to have 60% of all affiliate students, ages 25-34 years old, hold a college degree.

www.glowfoundation.org

Green Dot Public Schools (Los Angeles, CA)

Green Dot was established in 2000 with a bold mission: to transform the lives of the most at-risk youth by fully preparing them for success in college, leadership and life. We identified the communities in Los Angeles most in need of school choice, and with the same funding as the district and a unionized staff, opened eight charter high schools that rapidly out-performed district-run schools.

Green Dot recognized that lottery enrollment could be prejudiced against children without an engaged adult advocating on their behalf, so we turned our attention to the challenging whole-school turnaround of an existing school. In 2008, in collaboration with teachers and the community, Green Dot won control of Alain Leroy Locke High School, one of the lowest-achieving schools in the nation. It was the first time that control of a district school had been granted to an outside operator.

Green Dot implemented six proven strategies at Locke: 1) Strong leadership that inspires a culture of confidence and high expectations; 2) Effective teaching supported through training and rigorous evaluation; 3) Welcoming environments where children focus on learning, not personal safety; 4) Engaged communities where parents are active partners in school success; 5) Effective management that ensures maximum funding to the classroom; and 6) Targeted interventions that personalize the learning experience of every child, whatever their needs. This year, an independent evaluation by UCLA's National Center for Research on Evaluation, Standards, & Student Testing (CRESST) found that students at Locke were 50% more likely to graduate, and 269% times more likely to have completed coursework that prepares them for college, than those in comparison schools.

Winning over a skeptical district, Green Dot was invited in 2011 to turn around Henry Clay Middle School and David Starr Jordan High School, two of the lowest-achieving schools in the city. Today, Green Dot serves over 10,300 students in 18 schools.

www.greendot.org

Harmony Project (Los Angeles, CA)

Harmony Project is an award-winning research-based 501(c)(3) non-profit that targets at-risk youth in underserved communities, including Los Angeles gang reduction zones. Harmony Project builds character and promotes positive youth development through multi-year year-round mentoring through music, music lessons and youth orchestra or band participation, provided along with instruments, at no charge to students, based on family income within 185% of the federal poverty level. School enrollment is required, and parent education programs are included. Students receive five or more hours of structured music-based mentoring per week and commit to hours of additional practice at home. From 36 students in 2001, enrollment has grown to 1200+ in Los Angeles; 57% are girls, 43% are boys; the majority of students are 11 to 15 years of age, and 98% are non-white. Hundreds of students fill waiting lists.

Harmony Project uses music to keep kids in school and out of trouble and help them develop positive networks of social support, good character and the habits of mind they need to lead successful lives. Harmony Project commits to students for their entire childhood, from elementary through high school graduation, and helps them transition to college or trade school through our own scholarship program. Though programs operate in Los Angeles gang reduction zones where dropout rates exceed 50%, since 2008, more than 95% of our high school seniors have graduated in four years and have gone on to college. Most were the first in their family to attend college. Harmony Project was recognized in 2009 with the President's Coming Up Taller Award, the nation's highest honor for an arts-based youth program, and in 2011 when Dr. Margaret Martin received the Presidential Citizens Medal for founding Harmony Project from President Barack Obama. Affiliated programs launched in three states in 2011-12. At this time we seek to build capacity, strengthen and grow our programs in Los Angeles, leverage learning throughout our growing network and help strengthen the work of our affiliates.

www.harmony-project.org

Hetrick-Martin Institute (New York, NY)

Founded in 1979, Hetrick-Martin Institute (HMI) is the nation's oldest and largest leader in replicable lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth-serving programs. HMI believes all young people, regardless of sexual orientation or identity, deserve a safe and supportive environment in which to achieve their full potential and improve their lives. HMI youth, ages 12-24, tend to be disconnected from formal social support systems and are economically disadvantaged. We offer them a

holistic, safe environment with year-round wrap-around services at no cost. HMI partners with the New York City Department of Education (DOE) as founder and site of Harvey Milk High School (HMHS), all of whose students utilize HMI's programs and services.

HMI directly assists LGBTQ youth improve their academic achievement, attain employment and avoid risky behaviors. HMI provides programs during and after school that include career readiness, youth leadership and internship opportunities; mental and physical health and wellness education; art and expression workshops; as well as supportive services through the provision of individual, group and family counseling, and case management. HMI's Street Outreach Program engages homeless and other LGBTQ youth on the streets of New York City. HMI serves as a safe place for youth to access Pantry services (hot meals, shower and laundry facilities) and to connect to health and supportive services such as HIV education and testing. Academic Enrichment programs include daily tutoring, college preparation counseling and application assistance, scholarships, and a GED program that boasts a 92% pass rate.

HMI's establishment of its Advocacy and Capacity Building Department resulted from our expertise in conducting advocacy and trainings for organizations to develop programs sensitive to the unique needs of LGBTQ youth. HMI's replicable expansion to a satellite location in Newark, New Jersey occurred in January 2011.

www.hmi.org

Higher Achievement Program (Washington, DC)

Higher Achievement deploys rigorous afterschool and summer academic enrichment for children grades fifth through eighth from economically disadvantaged urban communities. By providing intense academic training and opportunities within a positive culture during the critical middle school years, students' grades, test scores, behavior and attitudes improve resulting in a successful transition to top high schools and ultimately to college.

Higher Achievement's robust, new strategic plan will leverage its greatest strength, its proven outcomes-oriented program, to serve even more students in deeper economic and academic need and create systemic change. Over the next three years, Higher Achievement will explore expansion opportunities in a "zone approach" that concentrates the impact in bounded environments, like a single school, in contrast to the current magnet approach. Higher Achievement will evolve from a traditional out-of-school time program into an expanded learning time model, partnering closely with schools.

This approach positions Higher Achievement to make systemic change:

- Directly provide the intensive traditional model to 100% of students in each zone needed to create a tipping point for change; we estimate each scholar can positively influence at least 4 of their peers.
- Partner closely to attract additional resources and community partners to serve the needs of the remaining student body. By 2015, Higher Achievement aims to pilot, evaluate, and phase in this new approach gradually:
 - Add six new "Higher Achievement zones"
 - Directly serve at least 1600 students
 - Influence approximately 9500 students

With an investment from EMCF, these expansion goals could increase. Higher Achievement will extend its influence through participation in coalitions and other community-wide efforts to influence local and national policy to meet the needs of all middle school students in our districts.

www.higherachievement.org

Hillside Work-Scholarship Connection (Rochester, NY)

Hillside Work-Scholarship Connection is a nationally-recognized dropout prevention program with a 25-year track record of helping at-risk economically disadvantaged secondary school students to graduate on-time, ready for college and career. HW-SC's evidence-based model delivers positive, tangible results for communities of need in critical areas of education and youth workforce development, with innumerable associated impacts— such as increased school attendance, decreased crime, lowered rates of teen pregnancy, and improvements to the incomes of economically disadvantaged households.

HW-SC has successfully leveraged its public support to attract national philanthropic investors because of its proven ability to address multiple community priorities and to deliver consistent, direct, and sustainable wins for its program participants and community partners. This unique public-private investment model brings communities together around common goals with measurable outcomes, while helping to leverage strategic dollars into solutions that work.

In 2009, HW-SC was named as one of 23 high potential programs nationwide in the Bill and Melinda Gates Foundation funded report "Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond". This report cites promising research on the impacts of HW-SC's wrap-around model on student graduation rates – especially among African American males. It also highlights the contribution that part-time afterschool and summer employment opportunities with HW-SC's employer-partners make to student retention, persistence, and achievement.

Since 2007, HW-SC's Latino Student Outreach Initiative has added a specialized family and community engagement and relationship building component to HW-SC's Core Services model. This has led to higher rates of participation in HW-SC by Latino students, and has fostered significant improvements in their grade promotion, on-time graduation, and college entry and retention rates.

www.hillside.com

HOME WORKS! The Teacher Home Visit Program (St. Louis, MO)

Home Works! The Teacher Home Visit Program trains and pays teachers in low income underperforming schools to make two home visits a year. The purpose of the first home visit is relationship building. It focuses on establishing communication and rapport with the parents/guardians, learning about their vision for their child, and about the student's interests and strengths. Summer learning loss and the importance of reading every day is discussed. The purpose of the second home visit is to discuss the academic needs of the student, and show parents how they can help read, talk and listen to their child at home. This visit helps parents/guardians understand how their child is performing academically, and provides tools to increase the parent's/guardian's capacity to help their child academically. Teachers get to know the families and enlist their help as co-educators to work on raising grades, test scores and attendance-together. Short term objectives are to raise academic achievement, attendance and parental engagement, and decrease discipline problems. Training is mandatory for teachers making home visits. Many need additional skills to visit homes that are often very different from theirs as they build trust. Teacher home visits begin to address the cycle of blame in which parents and teachers blame each other for the low test scores and achievement levels of the students. Home visits are an effective tool to begin (re)building trust between parents/guardians and teachers to increase academic

achievement. Teacher home visits are being done in early childhood, elementary, middle and high schools. HOME WORKS! is one of the only programs of its kind in the U.S.

www.teacherhomevisit.org

Horizons National Student Enrichment Program (Norwalk, CT)

Horizons National is a network of high-quality academic enrichment programs serving low-income public school students for multiple years beginning in Kindergarten. A signature summer program with extensive school-year support, Horizons is recognized for excellence by the Campaign for Grade-Level Reading and the National Summer Learning Association. Our unique model creates Horizons programs through partnerships with independent schools, colleges and universities. The project-based educational model blends academics with arts, sports, cultural enrichment and confidence-building activities like swimming. This combination has been endorsed by research as the most effective approach to summer learning programs addressing the achievement and opportunity gaps for families most in need.

With 26 affiliates in 11 states serving 2,465 students and growing, Horizons has served as a pivotal link between public and private education communities for nearly half a century. A recognized leader in the field, Horizons' proven model is helping our students achieve consistent summer gains in reading and math of approximately 2-3 months, as compared to the typical 2-3 month loss experienced by most children from low-income households. Horizons students return to school in the fall better prepared, more motivated to learn and more engaged in their futures.

Horizons programs start in Kindergarten, providing high-quality early learning for at-risk students with a broad range of academic skills to give them the best chance to succeed in school and in life. By prioritizing student and staff retention, Horizons creates enduring learning communities, resulting in transformative cumulative gains in students' skills and abilities that narrow opportunity gaps and build relationships. Both Horizons students and teachers return for an average of six years and many graduates return to volunteer or teach at Horizons.

www.horizonsnational.org

IDEA Public Schools (Weslaco, TX)

IDEA Public Schools is a high performing, open-enrollment district of charter schools educating some of the most vulnerable, high-need K-12 students in 24 schools across Texas's rural Rio Grande Valley and in four new schools in urban San Antonio and Austin.

Since IDEA was founded in August 2000, we have grown from a fledgling school in the basement of a community building to a network of 28 schools serving 13,000 students, all while serving an ever-increasing population of low-income youth. When we began, 68% of our students existed at 200% or less of the national poverty line; now 84% do. But in spite of the many barriers IDEA students face, 100% of our graduates for the past six years have been accepted to a four-year college or university, and 92% of graduates report either still being in college or have graduated from college.

We attribute our success to four strong components, which we will replicate and grow as we scale up in San Antonio:

1. A strong blended learning primary model;
2. A high-quality leadership development program that is the backbone of our capacity to grow;
3. A regionalized management system of educator support; and
4. A highly effective College Success Team that shepherds students to and through college.

Having achieved the goals and objectives of our most recent growth plan, IDEA has embarked on the next phase of expansion and is on track to double, scaling up to 56 schools by 2017. At full enrollment, IDEA will serve 40,000 students and send 1,625 students to college annually, becoming Texas's largest producer of low-income college graduates.

College for all Children is IDEA's ultimate goal. We encourage students to return after college graduation to play an active role within their communities and serve as model citizens because we know that a transformative college preparatory education is essential in order to alter the life trajectory for at-risk youth and their families.

www.ideapublicschools.org

iMentor (New York, NY)

iMentor started in 1999 with one powerful idea - a mentor can change a life. Our vision is that one day, all young people will have the skills and support they need to succeed in college and achieve their ambitions. Over the past 13 years, we developed a new kind of mentoring model, one that makes mentoring a more reliable and effective intervention in helping students create pathways to college completion. In the process, we learned how to engage thousands of volunteer mentors; how to make mentors effective against discrete outcomes; how to create a whole school model that matches every student with a mentor; and how to distribute our model to other nonprofits so that they can run quality mentoring programs in their communities.

Since 1999, we have created over 10,000 mentoring relationships nationwide. This year, we are serving 4,700 students in our 2 programs. iMentor NYC is our direct service program that serves 2,600 students via partnerships with 20 high schools in New York City. iMentor Interactive (iMi) is our national program that serves 2,100 students through partnerships with 20 nonprofits. In each program, students are paired with mentors in 3-4 year matches and engage our curriculum via weekly emails and monthly in-person meetings to achieve 4 outcomes: 1) develop strong, personal relationships; 2) grow and nurture a college aspiration; 3) develop non-cognitive skills critical for college success; and 4) provide individualized support in the college process.

In the next 5 years, we will match 20,000 new students with mentors and demonstrate our impact on college entrance, persistence, and completion rates of participating students. Our key objectives in this 5-year growth phase are to: 1) maximize our impact on the college success of participating students; 2) demonstrate our model is a viable national solution for improving college readiness and success; and 3) use what we are learning in our programs to inform the national conversation about college success.

www.imentor.org

Incentive Mentoring Program (Baltimore, MD)

The Incentive Mentoring Program's mission is to engage underperforming high school students confronting significant barriers outside of the classroom by providing each one with a family of committed volunteers and increased access to community resources. We foster students' academic advancement and personal growth into self-motivated, resilient and responsible citizens. IMP foresees a future in which partnerships between universities and nearby urban high schools are the norm. IMP seeks a fundamental change in the interaction between these two groups that creates the expectation that university and high school students in close physical proximity will help and learn from one another. In this vision, everyone is a mentor and everyone is a mentee. Students from both schools accept and

value one another. University students will be inspired to a lifetime of community involvement, and high school students will be inspired to give back to future generations.

IMP fosters meaningful relationships between underperforming high school students who are at risk of failing to graduate from high school, and university and community based volunteers. Although IMP students enter the program facing enormous academic and social challenges, IMP embraces students as exceptional individuals in extraordinary situations. IMP currently serves 95 students in six cohorts at two sites and has over 500 volunteers.

IMP has a 100% retention rate, 100% graduation (97%) or GED (3%) rate, 100% college matriculation rate, and 97% college matriculation rate. 97% of our students give at least 75 hours of community service during high school, and 22% of our students have graduated college (although many of our students that have not yet graduated are enrolled and on track to graduate).

www.incentivementoringprogram.org

Indiana Juvenile Justice Task Force (Indianapolis, IN)

The Indiana Juvenile Justice Task Force, Inc. has provided services to high-risk youth and their families since the inception of the agency in 1973. The mission of the Family Support Service Program (FSSP) is the reduction of high-risk behaviors, juvenile delinquent acts, and poor academic performance through the provision of stable therapeutic relationships between highly trained therapists and at-risk, court or Department of Child Services (DCS) referred youth ages 9-18. In this effort, and to ensure that the best interests of the youth are served by the stakeholders, the school systems and supportive infrastructure such as employers and community stakeholders assist with the development of goals and objectives for the youth.

Transition from Restrictive Placement (TRP) begins with the family immediately upon the youth being remanded to the Department of Corrections (DOC) or other facility and continues throughout the length of placement. Once the youth is released and returned home to the community, the entire family is engaged in ensuring success. The Task Force's target population can include youth in foster care, youth that have dropped out of school due to learning disabilities or pregnancy, are unemployed and without a skill base and have parents incarcerated or with substance abuse issues. The Task Force emphasizes cultural competence throughout its programs, services and staff. The agency regularly provides training in youth culture, cultural competence with youth and families of ethnicity, sexual identity issues and gender-specific programming. FSSP provides therapy services to inner city, urban, suburban and rural populations. Historically, the target population has included a disproportionate number of African-American and a growing number of Hispanic youth and families. The diversity of our staff matches the target population in most ways and we employ therapists in several counties that are bilingual.

www.ijjtf.org

Inwood House (New York, NY)

Inwood House (IH) is a leader and innovator in teen pregnancy prevention, youth development and teen family support. Established in 1830 to help sexually exploited girls in NYC rebuild their lives, IH was among the first to address the connection between poverty and teen pregnancy, as well as the first to provide mother/child foster homes, deliver ongoing family support services, engage teen fathers and young men in prevention planning and bring asset-building comprehensive sexuality education and prevention programming to schools. Today IH's programs influence best practices, inform policy change and promote the healthy development of approximately 4,000 youth each year.

IH is proposing to scale up our research based intervention and prevention models that serve pregnant and parenting system involved teens as well as teens who are at increased risk for teen pregnancy and HIV/STIs. Models include our Continuum of Care, a successful holistic program model in which we partner with pregnant and parenting teens to help them achieve positive outcomes for their health, mental health, education, employability, parenting, relationships, personal development, and their babies' health and well-being. Services are integrated, center-based and easily accessible to assist them in fulfilling the tasks of adolescence while developing the social and emotional skills they need to take on the adult responsibilities of parenthood. IH's Teen Choice program an asset-building mental health model for teen pregnancy and HIV/STD prevention and leadership.

The purpose is to demonstrate that IH's Continuum of Care and Teen Choice program are effective, replicable models for helping at-risk teens achieve positive outcomes as well as build the capacity of agency partners to provide high-quality evidence based intervention and prevention programming with this special needs population. IH will increase its service provision by 60% to serve approximately 3,800 teens through these two models.

www.inwoodhouse.com

Jacobs Heritage Foundation (Chicago, IL)

Our mission is to produce violence reduction strategies and prevent a repeated relapse into criminal or delinquent behavior in at risk youth through the five aspects of positive youth development: learning, connecting, thriving, working, and leading.

Our youth development program will operate the following workshops: Culinary Arts, Restaurant Management, Community Development, Youth Development/Leadership, Parenting Assistance, Conflict resolution, Financial literacy, Community Support Services, Mentoring Workshop, and Job Clubs that entails employment training which includes résumé building, mock interviewing, customer service, and human resource training. Our dedicated mentoring program is our core program which is a recruitment point for mentors and mentees.

www.none.com

Jewish Vocational Service (San Francisco, CA)

JVS's mission is to transform lives by helping people build skills and find jobs to achieve self-sufficiency. Through almost 40 years of providing employment and training services to San Francisco Bay Area jobseekers, JVS has emerged as a national leader in workforce development. Complex and shifting labor market dynamics, coupled with the varied needs of jobseekers require a dual-customer approach with clients and to build a strong and sustainable workforce. JVS is recognized for partnering closely with a variety of constituencies to develop programs that match the training, employment, and supportive needs of clients with the hiring needs of employers.

Since 1993, JVS's High School Bridge Program (HSB) has served more than 6,245 high-need youth, ages 14-24, through education support, vocational training and work experience, increasing their chances of a productive future. HSB has placed over 4,460 youth in jobs, supported more than 500 in entering postsecondary education.

HSB was developed in response to the poor educational, employment and life outcomes of youth with multiple overlapping obstacles to achieving eventual self-sufficiency. Nearly every client is low-income with the majority being youth of color residing in San Francisco's distressed neighborhoods. With national teen unemployment rates at their highest since 1948, African American youth fare the worst, at

times reaching 50%. Many youth clients live in public housing, and many are also involved in the foster care and juvenile justice systems. JVS has developed an expertise in providing employment and education services to ensure that a young person's barriers today will not eclipse their potential tomorrow.

Last year, HSB served 853 youth clients, achieved 364 job placements, placed 318 youth in jobs, and helped 252 youth achieve skills gains, including high graduation and postsecondary education enrollment.

www.jvs.org

Just in Time for Foster Youth (San Diego, CA)

Just in Time for Foster Youth (JIT) mobilizes the community as an extended family for transitioning foster youth through San Diego County, providing the consistent authentic relationships and emergency resources they need to achieve productive lives.

JIT's core constituency is former foster youth 18-26 with little or no adult/family support. Every year, approximately 300 foster youth in San Diego County turn 18 and are "emancipated" from foster care. Without family support, these young adults are at risk of being homeless, unemployed, and under-educated, and too often they are on the path to lifelong dependence or prison.

While other programs assist with opportunities such as housing and college scholarships, JIT provides much-needed volunteer-driven gap services to help motivated youth stay off the streets and on their path to self-sufficient adulthood. However, the most important and transformative aspect of JIT is the authentic connection to caring adults: hundreds of volunteers from the community who become the "extended family" of the youth we serve. This focus on consistent authentic relationships distinguishes JIT from other organizations serving this population.

Additionally, each JIT program is created based on the urgent expressed needs of the youth and evolve to deepen their positive outcomes. They are designed to be inclusive, individualized and responsive to the specific needs of each youth we serve, combining resources and consistent relationships tied to collaborations with a larger community of individuals and organizations that share our passion for meaningful change.

We believe this consistent, long-term help from the heart changes the lives of the individual youth served and breaks the cycle of foster care for the future families they will be able to support.

www.jitfosteryouth.org

Juvenile Justice Law Center Inc (Rancho Cucamonga, CA)

The Juvenile Justice Law Center's mission is to serve as a resource for innovative people and institutions that need our support and areas of expertise. Our goals are to strengthen our children's educational values, reduce poverty, illiteracy, advance student achievement, and to stimulate research that spans from early education and early elementary education to inform K-12 efforts. Our values focus widely on youth development, community development, and capacity building. We focus on those that are high-risk youth in terms of providing knowledge, creativity, and social justice. The Juvenile Justice Center serves as a portal to allow unserved and underserved and inappropriately served, isolated and hard to reach population of youth, which includes those youth transitioning out of foster care; transitional aged youth; and homeless youth access to the services they need to survive within the community.

Our programs focus on providing youth with a resilience to cope. The local needs and priorities within these subject areas determine our program activities. In further response to the challenges that face our youth within our community, the Juvenile Justice Center currently provide services such as tutoring, diversion for high risk youth, those youth that are on probation with anger and aggression, substance abuse issues, grief and coping skills are provided to those which need to manage and overcome these challenges. We deal primarily with the youth who seemly fail in school, drop out of school, or involved in criminal or delinquent activities by providing them with strong role-models. We encourage youth through art and music to foster creativity. We provide the youth with an opportunity to learn theory and production of forms of music. The program is designed to give students a thorough grounding in this art form and a mean to further pursue what they lack in school using music recording studio and practicing of professional recording via class demonstration and hands-on experience and labs. Each student has the opportunity to work with actual studio situations and with live recording artist.

www.juvenilejustice.com

Kids Making It (Wilmington, NC)

Our goal at Kids Making It is to have a significant, long-term impact on the lives of disadvantaged, at-risk youth, through long-term mentoring & the teaching of vocational, entrepreneurial & life skills over a number of years, so that they will graduate from school and become employed, productive members of society who are likely to attain a successful adulthood, & thus break the generational cycle of poverty and dependence on outside assistance for income, food, shelter & health care prevalent in many families.

KMI serves youth from 7 – 24, in age-appropriate programming, providing Introductory Woodworking Classes for younger youth, and year-round, long-term, vocational skills training on traditional and computer-driven woodworking machinery, together with life and job-readiness skills for our teens, utilizing formal relationships with local colleges and industry to provide a welcome pathway to employment in industry and to higher education, to enable our youth to transition successfully into responsible adulthood. Our teens design, build and sell their products in our woodworking and retail shops in the riverfront in Wilmington, NC, and earn 100% of the profits on all their sales. KMI is open to provide services for our teenage youth 7 days per week.

As a final stepping stone into adulthood, KMI provides paid apprenticeship opportunities with a community business partner and through its own KMI Apprenticeship Program, where older transitioning youth earn income as employees while undertaking custom woodworking projects for the public.

KMI is a national, state and local award winning program, and has received numerous requests from communities all across North Carolina and the country for assistance in replicating their proven, unique, successful model.

www.kidsmakingit.org

Kids' Voice of Indiana (Indianapolis, IN)

Kids' Voice of Indiana exists to represent the best interests of children through advocacy and education.

The Guardian ad Litem for Kids program is a direct service that provides a turning point for children by providing best interests legal representation which gives the Judge in their case researched and factual reporting of a best case scenario based on the child's current situation and the available family

resources. The goal is to provide the child with a safe and permanent home life to be able to be healthy, attend school regularly and become a productive citizen.

www.kidsvoicein.org

Larkin Street Youth Services (San Francisco, CA)

Larkin Street’s mission is to create a continuum of services that inspires youth to move beyond the street. We will nurture potential, promote dignity, and support bold steps by all.

We serve San Francisco’s most vulnerable and disconnected youth: those without a safe place to call home. Larkin Street was founded in 1984 as a small, volunteer-run drop-in center and modest street outreach program. We have grown over the past 28 years into a comprehensive and nationally recognized continuum of services for homeless, runaway, and at-risk youth aged 12 – 24. Today, Larkin Street operates 25 programs from 15 sites citywide, including more than 80% of all housing beds allocated to youth in San Francisco. Our continuum includes emergency, transitional, and permanent housing, wraparound case management, primary and behavioral health care, life skills training, and our award-winning Hire Up education and employment program.

Larkin Street’s core services model is based on service-rich transitional housing, coupled with intensive education and employment support, to provide homeless youth with the building blocks they need to achieve long-term self-sufficiency. We address their immediate need for stable housing, as well as their profound education and job skills deficits, thereby supporting the following measurable outcomes:

- Stable, long-term housing
- Living wage employment
- Two years of postsecondary school
- Physical and emotional wellbeing

A SIF grant will support the implementation of Larkin Street’s near-term plan to deepen and scale our impact in San Francisco, which will serve as the foundation for our longer-term intention to scale beyond the city. Specifically, we will improve the long-term education, employment, and housing outcomes of more than 300 youth served annually through our transitional residential housing and intensive education and employment programs.

www.larkinstreetyouth.org

LA’s Promise (Los Angeles, CA)

LA’s Promise’s mission is to improve the education, health, and social outcomes for the thousands of youth in one South Los Angeles community, the LA’s Promise Neighborhood. LA’s Promise transforms chronically failing public schools and opens new schools, both with the philosophy that schools in underserved areas must become community hubs that offer comprehensive support services for students and families. Through this vision, LA’s Promise aims to prepare every child in the LA’s Promise Neighborhood to be college- and career-ready, healthy, and successful in life.

The LA's Promise Neighborhood is already transforming, anchored by our work at three schools: Manual Arts High School, one of the city’s oldest schools, West Adams Preparatory High School, opened in 2007 to relieve overcrowding at Manual Arts, and John Muir Middle School, the primary feeder to Manual Arts. These three schools and their feeders represent, if properly run and supported, the promise of a college- and career-ready education for all.

LA's Promise has become a national leader in improving public schools. We demonstrate significantly increased student achievement, and our model is scalable to entire communities. LA's Promise is the first community-based organization in LA history to operate non-charter public schools, proving its effectiveness at scale and thus creating a new operating protocol for outside organizations to run public schools. To achieve its aims, LA's Promise works directly with students, schools, and the LAUSD and also screens and manages more than 70 partners who support our school communities by providing more than 200 wraparound services. LA's Promise is now also focusing on creating a strong pipeline from kindergarten through 12th grade. In the next 5 years, LA's Promise will adopt feeder schools to create a comprehensive K-12 community and educational infrastructure serving more than 20,000 children and their families at flagship high schools we have helped improve.

www.laspromise.org

Law Foundation of Silicon Valley (San Jose, CA)

The Law Foundation of Silicon Valley is a non-profit agency that has been narrowing the justice gap in Santa Clara County, CA since 1974. Its free legal services for individuals in need result in homelessness prevention, guardianships and safe and stable living environments for children, increased income stability through access to public benefits, debt relief and/or protection from predatory practices, improved health stability through access to health care and insurance, and enforcement of civil rights in housing, employment, education, and the mental health system.

Legal Advocates for Children and Youth (LACY) is the Law Foundation's program for at-risk youth.

LACY provides legal representation and advocacy for youth through the following projects:

- The Educational Empowerment Project - assisting students and their caregivers in school enrollment, school discipline, and special education matters.
- The Juvenile Dependency Project - LACY is the primary provider of legal representation to Santa Clara County's foster youth in proceedings before the Juvenile Court. Working collaboratively, LACY's attorneys and social workers provide holistic legal services to foster youth.
- The Safe Families Project - Through legal guardianships, LACY assists youth in establishing alternative caretaking arrangements and prevents youth from entering the foster care system. LACY also represents children and teen parents in family law and domestic violence matters to help stabilize their lives.
- Specialized Legal Assistance and Clinic Programs - LACY provides legal assistance to foster youth and homeless and runaway youth as they transition into adulthood. LACY's medical-legal partnership with the county hospital assists children and families with legal issues that impact children's health and well-being with on-site services at the primary and rural Pediatric Clinic. LACY also recently started a peer mentor program staffed by former foster youth to assist teenagers in the child welfare system. Finally, LACY collaborates with the regional branch of Catholic Charities to conduct independent administrative reviews of their refugee foster care program and provide recommendations for improvements.

www.lawfoundation.org

Lewis and Clark Council Boy Scouts (Belleville, IL)

The Lewis & Clark Council, Boy Scouts of America, serves nearly 24,000 youth members, ages 7-21, in 15 counties of Southwest IL. Of those youth, 8,651 are economically disadvantaged, or have special needs. They receive the Scouting program through innovative programming models which allows them to enjoy the same benefits youth in traditional Scouting programs receive.

www.lewisandclarkbsa.org

Lighthouse Youth Services (Cincinnati, OH)

Lighthouse Youth Services is a Cincinnati based not for profit providing a broad spectrum of human services to youth and families in need including child welfare, juvenile justice, mental health, substance abuse, early childhood intervention, runaway and homeless services, and education. More significantly Lighthouse is a nationally recognized leader in the provision of comprehensive services to transition age youth. Targeting the underlying problem of youth homelessness, Lighthouse services include foster care, residential group care, and a range of independent living options for youth preparing to age out of the child welfare system, shelters for runaway/throwaway youth under 18 years and for homeless young adults 18 to 24 years, re-entry services for young people returning to the community and aging out of the juvenile justice system, extensive street outreach services for youth and young adults living on the street, and transitional and permanent supported housing for homeless youth up to 24 years old.

Youth homelessness and disconnection do not occur because of any single or discreet set of causative factors but rather because of a host of influences that place young people at risk and strip away those elements of life and society that might otherwise protect them from harm. Thus there is no single intervention that can reasonably address the panoply of issues that place young people at risk. Lighthouse Youth Services believes that it is only through a comprehensive system of care employing multiple evidence-based and evidence informed interventions in a continuum of settings that the overall problem of youth homelessness and disconnection can be comprehensively addressed. Lighthouse Youth Services has not yet ended youth homelessness in Cincinnati. But it has provided a system of care that has significantly impacted youth homelessness and is committed to ending it altogether by 2020.

www.lys.org

Lincoln Child Center (Oakland, CA)

LCC has been serving the Bay Area's most vulnerable children, youth and families for 130 years. Our programs reach over 4,000 children and families each year in California's Alameda and Contra Costa Counties. LCC's services are provided to youth in the education, child welfare, behavioral health and juvenile justice systems.

LCC's vision is to see youth in the most challenged neighborhoods grow up safe, healthy, and well-educated. We are committed to addressing the needs of children and youth before they drop out of school, enter foster care, reach juvenile detention or as they transition out of these systems. LCC does this through programs that provide a continuum of services emphasizing family engagement and strengthening, mental health and case management interventions, youth development programs, and practitioner training and consultation.

LCC operates a special education school with integrated mental health services, a support program for kin families, intensive home and school-based mental health and case management services for foster, probation youth, and chronically truant youth, and for students at 17 public and two charter schools, as well as consultation to four Child Development Centers. We also provide parent education and run a Children's Defense Fund Freedom School®.

LCC's integrated approach, which grows out of a belief that "everyone needs a team," focuses comprehensive home and school-based services that meet the unique needs of youth and families. Staff find creative ways to reach youth, developing a service plan through a collaborative process using natural supports whenever possible. No child is turned away for services. LCC aspires to expand our

approach and engage in the robust evaluation of services and outcomes for youth that will increase stability at home and school, improve transitions from foster care, and increase academic achievement.
www.lincolncildcenter.org

Los Angeles Unified School District (Los Angeles, CA)

The Diploma Project is part of the Los Angeles Unified School District Pupil Services Branch, which is under the Student Health and Human Services Division. Pupil Services supports schools in achieving attendance improvement targets in Kindergarten through grade 12. Pupil Services' top priority is to increase student attendance, which is a critical factor to improving academic achievement. The Diploma Project was originally funded by LAUSD from 2006 through 2009. There were 80 Diploma Project Advisors at that time, which provided services to students in low performing schools. Due to budget cuts the program was discontinued in 2009 until October of 2010, when the Diploma Project received the federally funded, five year High School Graduation Initiative Grant. The Diploma Project implements scientifically based, sustainable and widely replicated strategies for school dropout prevention and re-entry; including early identification of at-risk youth, intensive case management, and support for transitions, enrollment in appropriate educational program, and parent engagement. The Diploma Project engages several community partners, as well as parent groups toward a common vision of graduation for all students.

The purpose of the Diploma Project is to reduce the dropout rates in the program schools by utilizing a three-tiered approach: 1) identifying at-risk students at the feeder middle school and providing academic and transitional interventions; 2) increasing 9th to 10th grad promotion rates through tiered interventions and support; and 3) recovering students who have dropped out by providing options to multiple educational pathways and support to achieve a high school diploma. The ultimate goal of the Diploma Project is to reduce dropout rates in this program of six of LAUSD's highest need high schools. The Diploma Project schools were selected based on annual dropout rates above the state average, 9th grade retention rates, and school attendance rates.

www.pupilservices.lausd.net

Lyles Center for Innovation and Entrepreneurship (Fresno, CA)

The Lyles Center uses its strategic position to leverage resources from the entire university to assist innovators and entrepreneurs in the development of their ideas into a business. The Lyles Center acts as a bridge for the campus and community, linking resources of both to achieve success in the marketplace. In an effort to achieve these goals the Lyles Center has a wide expanse of programs aimed at four specific entrepreneurship targets: youth; collegiate; university; and community.

www.lylescenter.com

Maryland Foster Youth Resource Center (Baltimore, MD)

The Maryland Foster Youth Resource Center (MFYRC) connects transitioning foster youth (ages 17-25) with life skills resources and long-term solutions, and empowers youth to create systems change through leadership and advocacy. Founded in 2008 by a former foster youth, the purpose of the Maryland Foster Youth Resource Center is to help youth make a successful transition from foster care to independence. While there is a range of public and private services designed for foster youth, there are numerous obstacles to effectively access these services – including gaps in needed services, lack of awareness among professionals, and lack of readiness among the youth themselves. MFYRC was created to identify gaps, highlight useful existing programs, and augment support for transitioning youth. The personal experiences of the staff, board, and youth leaders inspire compelling energy and evidence to advocate at the city, county and state levels for strengthening this system of services.

MFYRC runs 6 key programs: (1) Save Our Foster Youth (SOFY) that provides emergency financial assistance to former foster youth, (2) Foster Youth Incorporated, Inc. (FYI) a youth-driven program that teaches foster youth about their rights and responsibilities while in foster care and educates lawyers, judges, social workers and the community about the foster care system, (3) Transitional Housing program that provides emergency and transitional housing to former foster youth, and (4) Prep for Success Life Skills Curriculum , (5) Volunteer Service Navigator Program where clients are connected with an informal mentor that assists them in creating positive support systems and reaching their personal goals outlined in the work plan developed with MFYRC, and 6) is our Workforce Development program where we are working to develop a relationship with employers in the community willing to inform us directly of job openings and to serve in a mentorship role to our clients needing to build their soft skills.

MFYRC's goal is to decrease the number of homeless former foster youth (and youth in danger of experiencing homelessness) by meeting their immediate needs for food, clothing and shelter and establishing a relationship that will provide support for their permanent needs for stable housing, connection to workforce development programs and employment, counseling services, life skills workshops, educational resources and supportive networks of people that will enable youth to become contributing and successful members of society.

www.mfyrc.org

MathPOWER (Boston, MA)

Since 1989, MathPOWER has pioneered model programs to develop math proficiency and personal resiliency among disadvantaged children in greater Boston. Substantial research shows that proficiency in advanced mathematics—defined as an additional year of math study beyond Algebra II in high school—is the number one predictor of which students will enroll in and complete a college education within four years of graduating from high school. Correspondingly, mathematics is an unforgiving, cumulative discipline; if students begin struggling to master math concepts in the early grades (3-5), they will continue to fall behind as they do not have the appropriate foundation to acquire new mathematical knowledge. In Boston, the 8th grade Math MCAS scores reveal that only about 24% - 27% of African American and Hispanic students score at the Proficient or Advanced levels, well below the percentages for White and Asian students of 60% and 73% respectively (MCAS 2012).

Currently MathPOWER reaches nearly 3,000 Boston Public School (BPS) students annually, providing direct coaching to teachers as well as instruction to students in out-of-school settings. Independent evaluations have revealed that MathPOWER programs have yielded measurable improvements; for instance in 2008-2009, schools participating in the MathGAINS program (providing teachers with the training and instructional resources to address gaps in students' prior learning) demonstrated gains ranging between 15%-25% of participating students moving from failing categories on the MCAS to a status of Proficient or Advanced. For comparison, the Boston Public Schools' annual average rate of gain for progress in mathematics hovers around 3%. Other MathPOWER programs have had similar effects. In 2011, MathPOWER was recognized as Social Innovator of the Year by Root Cause for working with youth who are academically at-risk, and in the same year it was selected as the investee of Social Venture Partners Boston. Both of these awards resulted from a competitive review and affirmed our meaningful work.

mathpower.neu.edu

Mental Health America of Licking County (Newark, OH)

Mental Health America of Licking County is a non-profit organization which was established in 1953 to promote good mental health, wellness and to achieve victory over mental illness.

MHA envisions a just, humane and healthy society in which all people are accorded respect, dignity and the opportunity to achieve their full potential free from stigma and prejudice.

Research tells us that one in four families will experience mental illness some time during the course of their lives.

Other goals are to advocate on behalf of persons with mental illnesses, improve and provide consumer and family support services, to build assets in youth, to eradicate stigma, and to provide prevention programs.

The Prevent Assault & Violence Education program, or PAVE, was created in 1994 to help empower youth in our community to overcome potential negative situations in their lives & become role models to younger students by teaching them about violence prevention of all kinds. High school student volunteers are trained to teach about bullying prevention, media literacy, physical assault, types of abuse & neglect & sexual assault to middle school students in Licking County. They also learn leadership skills, team-building, healthy relationships, etc., during weekly meetings.

Our PAVE Assistant Coordinator teaches teen dating violence, etc., in the high schools & encourages students to join the program where they can learn so much more. He also is part of the Ohio Men's Action Network (OH MAN) to help reduce men's violence against women: domestic violence, sexual violence, or intimate partner violence.

While the goal is to reduce all kinds of violence, we also seek to improve the lives of the teens in our group. Upon graduation from high school, they have the opportunity to teach in the high schools as a contract staff member. Several students in the program live in poverty and/or have been victims of abuse, either bullying, domestic violence or dating violence. (Any of those or all of those.) They learn that it was not their fault & they help themselves & empower others by sharing their stories & their message.

www.mhalc.org

MidPen (Foster City, CA)

With an annual investment of \$4 million, an in-house staff of 65, and over 300 service-provider partners, MidPen Resident Services Corporation (MidPen Services) delivers onsite programs, education, and support to help our low-income residents improve their lives. Through MidPen Services, thousands of residents gain access to valuable opportunities: they may obtain better jobs, pursue higher education, or enjoy their golden years in a healthy environment. Residents often become more active and choose to give back to their communities. They receive consistent health screens to combat Type II diabetes, hypertension, and obesity, which are prevalent in low-income communities. Many residents learn to use computers, speak English, and build financial independence.

MidPen Services submits this grant application for funding to expand our After School Program to 20 low-income and multi-family communities in San Mateo County, CA. Funding will, over a three-year period, afford an additional 600 (for a total of 1200) at-risk youth access to academic support, life skills training, and mentoring otherwise unavailable to them. Over the years, MidPen's After School Program

has demonstrated a legacy of success by improving academic achievement, keeping kids from dropping out of school, and engaging entire families in a collective effort to sustain positive outcomes. The program provides the following core components:

- Academic Support – Supervised by talented Academic Coaches and volunteers, the program provides assistance with homework/academic activities, healthy eating and lifestyle support, literacy development, independent reading and academic reinforcement enrichment exercises.
- Leadership Enrichment Advancement Program (LEAP) – The probability of low-income youth within our residential communities breaking the cycle of poverty depends largely on their ability to make healthy, forward-looking choices. As participants in our youth programs learn and practice fundamental life and leadership skills, they are empowered to adopt active, careful, well-informed decision-making habits.
- Financial Literacy – The importance and value of teaching financial literacy to our low-income youth cannot be overstated. Armed with economic literacy, critical financial life skills, and a hopeful sense of their ability to engage positively in the marketplace, these young people will be equipped to steward their talents and resources to achieve economic progress.

www.midpen-housing.org

Mountain Home Montana (Missoula, MT)

Mountain Home Montana, Inc. is a nonprofit organization located in Missoula, Montana and founded in 1998. Mountain Home Montana opened its first home 6 bedroom home for homeless young mothers and children in 2000. In 2006 Mountain Home Montana started the System To Improve Teen Services, a capacity building project for youth serving organizations funded by the Administration for Children and Families, Communities Empowering Youth Project. Mountain Home Montana built 5 Transitional Living Apartments in 2011 and in January 2013 will open its first Mental Health Center for young mothers and children. The Transitional Housing Programs have 24-hour staff supervision to support the young mothers and children and uses best practice models including the Ansell Casey Life Skills Program and Nurturing Parenting Program and individualized treatment plans to meet the needs of each pregnant and parenting young mother. The staff includes a Licensed Clinical Social Worker, Program Manager, Case Manager, Transition Services Coordinator, and Resident Care Coordinators. The programs are built on a relationship based model and integrates both attachment and youth development strategies in its programming.

Mountain Home Montana is funded by federal, state and local grants, private donations and fundraising. Mountain Home Montana is part of the Second Chance Homes Network of Montana and is a leader in youth services in the State of Montana, specifically being asked to serve on the Montana Coalition for the Homeless and the Rural and Frontier Expert Panel for the United States Inter-agency Council on Homelessness. Mountain Home Montana is often asked to provide technical assistance and capacity building support to organizations all over the country who are interested in starting similar programs, most recently in the State of Montana, Texas, and Missouri. Mountain Home Montana is interested in officially providing this service and having the funding to support it.

www.mountainhomemt.org

National Academy Foundation (New York, NY)

The National Academy Foundation (NAF) is an acclaimed network of career-themed academies that opens doors to viable careers and academic success for underserved high school students. For 30 years, NAF has refined a proven educational model that provides young people access to industry-specific curricula, work-based learning experiences, and relationships with business professionals. NAF partners with schools and districts to provide a model that functions within the existing public school structure. Academies running the NAF model complement traditional high school studies with a focus on one of five career themes—finance, health sciences, hospitality & tourism, information technology, and engineering. Academy students take theme-based courses each semester in addition to their regular core classes.

In 2012, NAF launched a bold five-year business plan to increase its impact on the academic and career success of current and future generations of students. NAF will partner with the nation's largest school districts to grow enrollment from 60,000 students today to 100,000+ students annually by 2020, thereby helping thousands more students reach graduation with a plan for their futures, strengthening the country's key school districts, and demonstrating the power of career academies to deliver long-term college and career readiness outcomes.

At an incremental NAF and district cost of \$500 per student, this guarantees a return not only for these students in their lifetime earnings and potential, but for the local businesses that are integral to the success of the NAF model, and for communities. While NAF believes that all students can benefit from its programs, it has historically targeted high schools in urban areas and strives to bring high quality learning experiences to the young people who need them the most in keeping with its belief that education should offer the same pathway to success for youth in low-income communities as it does for their more affluent peers.

www.naf.org

National Association for Urban Debate Leagues (Chicago, IL)

As the national leader of the urban debate movement, NAUDL works with its partner leagues to provide debate programming to urban middle and high school students. Its vision is that all urban youth graduate from high school prepared to succeed in college and their careers, and to contribute to their communities.

Urban debate is an academic sport. Students debate a single complex public policy question, or resolution, for an entire year. They work with a coach, who is also a classroom teacher at their school. In twice-weekly after-school debate practices the coach guides the debaters as they discuss issues, conduct research, and build their arguments. The coach also organizes and critiques scrimmage debates, where the debaters hone their skills and test their arguments. The coach accompanies the team to weekend tournaments where two-person teams compete in a series of 60-minute debates.

Urban debate attracts students who feel disconnected from school. Coaches engage them by using project-based teaching methods and by encouraging them to explore solutions to real-world problems, such as whether the federal government should invest in mass transit. Urban debate unlocks students' potential by teaching them critical thinking and problem-solving, communication, collaboration and creativity – skills that are essential for college and career success but are rarely taught in today's urban public school classroom.

NAUDL has built and supported a strong national network of leagues, making it possible for urban debate to grow. NAUDL pioneered the first and only successful model for sustainable urban debate leagues and used it to build 11 leagues in just 4 years. No league built under this model has ever failed. Today, NAUDL supports leagues in 19 cities. It provides training and technical assistance, sets standards for program quality, measures outcomes, facilitates research and annually organizes and hosts the urban debate national tournament.

www.urbandebate.org

National Council on Educating Black Children (Indianapolis, IN)

The National Council on Educating Black Children (NCEBC) is currently in its 22nd year, established by U.S. Congressman Augustus Hawkins (author of the Civil Rights Act). NCEBC was established to show grassroots stakeholders concerned with educating Black children, how to empower communities and families to work with schools and in their cities to deliver measurable positive results for Black youth, especially males, who—historically—have been at greatest risk. Indianapolis /Marion County has twice been named as “the Dropout Factory of the Nation” (Balfanz, '07,'10) and “worst place in the U.S. for males (of any color) to graduate.” (Schott Foundation, 2008) It is fitting that the National Headquarters of NCEBC (a 501 c 3) is located in Indianapolis. NCEBC has a 3-pronged approach to eradicating this national disproportional data: (1) Literacy Centers; (2) Cultural Competency Training; and (3) a Parent University.

Over 2,500 youth/week are currently being served in various Literacy Centers in GA, CA, FL, KY, MD, and IN, utilizing culturally-relevant teaching strategies, and empowering parents to advocate for their own children’s education, in churches, community agencies, and after-school programs. Children at the bottom of the economic and educational realm meet daily for 2-3 hours, focusing on reading skills taught by a trained (often retired) teacher who utilizes culturally-relevant teaching strategies (“dancing definitions,” group formations, and accelerated skill-building activities). Each Center has a ratio of no more than 1/7 with additional staff of parents, church volunteers, college students from Predominantly/Historically-Black Institutions, and community partners trained by NCEBC. Each LC has special sessions from the Parent University Curriculum, and each LC uses individualized Scientifically-Based Reading Research technology also, based on national standards--culminating in dramatic academic gains as shown in External Evaluations.

www.ncebc.org

NAYA Family Center (Portland, OR)

NAYA was established in 1974 as a grassroots volunteer organization and achieved 501(c)(3) nonprofit status in 1994. Our mission is “to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education.” We provide comprehensive wraparound services for urban Native Americans, ranging from tutoring and youth development to career skills development, cultural activities, financial wellness, and family stability services. Our services are provided to the Native community through our Youth and Education Services, Family Services, and Community Development departments.

Our Youth and Education Services department provides academic support, youth advocacy, cultural and family involvement events and activities, and a high school. Our Early College Academy—a private, accredited high school, also known as the ECA—is the main point of entry for many of our youth. It nourishes a hands-on, cultural learning environment and offers a blended high school and post-secondary curriculum. Students have the unique opportunity to earn a diploma and college credit, while taking advantage of small class sizes. Academic programming integrates local Native culture, family and

community outreach, and partnerships with Portland Community College and other post-secondary institutions. The ECA serves the Portland, Gresham-Barlow, Reynolds, Parkrose, Centennial, and David Douglas school districts. NAYA youth programming provides much-needed wraparound support for our students attending the ECA, as well as students attending other Portland-area high schools.

NAYA is the primary provider of culturally specific services for Native Americans in the Portland area. We are committed to addressing and increasing Native student success through academic support, advocacy, family involvement, and strengthening cultural identity. Our intense focus on youth achievement and community stability are unique. Youth achievement in scholastic, cultural, and recreational measures has been a mainstay of our organization for the past 35 years.

www.nayapdx.org

Nevada Youth Empowerment Project (Reno, NV)

The Nevada Youth Empowerment Project provides innovative residential and outpatient programming and education to prepare willing older youth for independent self-sufficient living. Founded in 2007 as a 501©3, NYEP serves as a community leader developing residential independent living and self-sufficiency educational programming for at risk and homeless youth in northern Nevada.

NYEP has developed the Community Living Program (CLP) and the Token Economy System, a program to teach self-sufficiency and comprehensive life skills, motivate task completion; re-direct undesirable behaviors, record task completion and track weekly progress. By utilizing the two programs, NYEP is able to provide measurable independent living curriculum to meet the needs of youth in the northern Nevada.

Each resident works with CLP staff to complete a Social History & Mental Health Assessment that is used to develop a holistic success plan. At the end of each section, there is a Summary, as well as a Program Directions for CLP Staff. Program Directions may include direct service work or referrals for specific services. Success plans are reviewed by all staff each week to discuss progress, plateaus and ideas to motivate task completion.

The CLP provides homeless youth with a safe, structured place to learn with links to basic services that, if absent, could prevent them from learning and functioning within our society. Programming includes safe housing, food, clothing, supportive services, life skills training, and daily interaction with trusted, positive adults. While youth reside at the CLP, the staff is prepared to support, teach, monitor, redirect and record their efforts to achieve success plan goals. The resident youth will learn how to complete high school, volunteer, problem solve, have fun, cook, clean, budget, try new things, type, do laundry, find/keep a job, find/keep permanent housing and get along with others.

Weekly Score Sheets are used for each resident to establish a baseline and then to record weekly points earned, spent and lost concerning completion of household chores, shopping, cooking, budgeting, event attendance, interpersonal assignments, typing, laundry, civic engagement, keeping a calendar, and the Ansell Casey Life Skills Assessment. We believe that consistent progress in performing basic daily living functions, steady interpersonal growth and participating in regular positive group activities are indicators of success and eventual larger goal completion such as finishing school, getting a job and finding sustainable housing.

The Token Economy System sets guidelines for the residents as completed tasks (chores) or volunteer work is rewarded with tokens. Rewards are then purchased with points. Rewards include late curfews,

sleepovers, bus passes, cell phone payments, special clothing items, hair appointments, or a reward of their choice.

www.nvyep.org

New Leaders (New York, NY)

New Leaders envisions a day when there is educational excellence and equity in America – when our country’s schools ensure that all children, particularly students of color and those from low-income households, are prepared for success in college, career and citizenship. Through our Leadership Development Program, we fill district and charter talent pipelines with transformational school leaders.

We are driven by a simple, yet powerful fact: leadership matters. Indeed, the difference between an average and an above-average principal can impact student achievement by as much as 20 percentage points. This is because effective school leaders play a pivotal role in creating the necessary environment for students to reach their potential by procuring the necessary resources, hiring the best teachers, coaching staff to become excellent at their craft, actively defining and reinforcing a culture of excellence and rallying the entire school community, including parents, around a set of measurable achievement goals.

Our leadership training begins with the Emerging Leaders Program, which we use to grow the adult and instructional leadership skills of talented teachers and administrators and build a pipeline of talent destined for the principal role. The strongest Emerging Leaders go on to join our signature Aspiring Principals Program, a rigorous, one-year Residency through which we train highly motivated, results-oriented individuals to lead and transform the nation’s underperforming schools. After the Residency, we support our New Leaders through a Principal Institute, which employs professional learning communities and one-on-one coaching to guide principals through some of their toughest challenges. To date, we have trained over 1,000 leaders who are impacting more than 300,000 children in low-income communities across the country – helping underserved kids beat the odds by preparing them to tackle the challenges of higher education and compete for the jobs of the future.

New Leaders is also committed to broadening our impact beyond New Leader schools. Through our State & District Services and research and evaluation activities, we advance the policies and practices that allow great leaders – whether New Leaders trained or not – to succeed across schools and school systems.

www.newleaders.org

New Life of New York City incorporated (Brooklyn, NY)

New Life of New York, Inc. is a 501©(3) non-profit youth organization dedicated to providing support and nurture to at-risk urban youth growing up in under-served neighborhoods and in homes where there is frequently no one to turn to for stability, guidance or protection. New Life’s mission is to reach these at-risk teenagers through personal relationships, engaging them in a diverse number of programs and reclaiming them from a violent, destructive life style prevalent in inner city neighborhoods. The mentoring relationships that are developed enable teenagers to grow, learn, expand their horizons and redirect their energies into becoming productive individuals.

New Life Learning Center / After-School Education Programs

- Athletic/Sports Activities
- Leadership Training
- Mentoring

- Crisis Intervention
- Recreational and Social Activities
- Rites of Passage
- New Life Club
- Outreach and Leadership Camps
- Arts and Theater Program
- Nubian gents Step Team
- Feminine Fire Step Team
- Summer Camp Program
- Annual Overseas Mission Tour

www.NewLifeOfNYC.org

New Morning Foundation (Columbia, SC)

New Morning Foundation (NMF) is a 501(c)(3) charity founded in 2002 and funded through 5 trusts, which provide stable, unrestricted funding of \$2.6M annually. NMF’s mission is to improve the sexual/reproductive health of South Carolinians under age 30 and to decrease unintended pregnancies within this population. To date, \$8.6M has been invested in direct grants to target some of the most under-served, economically disadvantaged communities with high numbers of unintended pregnancies in the state, which has a teen birth rate 23% higher than the national rate. Over 8 years, NMF has designed and tested a new teen pregnancy prevention program, which combines strategies that research has shown to be effective and which has more potential than any single strategy alone. The program includes an evidence-based curriculum, taught with fidelity; provides case management for students at risk for pregnancy, especially sexually active students; and links students to contraceptive services through facilitated referrals to clinics.

Rather than testing one curriculum or program, this project will test a multi-pronged approach built upon strategies that have demonstrated efficacy but which should have a stronger effect size when combined into one program. The program is already embedded in 6 high-poverty schools (4,200 students) and is being evaluated long-term by Philliber Research Associates. Two of these projects have been evaluated for 8 years with promising results: Students in these schools are 54% less likely to become pregnant and 41% less likely to give birth than other African American females aged 15-19 in South Carolina; students are more likely to use an effective birth control method if they are sexually active; 93% of students receiving clinic services have opted for contraceptives. NMF seeks to add two high schools in 2013, where the model program will be replicated with fidelity and further tested through a lagged cohort evaluation over three academic years.

www.newmorningfoundation.org

Noble Network of Charter Schools (Chicago, IL)

In 1999, two Chicago Public Schools teachers – Michael and Tonya Milkie – opened the first campus of the Noble Network of Charter Schools. Noble was founded to provide low-income students with the scholarship, discipline, and honor necessary to succeed in college and in life. We open our schools in communities of greatest need to provide a high-performing high school option to low-income families that can’t afford private school tuition.

As Noble has expanded from one campus to twelve, we have gotten better at what we do: ACT scores have increased, a higher percentage of students are enrolling in and persisting through college, and our administrative operations have become leaner than ever to maximize efficiency. Noble’s achievements are the result of a strong college-bound culture bolstered by data and a high degree of autonomy with

accountability that resonates across all campuses. For the past four years, all Noble campuses with junior classes have ranked in the top ten of Chicago's open-enrollment high schools based on average ACT scores. In 2012, 100% of Noble seniors were admitted to college; 90% of graduates enrolled in college; and 83% were the first in their family to attend college. Noble is making college a reality and an expectation for urban families in greatest need and our results are surpassing all of Chicago's charter school networks and some selective-enrollment schools.

As we look to the future, we strive to provide a Noble education to every student that applies. With 4,700 families currently on our waitlist, our growth plan to open ten new campuses in Chicago's neediest communities by 2016 is already underway. When our 20 campuses are fully enrolled, Noble will serve more than 16,000 students and our enrollment will account for 15% of the CPS high school population, again proving that given the right environment every child can succeed.

www.noblenetwork.org

Northeast Florida Community Action Agency (Jacksonville, FL)

Northeast Florida Community Action Agency – NFCAA, has a 501(C) (3) status, we are affiliated with the national Community Action Partnership. NFCAA has served for 47 year. The Mission is to collaborate with community partners, empowering families in Northeast Florida to achieve self-sufficiency through education, employment and advocacy. NFCAA target, the low –income families in 7 counties (serving: Baker, Clay, Duval, Flagler, Nassau, Putnam and St. Johns) agricultural and urban/metropolitan. We believe that low-income people should enjoy a quality of life without subsidy by becoming more self-sufficient, thereby providing the tools necessary to improve the conditions of their lives. NFCAA's Family Self-Sufficiency Program – FSSP, a low –Income person would receive employment competencies training; job skills and placement, GED preparation and training, literacy, and or vocational training with tuition, books and uniforms assistance would be offered in preparation for employment. Customer in the program would be instructed on financial literacy, credit reconstruction, individual development accounts – IDA and free tax preparation.

NFCAA believes by introducing the concept to our youth, and provide the tools and support; we can break the cycle of dependency, and instill a sense of pride and economic independence. NFCAA's Data Busters Summer Youth Program has operated for 27 years in all 7 counties, for 6-9 weeks each summer, with 250 youth, ages 14-17. The purpose of the program is to introduce youth to technology and the world of work, and increase positive youth development to reduce summer at risk behavior. Students are taught the Microsoft Office, Word, PowerPoint, and Excel. They use these skills to develop, resumes, book reports and financial budgets. They're taught pre employment and work ethics skills and assigned to nonprofit organizations, to perform work skills learned in the classroom for which they are paid minimum wage.

www.nfcaa.net

OIC of America (Philadelphia, PA)

OIC of America, Inc. is a decentralized network of employment and training programs with 36 operating affiliates. Since 1964, working at the national, regional and local levels, OICA and its affiliates have served over 2 million disadvantage, unemployed, underemployed and under-skilled, at-risk youth and adults. Founded by the late Rev. Leon Sullivan, the mission of OICA is to partner with the poor in providing quality education, training, employment and housing services through our national network that enables economically disadvantaged people of all races and backgrounds to become productive and more fulfilled members of our Society. Underlying this mission is that: Every person has dignity, and this should not be violated, OIC screens people in. OIC works because it shapes attitudes and abilities. The

philosophy of self-help and the OIC system of developing the "whole person" enables individuals to become self-sufficient and productive workers. OIC trains people for the real economy and job skills training in many different areas. Learning is geared to the interest of the individual, the demands of the economy and the opportunities in the local communities. Specifically, OICA operates two Alternative High Schools for the School District of Philadelphia--the Career & Academic Development Institute (CADI) and the Creative Learning Academy (CLA) which are the subject programs of this proposal. The schools serve youth who are over-aged and under-accredited ages who have dropped out or are at risk of dropping out of school.

www.oicofamerica.org

Orphan Foundation of America dba Foster Care to Success Foundation (Sterling, VA)

Foster Care to Success (FCS) was founded in 1981 as "Orphan Foundation of America" with the mission of helping foster youth transition to successful independent adulthood through postsecondary education or training. FCS's founder was a former foster youth, who knew firsthand the difficulties of turning 18 and entering adulthood without a caring support system.

Today, FCS is the nation's largest provider of college funding and support services for foster youth. We have helped shape public policy including the Foster Care Independence Act of 1999 and the Education and Training Voucher Program, as well as volunteer initiatives and the programs of other organizations working with foster youth.

FCS knows that young people need more than just funding to successfully navigate college or training programs and prosper in the workforce. They also need knowledgeable, compassionate guidance and support from caring adults. FCS staff work tirelessly with youth not only to ensure that their funding is disbursed appropriately, but to open their minds to possibilities and teach them about practicalities. Conversations and resources regarding careers and workforce issues, academics, finances and budgeting (including student loans) and personal wellbeing and growth are targeted to specific populations such as young men, students of color, parents, and those who are academically at risk. The FCS Academic Success and Senior Year programs augment the work of staff by matching some students with trained, supported volunteer coaches. With over 4500 active students, staff and volunteers are sometimes overextended, and we welcome the opportunity to expand our capacity to better and more comprehensively serve America's foster youth as they move from the state foster care system through college and training programs to successful independent adulthood.

www.fc2success.org

Ouachita Calhoun County Literacy Council Inc (Camden, AR)

Originally founded in 1991, Ouachita-Calhoun County Literacy Council, Inc. (OCCLC), a 501(c) 3, not-for-profit, volunteer managed organization, re-established after a long period of inactivity by the previous Board and staff, in July 2009 through a key partnership with Southern Arkansas University Tech, SAU Tech Adult Education, and initial financial support from Arkansas Literacy Councils, Inc. OCCLC serves to provide direct one-on-one and small group tutoring to adults who function on, or below a 6th grade level of education, as well as to raise awareness of the issues with poor literacy skills and to promote access to opportunity for all through educational attainments. In 2010, OCCLC's executive staff initiated specific programs for the at-risk youth population which now includes services that extend specifically to at-risk youth in the 14-24 year age group. These youth not only receive literacy skills tutoring, but soft skills training, directional pathway skills, and mentoring partnerships to engage them in pursuing higher levels of education for better home, work, and civic life. Currently governed by a 13-member Board of Directors, and staffed with an Executive Director, (3) AmeriCorps Service Members annually, and a

dedicated team of volunteer tutors, the council successfully offers adult literacy and skills improvement services in Ouachita, Calhoun, and Dallas Counties. Volunteer tutors receive training through OCCLC workshops that prepares them to assist adults with improving their reading, writing, math/computation, English, technology, and basic life skills. In addition to tutor training, the council offers special mentor training to prospective young adult coaches at no cost. OCCLC was recipient of the 2010 Excellence in Education Award, and the 2011 Innovative Project Award by Arkansas Literacy Councils, Inc. The mission of OCCLC is to assist adults in becoming economically self-sufficient, employable, and able to move to higher levels of education.

www.sautech.edu/community/literacy.aspx

Our Piece of the Pie (Hartford, CT)

The mission of Our Piece of the Pie[®], Inc. (OPP[®]) is to help urban youth become successful adults. OPP works with youth, ages 14-24, who are disconnected and disengaged from their communities and schools. Some are at high risk of dropping out of high school and others already have. Many have been involved in the juvenile justice system, the foster care system, or come from non-traditional family environments and are both out of school and out of work. OPP has successfully structured its programs and services to lead these at-risk or disadvantaged youth toward the goals of achieving a college degree or vocational credentials and/or obtaining employment.

We accomplish this through our signature Pathways to Success program, which operates at the intersection of three fields of practice – youth development, education, and workforce development. There are two key components to our program: first, each youth should have an individualized plan allowing them to map out a realistic path from where they are to where they want to be; second, every young person needs a caring adult in their life who can advise them along their journey. In the Pathways program, this adult is a Youth Development Specialist (YDS). Each youth is matched with a YDS who works closely with them as a coach and mentor, helping them to develop a plan and guiding them through OPP's education and employment services. OPP's Pathways model has been successfully implemented in three settings: within communities, within high schools, and most recently, within community colleges.

www.OPP.org

Pace Center for Girls (Jacksonville, FL)

For 27 years, the PACE Center for Girls has helped girls and young women in Florida gain the skills and knowledge they need to lead healthy, productive and fulfilling lives. PACE has a demonstrated record of helping girls find success in school, at home and in their communities and in reducing teen pregnancy, substance abuse, dropping out of school, rates of detention and incarceration and long term economic dependency.

PACE operates 17 non-residential prevention, diversion and early intervention Centers across Florida serving girls involved in, or at risk of becoming involved in, the juvenile justice system. Over 40% of girls come to PACE with a prior justice system charge and a similar number a documented history of physical or sexual trauma. Research shows that girls with a history of trauma are twice as likely as those without this history to be arrested.

Failure in school is also a major risk factor associated with delinquency in girls and research indicates that trauma can undermine girls' ability to learn and function in the classroom. PACE's gender-responsive and trauma informed environment promotes protective factors and mitigates risk factors that are associated with delinquency amongst girls.

Girls are referred to PACE through a variety of sources and girls receive comprehensive case management, counseling and therapeutic treatment; a gender responsive life skills curriculum; and take a full complement of core academic subjects. After PACE, girls receive 3 years of follow up transition services. PACE's comprehensive set of services are designed to improve health and mental health; promote healthy relationships; prevent teen pregnancy and substance use/abuse and increase self-efficacy; positive decision making and performance in school. PACE also has an active statewide advocacy network focused on improving public systems and policies that impact girls and young women. www.pacecenter.org

Parents as Teachers National Center (St. Louis, MO)

Parents as Teachers National Center is the hub for the international network of local Parents as Teachers in all 50 states and seven other countries (Australia, Canada, China, Germany, New Zealand, Switzerland, and the United Kingdom). The National Center is the certifying body for the local programs and for the nearly 7,500 parent educators working in the local programs. In addition to training and certification, the National Center also provides the curricula and materials used with families. Last year these local programs served more than 190,000 families with children ages prenatal to kindergarten entry.

The evidence-based Parents as Teachers model is a parenting education program for families with children aged prenatal through kindergarten entry that includes personal visits, family group meetings, routine health and developmental screenings of the children, and referral to additional services, as needed. Local programs may be sponsored by a school district, health department, social service agency or a nonprofit organization.

Currently, the National Center has a contract to provide services to American Indian families through 44 Bureau of Indian Education schools. The National Center also has a five-year, \$17.25 million Investing in Innovations (i3) grant from the U. S. Department of Education to provide services at an additional 22 Bureau of Indian Education schools in six states. Recently, the National Center was awarded a two-year, \$3 million Innovative Approaches to Literacy grant from the U. S. Department of Education for work with low-income families in six states to improve families' home literacy environment and children's language and literacy. Parents as Teachers has been designated as one of the evidence-based home visiting models for the federal Maternal, Infant, Early Childhood Home Visiting initiative that is part of the Affordable Care Act.

www.ParentsAsTeachers.org

Parks and People Foundation (Baltimore, MD)

The Parks & People Foundation (PPF) works to improve the quality of life in Baltimore by focusing on the physical, social and environmental fabric of urban neighborhoods, an approach that is gaining increased attention and momentum both nationally and here in Baltimore. PPF works to revitalize neighborhoods through hands-on community greening activities, forming networks among communities to sustain natural resources, and providing programs for children where they can learn, grow, and explore their natural environment and develop a sense of community and environmental stewardship.

Mission Statement: The PPF is dedicated to supporting a wide range of recreational and educational opportunities; creating and sustaining beautiful and lively parks; and promoting a healthy natural environment for Baltimore.

The program applying for the grant is the Green Career Ladder. This is an umbrella term for multiple programs that reach students and young adults from ages 14-26. At present the main program is Building Resources And Nurturing Community Health & Environmental Stewardship (BRANCHES). Participants are part of a team of 4-5 youth, one assistant and one team leader. Participants range in age from 14-21 and the team leader is 21+. They work to complete green projects their home neighborhoods in the Baltimore City housing projects and throughout the city as needed. The work ranges from planting trees to rebuilding playgrounds. All of the work builds job skills and real work experience. For many it is their first job and first experience of working in the outdoors.

Other programs include two projects that are on hold due to funding issues. The first is a program similar to BRANCHES, but run directly out of Title One schools. The second is a Young Adult Training program. It would also be similar to BRANCHES, but for older team members.

www.parksandpeople.org

Pawsitive Works (Bonners Ferry, ID)

Pawsitive Works is making a measurable difference in the lives of at risk youth and sheltered dogs.

This program provides at risk youth with behavior skills that are linked to increased school attendance, improved community relations and decreased recidivism and improved problem behaviors. The program increases self-concept and mindfulness and positively affects empathy through the care and training of homeless behaviorally challenged dogs.

There are currently very few programs using canines in behavior modification. Those that do are limited geographically and are not producing data that can be utilized by various agencies. Pawsitive works has implemented the program into several communities and measures the effectiveness through a variety of measurement tools.

Over the past three years 98% of the youth we serve who are on probation have not broken the law or violated their probation during the program. Similarly, over 95% of the dogs in our program are adopted!

We believe our efforts are successful because of the involvement of dogs. Dogs who do not judge, who capture the hearts and attention of struggling youth. Dogs who desperately need and seek the attention and enrichment the youth can provide.

We are passionate about the youth we serve and the incredible canines who make this possible.

How does this work? The youth are assigned a dog from a community shelter to train three times a week for 5 weeks. We try to match "like" with "like". For example - shy dogs with shy youth. The youth work to overcome shyness by encouraging the dog to come out of its shell.

We celebrate the completion of each program session with a graduation ceremony. We love watching the youth "hand over" their training dogs to new owners – truly shaping both ends of the leash!

www.pawsitiveworks.com

PEARLS for Teen Girls (Milwaukee, WI)

PEARLS for Teen Girls has nearly a 20-year history of working steadfastly and successfully with some of Milwaukee, Wisconsin's most vulnerable teen girls to set and achieve goals, improve their academic achievement, and avoid risky behaviors such as teen pregnancy.

In 2010, our successes with girl-driven programming, coupled with the growing issues of at-risk teen girls, led us to explore whether, and in what ways, we could expand our reach to meet the emotional, developmental, academic, and social needs of an even greater number of girls every year. What if PEARLS could serve as many as 10,000 girls annually? Is the need really that great? What would it take to grow participation and keep the integrity of the program? How would the organization need to expand?

After a year of review and analysis, the PEARLS' 10,000 Girls Initiative planning committee, concluded that Milwaukee's needs and PEARLS' evidence of success warranted an aggressive five-phase process of expansion to reach more girls including some of the hardest-to-serve girls such as those in Wraparound Milwaukee, a program for youth who are at high risk of residential or correctional placement. PEARLS' Board of Directors unanimously adopted the 10,000 Girls Initiative at its May 2011 board meeting.

In the summer of 2011, PEARLS for Teen Girls embarked on its boldest and most auspicious venture by officially launching the 10,000 Girls Initiative. Clear vision and well-paced metrics have marked successful progress through Phase One. Currently, we are on target to expand program participation from 850 girls in 2011 to 1,100 girls by the end of 2012 and 2,250 girls by the end of Phase Two. This anticipated participant growth will be the direct result of a strong program model, persuasive evidence of success, sound commitment to expand to scale, strong financial and operational processes, and outstanding leadership capacity of staff and board.

www.pearlsforteengirls.com

Peer Health Exchange (San Francisco, CA)

Teens in underserved communities are engaging in risky behaviors at alarming rates, harming their bodies and their futures. Those who engage in risky behavior today are more likely to struggle or drop out of school, enter the criminal justice system, or live in poverty.

Peer Health Exchange's mission is to give teenagers the knowledge and skills they need to make healthy decisions. We do this by training college students to teach a comprehensive health curriculum in public high schools that lack health education. Our vision is that, one day, all teens will have the knowledge and skills they need to make healthy decisions.

In 1999, six Yale undergraduates began teaching health workshops in New Haven public schools in order to fill the gap left by an underfunded, understaffed district health program. In 2003, the founding members of the group established Peer Health Exchange to replicate this successful program in other communities with unmet health education needs. Since then, we have trained more than 5,000 college student volunteers to deliver effective health education to over 57,000 public high school students in New York City, Boston, Chicago, the San Francisco Bay Area, and Los Angeles, seeing strong initial results. This year, we have launched a sixth city site in Washington, D.C. to serve an additional 750 teens.

In 2011, we embarked on our next strategic plan, working to deepen our impact on every teen we serve, evaluate that impact more robustly, and develop and test additional methods for impact. As we do so, we will serve nearly 100,000 more teens by 2015.

www.peerhealthexchange.org

Planned Parenthood Federation of America (New York, NY)

Planned Parenthood is a trusted provider of quality, affordable care to millions of people and the largest provider of sexuality education in the country.

Planned Parenthood encompasses the national organization, Planned Parenthood Federation of America (PPFA), and a nationwide network of 74 independently incorporated affiliates operating nearly 800 health centers across the U.S. With an emphasis on prevention, Planned Parenthood provides education, information, and services to more than five million people worldwide. Our website, www.plannedparenthood.org, receives more than four million visits monthly from individuals seeking medically accurate information and access to our services.

Recognizing that technology is a promising avenue for reaching youth with education about sexual health, PPFA launched its Chat/Text program in September 2010. Targeted at teens and young adults aged 15-24, the goals of this program are to: 1) provide youth with real answers, in real time, to their urgent questions about sexual and reproductive health from a reliable, confidential source; and 2) link young people to sexual and reproductive health services. The program is committed to reaching groups experiencing health disparities, particularly African-American and Latino/Hispanic youth.

In moments of worry about unprotected sex, possible pregnancy, or disease exposure, PPFA's Chat/Text program connects young people to a trained, compassionate person that can respond to their particular concerns. The Chat/Text program is focused on emergency contraception, pregnancy, abortion, and testing for sexually transmitted infections (STIs) because these issues are time-sensitive. Chat and text allow a direct connection to users right when the information is needed, thus filling a gap that programs and health centers with limited hours cannot.

Conducted as a national health hotline, the program currently operates 81 hours per week: 9 am to 10 pm Monday-Friday; 9 am to 5 pm Saturday; and 2 pm to 10 pm Sunday (EST). By clicking a chat button on Planned Parenthood web pages or by sending a text, users interact with live trained customer service agents. Chat/Text staff uses a bank of over 900 scripted responses to provide information, correct misconceptions, and provide contact information for a Planned Parenthood health center when warranted.

www.plannedparenthood.org

POWER (New Bedford, MA)

Founded in 1993, the Marion Institute is a non-profit that acts as an incubator for a diverse array of Programs and Serendipity Projects that delve into the root cause of an issue and seeks to create deep and positive change. We work with individuals, schools and communities to inspire change in the areas of health and healing, sustainability, green economics, environmental education, spirituality and much more.

We are a nearly \$2 million/year organization staffed by a team of approximately 30 employees, aided by hundreds of volunteers and supported by thousands of donors. We currently have seven Programs and over twelve Serendipity Projects.

P.O.W.E.R- People Organizing for Wealth and Ecological Restoration- is a program of The Marion Institute. P.O.W.E.R's primary purpose is to act as an urban leadership incubator and focus on developing whole systems solutions to community problems in the areas of education, economy, equity, and ecology.

P.O.W.E.R. began with a focus on energy efficiency because we see it as an entry point and a means through which to catalyze systemic change. Many low-income families spend up to 30% of their income on energy costs. Increasing efficiency reduces these costs therefore improving the financial stability of families and reinvesting money into the local economy. Furthermore, existing buildings are responsible for upwards of 40% of carbon emissions. Energy efficiency is the cheapest and fastest way to significantly reduce energy use and lower carbon emissions. Additionally, all the work must be done locally and can be done within the current energy infrastructure, in comparison to solar or wind energy for example where many of the jobs the industry creates are overseas in manufacturing and the installation requires a change in the existing energy infrastructure. The increase in wages and wealth as a result of these jobs also helps to stabilize the economy and social fabric of a community.

P.O.W.E.R. has since expanded to piloting micro business ideas for young leaders including but not limited supporting youth urban agricultural initiatives and youth led and designed health and wellness programs and facilitating intergenerational leadership development practices.

www.newbedfordpower.org

Purpose for Life Foundation (Kansas City, MO)

The Purpose for Life Foundation is located in the Greater Kansas City Community. We were founded in 2007 by Cristian Randle. The organization has evolved over the years and now offers many activities throughout the community to everyone interested. It is our goal to provide innovative, creative and fun opportunities to all. All of our programs are inclusive, meaning anyone is able to participate; including those with cognitive, physical, developmental disabilities and anyone in need.

The mission of The Purpose for Life Foundation is to provide innovative programs and activities to promote inclusion rather than exclusion of those with special needs while encouraging community involvement. Activities and programs are either free or at a very low cost so that ALL are able to gain exposure and enjoyment in all life. Several surveys have concluded that American society does not offer enough constructive activities or meaningful roles to its young people, and 60% said they viewed after-school programs as an effective way to help young people. (Farkas, S., and Johnson, J., 2009)

Purpose for Life Foundation has several youth specific programs that fall under our youth enrichment/development program; however, ReACT leadership Academy (RAC) is the principle program of our youth enrichment/development initiative. RAC is a 10 month program that focuses on areas all youth need to assist in positive development into adulthood. The program has three phases. Each phase has core issues that are focused on, and upon completion of each phase the youth participants will advance to the next phase of youth enrichment/development.

The ReACT leadership Academy program utilizes identified principles of best practice in youth programs, which includes but is not limited to (1) offering rich learning experiences, (2) active engagement in problem solving and decision making, (3) youth participants are treated as resources and felt needed, and (4) found opportunities to develop positive relationships with adults and peers.

The ReAct leadership Academy program utilizes identified principles of best practice in youth programs, which includes but is not limited to (1) offering rich learning experiences, (2) active engagement in problem solving and decision making, (3) youth participants are treated as resources and felt needed, and (4) found opportunities to develop positive relationships with adults and peers. Principles of best practice in combination with solid programs, enables Purpose for Life to move from the conceptual stage to the practical implementation of our programs.

www.purpose4lifekc.org

Rainbow House (Columbia, MO)

Rainbow House is an organization located in Columbia, Missouri with a mission to prevent and intervene in child abuse and neglect. The organization consists of a Children's Emergency Shelter, Regional Child Advocacy Center and Homeless Youth Program.

The Children's Emergency Shelter provides a short-term placement for children ages 0-18 currently in foster care. In addition, this program provides crisis care for parents who need a safe place to house their children while they attempt to stabilize their own lives. Crisis Care provides a respite placement that can be accessed by a parent without involvement of Child Protective Services. The Children's Emergency Shelter provides a safe, home-like environment where sibling groups can be kept together and children can continue attending their home school until a more permanent placement is identified.

The Regional Child Advocacy Center provides forensic medical exams and conducts forensic interviews while utilizing a multi-disciplinary team approach with the investigative personnel from law enforcement, children's division, juvenile office and prosecuting attorney's offices to coordinate the best and most effective response to allegations of sexual and severe physical abuse of a child.

The Homeless Youth Program consists of Street Outreach Services, a Teen Emergency Shelter, and Transitional Living Program (TLP) that serves homeless, runaway youth ages 16-21. The goal of the Homeless Youth program is to reduce the number of homeless youth Mid-Missouri by providing them with the support and resources they need to become self-sufficient, successful adults. Outreach staff locate youth in the community and provide them with case management services and community referrals. The TLP and Teen Emergency Shelter offer therapy, life and job skills training, and linkage to educational opportunities and other community resources. Youth can reside in the Teen Emergency Shelter for 3-6 weeks and the TLP for 18 months.

www.rainbowhousecolumbia.org

Rancho Cielo (Salinas, CA)

Rancho Cielo's (RC) mission is to partner with our community to provide a safe campus to deliver programs and services that inspire at-risk youth to learn new skills, gain self-esteem, and confidence. Through our partnerships with accredited education partners, our programs provide at-risk youth with an opportunity to earn their high school diploma while receiving vocational training, life skills, and job placement assistance. On average up to 150 at-risk youth are on campus daily acquiring job readiness skills and vocational training/earning a high school diploma in one of our four programs.

In response to intensifying violence on the streets and the resulting community need, RC has expanded our programming. We celebrated our first 7 graduates in 2004; in 2012, we applauded 61 graduates. 61 students, who otherwise would not have gotten diplomas, now have a chance to work, go to college, or both. They have hope for their future and see a path to opportunity.

Their heart-warming personal achievement is also important to Monterey County's economy. While RC is not inexpensive to run, the economics of prevention and intervention are remarkable compared to the costs of incarceration. Typically, only 40% of youths coming out of incarceration manage to steer clear of the law for one year; 80% of Rancho Cielo youths DO NOT re-offend in one year. Additionally, while it costs more than \$100,000/year to incarcerate a juvenile in Monterey County, it costs about \$10,000/year to educate him/her at RC. Those statistics represent a 200% increase in positive outcomes for Monterey County youth, making better choices, earning their way off probation, achieving a high school diploma, and readying themselves for the legal workforce for one-tenth of the cost. The social savings in this model are enormous, as these young people become members of the work force, spend their wages back in the community, and act as role models for their children, the next generation of Monterey County citizens.

www.ranchocieloyc.org

Reconcile New Orleans (New Orleans, LA)

Reconcile New Orleans works to resolve the deeply ingrained social ills of poverty, prejudice, and fear by providing young adults from Communities of Need with the skills and confidence necessary to get and retain career-track jobs in New Orleans' hospitality sector, which continues to be a major driving force of New Orleans' economy. Reconcile's nationally recognized workforce development training program, now in its thirteenth year, provides life skills, hospitality industry training, work experience, job placement, and extended case management services for disconnected youth, ages 16-22. It also serves as a vehicle for the reconciliation and renewal of a community suffering from decades of painful commercial disinvestment.

Since opening its doors in 2000, Café Reconcile, a popular neighborhood lunch restaurant, has served as the training site where nearly 1,000 Reconcile graduates have acquired culinary and life skills and prepared for career-track hospitality jobs. Over the past 12 years, Reconcile has not only become a destination spot for New Orleanians and visitors from across the country, but an award winning model of exceptional response to some of the city's major issues.

With the benefit of a major facilities expansion, Reconcile New Orleans will increase capacity over the next three years to: 1) double the number of youth served annually in its hospitality training program; 2) introduce new advanced hospitality training and certification programs; 3) implement new nutritional and other health-related educational services for local youth; and 4) increase self-sustainability by expanding restaurant and catering revenue.

www.reconcileneworleans.org

RISE Foundation Inc (Memphis, TN)

The RISE Foundation, Inc. is a nonprofit organization founded in 1999. Our mission is to empower people to become self sufficient by building and sustaining human and financial assets, with a vision of transforming the financial well-being of low income working people, thereby improving the community. RISE also serves as a conduit in the community to work with other non-profits in helping low-income families to make better choices with their resources with a focus on asset development.

Goal Card is an incentive-based program for elementary, middle school and high school student focusing on goal-setting and improvements in grades, conduct and attendance. In addition to outperforming their peers in elementary and middle school, Goal Card high school students have a 90% graduation rate with all graduating seniors to date enrolled in post-secondary institutions.

www.risememphis.org

Riverside Recovery Resources (Temecula, CA)

Riverside Recovery Resources (RRR) is a nonprofit 501(c)3 California Corporation dedicated to the mission of “Building stronger families and communities by providing alcohol and other drug prevention, intervention, education, and rehabilitation services”. We provide counseling services with a dedicated, certified and well trained staff. They embrace our philosophy of social improvement from the devastation of alcoholism and addictions and in helping to create remarkable improvements in the lives of adults, adolescents and families in our local communities. RRR has provided outpatient and residential alcohol and drug treatment services to adults and adolescents in Riverside County for over 25 years. RRR has three outpatient locations and two residential locations throughout Riverside County.

We have a variety of programs to meet the specialized needs of our clients listed below:

- Alpha (DUI Program): Riverside Recovery Resources Alpha program offers court approved first offender Wet Reckless, 4, 6 and 9 month programs. We also offer 12 and 18 month multiple offender classes.
- Beta (Adolescent Outpatient): Our BETA Program focuses efforts in education, prevention, and treatment of alcohol and other drug addictions in the at risk adolescent population. Services are provided in schools and in our local offices.
- Family Counseling: The purpose of family counseling is to educate family members about family dynamics and issues associated with addiction and recovery. Family counseling provides the structure to support stabilization in the family and to assist the entire family in making changes that support the recovery of the client and all members of the family.
- First Step House: Men’s detox and residential drug and alcohol treatment facility.
- Our House: Women’s detox and residential drug and alcohol treatment facility.
- Omega (Adult Outpatient): The Omega Program is an outpatient alcohol and drug treatment program for adults. Services range in intensity and length based on the need of the client.

www.riversiderecovery.org

Roca (Chelsea, MA)

Roca is an outcomes driven organization that has served very high risk young men since 1988. Roca has developed and operates an Intervention Model designed to help the most high-risk young men break the destructive cycles of poverty, violence and perpetual incarceration. The Intervention Model pushes young men to identify, confront and overcome destructive behaviors and learn the skills needed to re-engage and succeed in society, education, and the economy.

To the best of our knowledge, Roca’s Intervention Model is the only full-time, long-term, behavioral change intervention delivered on the street, for this population, by a non-mandating authority. The Intervention Model is a cognitive-restructuring and skills development intervention, enabling young men to transform their lives and move toward the outcomes of economic independence (i.e. successfully keeping a job) and living out of harm’s way (i.e. staying out of prison).

Building off of our success to date and pulling from evidence-based practices in behavioral health, criminal justice and workforce development, the Intervention Model includes two years of intensive programming with two additional years of follow up for retention and sustainability. Based on a framework for change used in medical and mental health fields, the Intervention Model has four core components: 1) relentless outreach, on-going and aggressive outreach and follow-up designed to meet young people where they are and build trust; 2) transformational relationships, an intensive case management model; 3) stage-based programming designed to increase young people ability to move

toward economic independence through life skills, educational and pre-vocational, and employment programming; and, 4) work with engaged institutional partners, a partnership model with criminal justice, health, education, and other institutions to increase systemic capacity for intervention with very high risk young people and provision of needed supports.

www.rocainc.org

Rockaway (Far Rockaway, NY)

Rockaway Development & Revitalization Corporation (RDRC) is 501(c)(3) not-for-profit corporation founded in 1978. Our service delivery area originally encompassed a coastal community located in southeastern Queens known as the Rockaways. Today, our services are available to all residents of Queens County. Our mission statement is "To promote the revitalization of the Rockaway's economic base and to assist residents in securing an improved quality of life." RDRC was originally established as a local development corporation focused on business and economic development. Over time, due to the needs of the community we began to re-direct our resources to the development of human capital that included adult job readiness and placement services, entrepreneurial development, housing assistance, children and youth development services. Our youth services rapidly expanded to include the largest summer youth employment program (SYEP) in the Rockaways, providing temporary jobs to approximately 700 youth aged 14-24 annually. RDRC also provides year-round services to high school juniors and seniors, offering college and career placement assistance, community service projects, internships and life skills development. Most recently, to address the growing youth-on-youth shootings and gang violence, RDRC partnered with King of Kings Foundation Inc. to sponsor a non-traditional violence intervention program named Operation SNUG (GUNS spelled backwards) patterned after Chicago's CEASE FIRE/CURE VIOLENCE model.

www.rdrc.org

Sacrit Devahood Incorporation (Freemansburg, PA)

Sacrit Devahood Incorporation is a not for profit organization that strives to assist young girls ages 11-19 to be the best they can possible be as future woman of America. Sacrit Devahood Inc (SDI) services range from psychosocial therapy to Broadway shows. SDI has partnered with several beauticians/salons for one of their renowned programs, "Build Self-Esteem while building Beauty". They also supply services to help these future women in arts and craft, fitness training, singing, dancing, photographer to name the a few. The majority of these young girls are coming from broken homes, drug infested neighborhoods, witnesses of crimes and targets for molestation and/or rape.

www.sacritdevas.org

Safe Passages-The Pathways to Change Program (Oakland, CA)

For over 13 years, Safe Passages has worked with the most disadvantaged communities in Alameda County where 64% of children live in poverty, in neighborhoods with the highest levels of health disparities including exposure to violence; where schools have Free and Reduced Priced Lunch rates of 80% or higher; where students score far below proficiency on academic tests and have high rates of school suspension, drop-outs and truancy.

Safe Passages has brokered partnerships that include city, country and school district jurisdictions, philanthropy and community-based organizations that are committed to advocating for children, youth, and families with a special emphasis on vulnerable populations within Alameda County, California. Safe Passages' functions have included research, development, implementation, and evaluation of social services for vulnerable populations, particularly children and youth. Safe Passages' strategies are

culturally competent, tailored to the specific needs of the communities served, and have demonstrated effectiveness in both qualitative and quantitative evaluations.

Safe Passages seeks to replicate and expand the Elev8 Initiative, which aims to integrate education and social services at school sites to create place based hubs of effective, quality supports to ensure disadvantaged youth succeed in school and life. The Elev8 model offers a multifaceted prevention and intervention strategy to wrap around disadvantaged youth and their families. Elev8 services support capacity building of youth and their families to promote self-sufficiency within families and to strengthen communities. Through multiple funding streams, including funding from The Atlantic Philanthropies Elev8 initiative, Safe Passages has effectively integrated effective, high quality services, initiating continuums of support in five different school communities in Oakland, California.

www.safepassages.org

San Diego Second Chance Program (San Diego, CA)

Second Chance's programs and services are available to all persons in need regardless of race, ethnicity, gender, or orientation. Although Second Chance has served clients from throughout San Diego County, the majority come from the poorest neighborhoods of City Heights and Southeast San Diego.

Second Chance has been recognized by the U.S. Senate and experts across a broad range of human service disciplines for its innovative approach to empowering the homeless, the long-term unemployed and other disadvantaged populations to achieve self-sufficiency. The programs of Second Chance include:

Job Readiness Training: Intensive training and employment preparation for men and women with barriers to employment including past incarceration, histories of substance abuse and addiction, domestic violence and other special needs.

Sober Living Facilities: Second Chance operates nine sober living facilities for a total of 161 residents to provide a safe, drug- and alcohol-free environment for single men and women in recovery, offering clean and sober job-seekers a supportive environment with other recovering addicts to remain on track toward independence.

Affordable Housing Placement: Second Chance's affordable housing placement services assist individuals and families seeking affordable housing in San Diego, helping participants in all programs to find safe, sustainable, permanent housing solutions.

Mental Health Services: Second Chance maintains a staff of psychotherapists under the supervision of its Mental Health Services Director who conduct one-on-one, couple, family and group therapy sessions to support participants in all the organization's programs.

The Juveniles' Options for Lifelong Transitions (JOLT) and Cognitive Behavioral Training (CBT) programs described further in this request offer case management, support services, career placement and educational support for juvenile offenders and other at-risk youth ages 16 to 21.

www.secondchanceprogram.org

San Diego Youth Services (San Diego, CA)

San Diego Youth Services' mission is to help at-risk youth and their families become self-sufficient and reach their highest potential. SDYS has forty years' experience in working to meet the changing needs of

high-risk youth through a variety of programs. Since founded SDYS has stabilized the lives of over 500,000 homeless, runaway, abused and at-risk youth in the San Diego area. Launched in 1970 when volunteers established one of the first runaway youth shelters in America, SDYS now provides intensive services to more than 8,000 children and their families each year. SDYS values Empowering Youth; Strengthening Families; Creating Healthy Alternatives; Recognizing and Valuing Diversity; and Establishing Collaborative Partnerships. Our services are bundled together across three Divisions of focus being: Child Abuse and Neglect Prevention and Intervention, Homeless and Transition Aged Youth, and Behavioral Health and Community Services. Each Bundles of programs address reducing emotional distress affected by abuse and the associated violence, preventing delinquency and school failure, enhancing positive coping skills, strengthening life skill functioning, and decreasing risks of re-victimization.

www.sdyouthservices.org

San Francisco Education Fund (San Francisco, CA)

The San Francisco Education Fund is dedicated to increasing the number of San Francisco public school students – in particular those affected by the opportunity gap – who graduate ready for college, careers, and civic responsibility. We work to both a) develop collaborative solutions, so that those supporting San Francisco students to get to and through college are able to align their efforts and go farther, together, and b) engage more San Franciscans to invest their talents and resources to make our schools among the best in the nation.

The San Francisco Education Fund implements both school-site and system-wide strategies, innovative approaches to improving student success, and a shared sense of responsibility to strengthen our public schools. At the school-site level, we work closely with our identified "Priority Schools," where the achievement gap is the greatest, to understand their needs, develop a collaborative plan to improve results, and deploy resources to implement the plan.

Our current programs are as follows:

- School Volunteers mobilizes more than 600 corporate and community volunteers who serve weekly as tutors, mentors, and interpreters to support teachers. Mentors and tutors make sure that students are on track for graduation and college aware, while interpreters help to engage non-English speaking parents more deeply in their child's education.
- The Postsecondary Success Program works with school staff to analyze their student data to identify which students drop-out or fall off the college track, understand when and why they do, and support the implementation of interventions with teachers, counselors, and direct service organizations to interrupt these patterns and increase the numbers of students who graduate high school ready for college and careers.

www.sfedfund.org

Seattle Tilth (Seattle, WA)

Seattle Tilth inspires and empowers people to support local food systems and conserve natural resources. Our programs increase healthy food access in low-income communities and provide meaningful work and education opportunities for young people.

Seattle Youth Garden Works, a program of Seattle Tilth, is a year-round program that helps underserved youth find a path to a better future through on-the-job training and leadership development. Youth ages 16-21 earn a stipend by working on our urban farm in Seattle and progressing towards personal,

leadership and employment goals. We work with young people who are homeless, immigrants or in foster care or insecure housing, and have limited opportunities to find meaningful employment.

Youth learn hard work skills including customer service, time management, and cultivation and harvesting; as well as soft skills such as teamwork and giving and receiving feedback. At the end of the first year, participants may apply for a second year apprenticeship with increased responsibility and leadership. All participants gain a foundation for future education or employment. They significantly increase their work skills and educational prospects, improve housing situations, and find a supportive community that provides mentorship, references and job connections. Perhaps the most significant skill participants acquire is how to create a positive vision for their future, and set and achieve goals to make that future a reality.

Our vision for Seattle Youth Garden Works is to expand the program to multiple sites throughout Seattle, to serve young people in their own communities, and to provide a training model to expand this program to other cities throughout the nation, especially those experiencing significant unemployment and lack of access to local food.

www.seattletilth.org

Self Enhancement Inc (Portland, OR)

Self Enhancement Inc. (SEI) provides comprehensive, culturally responsive wraparound support services for more than 7,500 underserved youth ages 8-25 and their families each year. SEI is dedicated to working with schools, families, and the community to help vulnerable youth realize their full potential by providing the support, guidance, and opportunities needed to achieve personal and academic success. SEI began in 1981 as a one-week basketball camp for African American high school boys in an inner-city N/NE Portland neighborhood buffeted by entrenched poverty, increasing gang violence, and a public school system failing to meet the diverse needs of minority and at-risk students. Thirty-one years later, SEI is Oregon's largest African-American-led nonprofit organization, with its own multi-service center (opened in 1997), a grades 6-8 public charter school (started in 2004), an annual operating budget of approximately \$11.5 million, over 250 full- and part-time staff, and expanding partnerships with school districts seeking to replicate its proven model of integrated and data-driven in-school, after-school, summer, and parent/family support services.

SEI will demonstrate the effectiveness of its model for creating a culture of success and developing positive contributing citizens among economically disadvantaged students of color ages 9-24 in three large urban public school districts: Portland, Miami-Dade, and Seattle. EMCF's investment will launch more students attending high-need, under-performing schools in Miami and Seattle on a successful trajectory to high school graduation, post-secondary education, and living-wage employment. Based on identified needs and data, each school, district, and its community partners will collaborate in replicating SEI's core programs or whole school model, which provide a continuum of comprehensive and coordinated services which are culturally appropriate, relationship-oriented, outcomes-based, and ongoing across key transitions (e.g., elementary to middle school, middle to high school, and high school to college/careers).

www.selfenhancement.org

SGA Youth and Family Services (Chicago, IL)

Founded in 1911 by pioneering Hull House social reformers, including Nobel Laureate Jane Addams, SGA Youth & Family Services is the leading provider of mental health and prevention services for at-risk youths and families in Chicago. SGA Youth & Family Services supports the emotional and social

development of Chicago area children, adolescents and young adults by providing fee-free therapy, case management, and other supportive services for individuals and their families. In Fiscal Year 2011, SGA served over 13,000 individuals in 61 schools and 42 community areas, most of which comprised low-income families. By offering free onsite community and home based programs, our highly skilled social workers and clinicians bring services to students who would not otherwise have access to quality mental health care.

One of SGA's latest endeavors includes Roseland Children's Initiative. The mission of the Roseland Children's Initiative is to do whatever it takes to transform the social well-being of the community and create real opportunities for young people by providing a continuum of comprehensive and concentrated support services within the Roseland area. As a social service delivery model, the Initiative is designed to overcome the limitations of traditional approaches by systematically coordinating, concentrating very early, and providing massive comprehensive support for children and their families while at the same time, helping rebuild community infrastructure and norms.

www.sga-youth.org

Sierra Forever Families (Sacramento, CA)

Sierra Forever Families (SFF), founded in 1983, serves the mission to "transform the lives of children in foster care by building and nurturing permanent families." SFF is nationally recognized for its contributions to the permanency field and the expansive belief of what is possible for the children we serve. Sample honors include the federal Adoption Excellence Award, Congressional Angel in Adoption Award, NACAC Adoption Advocate of the Year, and Sacramento Regional Outstanding Large Nonprofit. We are licensed to provide foster care and adoption services in twelve Northern California counties and have Medicaid mental health programs in 3 counties. Over 2,900 children have secured forever families through SFF. Last year, our outpatient mental health services achieved over a 94% success rate in keeping families together. We are accredited through the California Alliance for Children and Family Services.

SFF services to build families range from recruiting and supporting Resource and Adoptive Families, pre- & post-placement training and clinical services, specialized youth permanency services, child-specific recruitment and placement, family preservation and mentoring. SFF created California's first post-adoption family resource center. We nurture permanency through the use of evidence-based and evidenced-informed practices.

We are particularly proud of the Destination Family Youth Permanency Program. Beginning in 2002, SFF has been in the core group of national stakeholders that informed the development of the California Permanency for Youth Project. Lessons learned in the process serve as the foundation for our highly successful Destination Family Youth Permanency Program, a public/private collaboration of integrated service delivery systems assuring permanent families for foster youth, aged 11-18. Success of the program has generated significant savings, which the counties have reinvested to sustain the services for over four years post-sunset of federal funding.

www.sierraff.org

Skills For Living (Houston, TX)

Through collaborations with community organizations, Skills For Living provides financial education, career, college planning and life skills to low and moderate income working families and economically disadvantaged teens to transform lives and break the cycle of poverty.

S4L serves two constituencies - low income working families and at-risk, economically disadvantaged teens attending Title I schools. Families receive free comprehensive workshops, courses and individual coaching while teens participate in the Game of Real Life.

The Game is a three part comprehensive program: a) 120-hour course offered in full year, semester, and summer bridge classes, b) a 20-hour reality simulation, experiential game where teens interview, train and are managed by volunteers from businesses as the students age for 19 to 26, in one hour intervals while working, paying bills, filing taxes, paying for college, housing, transportation and making life decisions and c) a school year Leadership Development Institute held on university campuses, one Saturday a month, so students remain on track for achieving their life goals.

All programs achieve significant outcomes with families increasing their income and net worth more than 20% in a year and teens, graduating from high school and more than 90% entering college, the majority with AP credits and/or scholarships.

www.skills4living.org

Smooth Transition Inc (Riverside, CA)

Smooth Transition, Inc. is a nonprofit 501(c) 3 which serves and empowers underprivileged at risk populations through life skills development, educational training, vocational training and mentorship to prevent them from re-entering the foster and judicial system, repeating at risk, poverty and homelessness cycles. The organization is supported by a dedicated and committed board of directors, volunteers, sponsors, educators and stakeholders. The Inland Empire of Southern California spans over 24,000 square miles and is home to some of the worst statistics in the country, which include a 39% drop-out rate (up to 42% among foster youth), a 50% teen birth rate, a 13% unemployment rate and up 50% in youth, and 65% of those in the three counties are on average low income.

Smooth Transition, Inc. has created a comprehensive WASC accredited Pre-Employment Job Readiness, Financial Literacy, and Life Skills Program that meets the needs of our low income at risk, transition age youth, and participants of our program receive a holistic intervention treatment on numerous levels and across multiple spectrums required for self-reliance and self-sufficiency. Program elements are designed to ensure those in the program receive the basic life skills required for learning how to live on their own and in the world and obtain self-sufficiency in addition to providing students with educational and vocational training and work experience opportunities. Each completed class is accompanied by benchmarks (SLO's), goals and objectives, assessments and each successive advancement enjoys chances for personal empowerment, responsibilities and as they transition to new levels of personal and professional development, gives them the chance to celebrate their accomplishments and to share this success with others in the program. Upon successful completion of the program, participants receive an accredited certificate in the field of study or vocation training completed. Smooth Transition has received multiple awards for our service in the community and we are committed to partnership and collaboration, working with local city governing groups, libraries, community centers, universities, service organizations and youth centers providing satellite locations for out of area participants.

www.smoothtransition.org

Social Advocates for Youth (Santa Rosa, CA)

Social Advocates for Youth's (SAY) mission is to provide support, hope and opportunity to youth and families in Sonoma County. We specialize in underserved youth populations who typically fall through the cracks of community support systems. SAY helps strengthen youth and give them the tools they

need to be healthy, self-sufficient, and successful. From 2011 to 2012, SAY served over 2,000 youth ages 9 to 24.

SAY provides county-wide services across Sonoma County. SAY's mobile street outreach, teen shelter, transitional housing, counseling, youth employment, family advocacy, and gang prevention programs work closely together to provide a continuum of care unmatched in Sonoma County and many other communities.

SAY has served Sonoma County, California's youth and families for over 40 years, and has a consistent track record for serving the hardest to reach youth; including the Edna McConnell Clark Foundation's (EMCF) target population. We serve youth who are: at risk of dropping out high school or dropping out; transitioning out of foster care systems; involved in or in danger of engaging in high-risk behaviors; and transitioning out of the criminal justice system.

SAY's goal in applying for this EMCF grant is to continue to deepen the integrity of our program design with evidenced based programs, streamline our data quality and evaluations protocols, and expand programs to move the dial on reaching target outcomes to an increased number of underserved youth.

SAY expansion plans are an effort to provide our community's most underserved youth with a "one-stop shop" called the Youth Opportunity Center (YOC). The YOC would be a non-profit campus where a coalition of organizations partner to provide wrap around services to increase employment and academic achievement, reduce unemployment and criminal activity, prevent homelessness among foster youth and remedy existing youth homelessness. Expanding SAY services to a one-stop, youth campus would allow SAY to serve an additional 454 youth per year.

www.saysc.org

South Bay Community Services (Chula Vista, CA)

South Bay Community Services (SBCS) is the largest provider of social service, education, and community development programs for youth and families in San Diego County's South Bay. Our mission is to provide children, youth, and families with services that reinforce the family's role in our community and assist individuals to aspire realistically to lives of self-fulfillment. SBCS serves approximately 25,000 people a year (61% Hispanic, 11% Caucasian, 5% Asian, 4% African-American, and 12% Unknown), including 1,200 residents in low-income housing programs. Over 95% are low-income, with 60% below poverty. SBCS meets the needs of hard-to-serve youth and families by collaborating with a wide variety of agencies to provide a broad range of bilingual, culturally responsive services. Our flexible wraparound philosophy, including a "no wrong door" approach with staff stationed at multiple locations, helps us to stay responsive to emerging, localized needs. SBCS enjoys a high level of trust among at-risk youth and low-income families.

SBCS was created to assist at-risk youth and their families to build lives of self-sufficiency and self-fulfillment, and this has remained our central focus for over 40 years. SBCS' Youth Services Department provides bilingual, trauma-informed prevention, early intervention, and rehabilitative programs for youth, in particular those transitioning to adulthood, focusing on strengths, assets, and resiliency. Our services always strive to maximize youths' potential for long term healthy development by assisting them to acquire the skills and competencies they need to develop self-sufficient lifestyles.

SBCS' Youth in Transition Program is a comprehensive approach providing a flexible, individualized continuum of services to assist current and former foster youth to successfully transition to adult

independence. Services include Trolley Trestle Supportive Transitional Housing, Independent Living Skills, EXCEL Workforce Development, and the TAY Academy drop-in center.

www.southbaycommunityservices.org

Southwest Key Programs (Austin, TX)

Southwest Key Programs, Inc. is a private, nonprofit agency that has made a world of difference in the lives of thousands of youth and families throughout the United States for more than 25 years. Southwest Key is a recognized leader in the design and implementation of community-based treatment programs for federal, state, and local agencies. We are dedicated to keeping young people out of institutions and empowering them with the skills, knowledge, and tools needed to succeed. Southwest Key employs a creative, caring, and experienced staff of visionaries who empower youth and their families to make positive changes in their lives. Southwest Key operates more than 55 programs throughout the United States, working with youth and families in Arizona, California, Georgia, New York, Texas and Wisconsin, impacting the lives of well over 6,000 individuals each day.

Southwest Key Programs provides uniquely tailored support services and programming designed to promote law abiding youth behavior and positive family-based reinforcement. Our first programs were designed to provide intensive supervision, tracking, and outreach services to at-risk youth and families referred by state and county juvenile justice agencies as cost-effective alternatives to out-of-home placement. We have since expanded our program models to include residential treatment facilities, transitional living programs, emergency shelters, day treatment programs, day care brokerage services, alternative schools, and prevention programs for at-risk youth, all of which are centered on the idea that children flourish when they are able to remain with their families and within their communities. Southwest Key's programming effectively combines the concepts of case management, crisis intervention, intensive monitoring and supervision, youth development, and family involvement, creating a holistic approach to youth support services.

www.swkey.org

SS Development Group NFP (Chicago, IL)

S&S Development Group NFP is a non-profit organization established in 2005 committed to increasing the number of educated and empowered families within the low income sector by offering programs that meet community needs and support families and individuals through training and development. Our youth financial literacy program, SSD Building Our Future Together Program, has been our organization's flagship project within the Chicago Public School system for the last three years and has been committed to strengthening and financially empowering very-low to low-income students with our age tailored curriculum, in-depth financial counseling, and student and parent access to external resources through our partnerships. Our SSD Building Our Future Together Program's primary initiative has and will continue to be to work with students and their parents to empower them with tools and resources they urgently need to make informed financial decisions throughout their lives. Our program's goal is to help children and their parents grasp the essentials of personal finance and give them multiple opportunities to practice core skills and showcase the real-world impact of the financial decisions they will have to make throughout their lives. Each curriculum is classroom specific based on grade level (Grade K-2; Grades 3-5; Grades 6-8; Grades 9-12, and adults) and accompanied by definitions and resources aligning with national mathematics and personal education standards. Our school-year program teaches children and their parent's valuable financial empowering curriculum that focuses on basic money management, credit education, debt management, savings, and banking services skill sets.

www.ssdevelopment.org

Storycatchers Theatre (Chicago, IL)

Storycatchers Theatre prepares young people to make thoughtful life choices through the process of writing, producing and performing original musical theatre inspired by personal stories. Since 1984, the company has served thousands of young people through innovative programs that use the performing arts to promote change in personal growth and self-knowledge; conflict resolution, peer relations and teamwork; healthier family interactions; and increased awareness of community issues and resources.

Program partners include the Illinois Department of Juvenile Justice, Cook County Juvenile Temporary Detention Center, La Rabida Children's Hospital's Child Trauma Center, Columbia College Chicago, the Chicago Housing Authority, the Chicago Park District, and the Chicago Symphony Orchestra. Storycatchers also works with Health and Medicine Policy Research Group to advocate for improved quality of life for court-involved youth.

Storycatchers delivers the following programs in Illinois:

FABULOUS FEMALES, for girls incarcerated at the Illinois Youth Center (IYC)-Warrenville

TEMPORARY LOCKDOWN, for boys at IYC-St. Charles and Cook County Juvenile Temporary Detention Center

TEENS TOGETHER for Chicago-area high school students

In all programs, writing and performance workshops culminate in performances of original dramatic and musical material for peers, family members, and the general community. Storycatchers has achieved local, state and national recognition, with profiles on National Public Radio, the Chicago Tribune and other local media, and in nationally released documentaries and academic studies. Nationally recognized figures such as Shirley Brice-Heath, Professor of Linguistics and English with the Stanford Center on Adolescence, and Ira Glass, host of WBEZ's This American Life, point to Storycatchers as an example of positive youth development programming that works.

www.storycatcherstheatre.org

Struggling Youths Equal Successful Adults (Chicago, IL)

Struggling Youth Equals Successful Adults (SYESA), pronounced "see-saw", was founded by three former foster youth from Illinois in June 2009. The co-founders were wards of the state for over ten years and endured many hardships. At the age of 21, they successfully emancipated from the Illinois child welfare system with the help of caring adults supporting them into adulthood. Their struggles fueled their desire to become successful African American men, husbands, fathers, educators, and mentors; thus, giving birth to the next generation of leaders through SYESA.

The mission of SYESA is to coach foster youth through the obstacles they encounter by providing leadership development, one-on-one mentoring, and advocacy training. SYESA empowers youth to determine their future and allow caring adults to guide them into successful adulthood. SYESA has two very distinct programs and services, the Statewide Youth Advisory Board and Success by 25.

SYESA is one of three agencies that partners with the Illinois Department of Children and Family Services to provide programming for their Statewide Youth Advisory Board for foster youth ages 14 - 21. The Advisory Board is the driving force behind advocacy efforts, peer education and empowerment, and the voice for 15,000 foster youth in the Illinois child welfare system.

The Success by 25 program (SB25) helps young adults (18 – 25) prepare for emancipation at 21 and keeps them connected to support and resources. SYESA is one of the few programs in the country that provides individual life coaches until the age of 25. The life coaches are former wards of the state, college graduates, and self-sufficient professionals. Each individual life coach empowers youth to achieve their self-reported educational, employment, financial, housing, and personal development goals. SB25 has created strategic partnerships with local agencies to provide housing assistance, adult education, job training, and financial resources for each participant.

www.syesa.com

Student African American Brotherhood (Toledo, OH)

SAAB is a culturally sensitive school-based organization with a very unique approach/intervention that aims to increase the number of African American and Latino males who graduate from high school and college by creating a positive peer community at middle and high schools. Since 1990, SAAB has grown to more than 260 chapters on school/college campuses throughout the United States, with its National Headquarters housed at The University of Toledo in Toledo, OH. SAAB was recently recognized by President Bill Clinton as a national leader and comprehensive, evidence-supported program organized to systemically set the standards for educational excellence by providing all students across the country an opportunity to learn and be involved. Chapters may vary in their specific structure and orientation, but their core focus derives from the data collection and research coordinated by the SAAB National Headquarters. Through leadership, mentoring, civic engagement, advocacy and action, Through strong academic support and peer/professional mentoring SAAB addresses educational barriers for at-risk youth and ensures that significantly more Black and Latino males graduate from high school and college. SAAB challenges students to THINK, LOOK AND ACT like responsible and successful people.

www.saabnational.org

Success Center SF (San Francisco, CA)

Success Center San Francisco (SCSF), formerly known as the Youth Guidance Center Improvement Committee, was established in 1983 by San Francisco Superior Court Judges to provide vocational support and opportunities to youth in Log Cabin Ranch, SF's long-term detention. Since then, SCSF has grown to serve any youth engaged in the juvenile justice system. SCSF offers meaningful vocational and educational services for TAYS (transitional aged youth and young adults) so that they may develop a positive self-image as well as a sense of hope and purpose for their future. With raised expectations for their success, SCSF teaches, guides, counsels, and mentors participants through GED classes, service learning, and job-readiness/life skills classes with linkages to jobs and post-secondary education. All SCSF activities are grounded in youth development principles that engage youth in the design and delivery of services, build on their strengths, and facilitate their transition to a productive adulthood.

SCSF partners with Each One Reach One (EORO) that offers GED tutoring, health education and arts programming to juvenile justice-detained youth in San Francisco, San Mateo and Santa Clara counties. EORO was founded in 1997 to divert incarcerated youth from a life in prison. Since then, EORO has evolved into a nationally recognized program that uses community participation to decrease detained youths' risk of reoffending and recidivism. Each year EORO engages over 100 community members to be mentors, tutors and performing artists with incarcerated youth. By infusing juvenile detention facilities with literacy, educational programming, and health education, EORO creates real solutions for rehabilitation within the juvenile justice system.

SCSF and EORO jointly deliver Inside/Out, a collaborative program that uses the full resources of both agencies to ensure that youth can seamlessly transition from detention-based to community-based services upon release.

www.successcentersf.org

Summer Search (San Francisco, CA)

Summer Search is dedicated to helping low-income youth build the character and life skills needed to complete college and achieve their full potential. Summer Search makes a five-year holistic investment in low-income students. We help students become college graduates through year-round mentoring by full-time trained staff, two full scholarships to summer experiential education programs, individualized college and financial aid advising, and focused support in college and beyond. Our mentoring is unique in that we focus on character and life skills to enable low-income youth to achieve success.

Each element of our program is deliberately sequenced to be increasingly challenging and to prepare for college success. College support services begin when high school sophomores join the program, and formally continue through college. Beginning in their sophomore year of high school, students are mentored by full-time, trained staff who challenge and coach students on a weekly basis. These resources allow Summer Search students to build confidence for success in college.

As students reach their junior and senior years of high school, Summer Search provides individualized college access support. For low-income, first-generation college students, applying to college and securing financial aid can be overwhelming. Once in college, Summer Search provides persistence services to foster high rates of college completion.

In 2012, we served over 2,000 students (96% of our high school students qualified for free/reduced lunch), 97% of our high school seniors matriculated to post-secondary education and over 85% of our college students are on track to graduate college. These results are notable since research shows poor education success rates for low-income students across our country – statistics predict that about half would be destined for a high school diploma at best. Summer Search transforms students' lives through building character and life skills critical for success.

www.summersearch.org

Take Stock in Children (Miami, FL)

Take Stock in Children (TSIC) was established in 1995 in Florida to help low-income youth, many from minority families, escape the cycle of poverty through education. Through 52 local programs and the state office, which operates two programs, we offer students college scholarships, caring volunteer mentors and hope for a better life. Our comprehensive services start in middle school, continue through high school, and include students' transition into college.

Our program is based on the principle that children will work hard to ensure that they graduate from high school and attain a college degree if they receive extensive support, motivation and accountability. TSIC creatively leverages a unique public-private funding model to make scholarships available to TSIC participants who meet performance and behavior expectations.

Since our inception in 1995, Take Stock in Children has demonstrated its success and sustainability by delivering life-changing results for our students such as:

- serving more than 18,000 Florida children
- building \$130 million in Florida Prepaid Foundation scholarship assets
- recording over 1,000,000 volunteer mentor hours (currently 7,500 active mentors)

- exceeding the Florida high school graduation rate by 21% and the college graduation rate by 25%
- exceeding the high school graduation rate of TSIC students' low-income peer group by 62% and the college graduation rate of this peer group by more than 140%
- encouraging and enabling TSIC students to enroll in college at rates almost triple that (189%) of their low-income peer group

TSIC's multi-year commitment to at-risk children is an investment in our students' communities and in the students' futures. It is an assured way of breaking the cycle of poverty. Our goal is to continue to reduce the number of high school drop-outs and to increase the number of Florida students who finish college and enter the workforce successfully.

www.takestockinchildren.org

Talent Development Secondary Johns Hopkins University (Baltimore, MD)

Diplomas Now is a proven initiative that helps the toughest middle and high schools in America's largest cities ensure that students graduate ready for college and career. It is the first fully integrated school transformation approach that creates small learning communities with interdisciplinary teacher teams; incorporates acceleration curricula and supporting professional development via embedded coaching; and integrates tiered interventions as a response to early warning indicators.

It is based on research by Dr. Robert Balfanz, one of the nation's leading dropout experts, who found that three-quarters of all dropouts can be identified as early as sixth grade due to poor attendance, poor behavior or failure in English or math. Diplomas Now establishes structures and integrated partner processes that get the right support to the right student at the right time so s/he can get back onto the path toward graduation.

Diplomas Now combines 65 years of experience from three national nonprofits:

- Johns Hopkins University's Talent Development Secondary, a school reform model that creates small learning communities for all students and transforms instruction with evidence based acceleration curricula and embedded coaching , while providing tiered intervention based on attendance, behavior and course performance data.
- City Year's in-school, "near peer" corps members who support students with mentoring, tutoring, attendance monitoring and coaching.
- Communities In Schools' master-level case managers to address the most challenging of student needs.

Diplomas Now partners with the school community so every student has the support of a small learning community with adults that have the tools to improve student success. Working with administrators and teachers, a Diplomas Now team organizes and supports schools to strengthen achievement and engagement. Diplomas Now provides the structure, the curriculum, teacher coaching as well as the integrated student supports to keep all students on track to graduation. An early warning system identifies struggling students, and the team works to get each student back on track.

Diplomas Now partners with more than 40 schools in Boston, Chicago, Columbus, Detroit, East Baton Rouge, Los Angeles, Miami, New York, Philadelphia, San Antonio, Seattle and Washington DC. In 2010, DN won a prestigious federal Investing in Innovation (i3) grant, enabling it to expand and to participate in a rigorous, independent evaluation.

www.talentdevelopmentsecondary.org

Technology Access Foundation (Seattle, WA)

Our mission is to equip students of color for success in college and life through the power of a STEM education. Through our programs, we have provided thousands of underserved children access to STEM-rich curricula to improve academic performance and lead to personal and professional success. We offer these programs in diverse neighborhoods of mostly low-income families to reach students disadvantaged by poverty. Our programs are unique in Washington State in terms of the ages, diversity, and numbers of youth we expose to STEM, and in our hands-on partnership with public school teachers during the school day.

The paths to college and career success must begin early in a child's life, before she or he has a chance to lose academic hope. Through TAF's mixture of teacher-led instruction and individual and group projects, from elementary grades forward, students learn advanced technology and increase academic achievement in science, math, reading, and writing. Our approach to teaching and learning fosters an organic comfort with technology that lasts a lifetime and prepares students for success in later grades, high school, eventually college, and 21st century jobs in STEM fields.

Working in conjunction with teachers from our partner public schools and volunteers, we offer three programs: TechStart – STEM education offered to elementary school students; STEM Up – after-school enrichment classes for middle school students offered at our new Bethaday Community Learning Space in White Center; and TAF Academy – a STEM focused public school for grades 6 -12, co-managed by TAF and the Federal Way School District.

www.techaccess.org

Teen Success Inc (Los Altos, CA)

Anyone who has spent significant time around children knows how hard it can be to raise them. Now imagine doing it while navigating the tumultuous teenage years, with little or no financial security, unstable living conditions, and a relationship that, at best, has the normal stresses of co-parenting and, at worst, is abusive or absent.

As a result of these tremendous challenges, less than half of teen mothers complete high school and only two percent graduate from college by the age of thirty. They are more likely than other mothers to experience unemployment, live in poverty, and be single parents. Their children are more likely to suffer health problems, struggle in school, become teen parents, and end up in jail (boys).

Teen Success, Inc. (TSI) helps break the cycle of poverty, foster economic and domestic stability, and improve overall quality of life by providing a stepping stone for teen mothers to reach their potential. Through a support group model, professional facilitators guide and motivate teen mothers to achieve a high school education or the equivalent, avoid having a second child as a teen, and develop the social and emotional competencies necessary to lead productive, fulfilling lives.

TSI uses a codified model in which support groups of 12-14 first-time teen mothers meet once a week for two hours at least 48 weeks a year. Child care is provided during group sessions in a separate room. Members are given a weekly attendance stipend of \$10 and a \$100 bonus for each 24 weeks completed.

Group time provides an opportunity for members to learn important skills, discuss what is going on in their lives, and gain access to resources that will help them reach their goals. The group dynamic is the

program's "secret sauce": trusting, supportive relationships are formed that reinforce positive life steps and help guide members back on track when necessary.

TSI partners with agencies and organizations that are positioned in communities of need and can establish broad-based community support for the program. Partners range in structure from single-facility health clinics to schools to national youth-serving organizations. TSI headquarters staff provide Partners with the specialized expertise and support they need to deliver the program effectively and with fidelity, so that each community can see comparable results.

www.teensuccess.net

The Achievement Network (Boston, MA)

The Achievement Network works alongside school leadership teams to strengthen their school-wide practice and culture of using learning standards and achievement data to get breakthrough results for students in low-income communities.

We do this by providing school leadership teams with both tools and training. Our tools include rigorous, standards-aligned interim assessments that schools administer every six to eight weeks; a user-friendly reporting platform that educators use to access student performance data within 48 hours of assessment; and planning and instructional materials such as curricula and standards guides. Taken together these tools help teachers and school leaders identify the specific content and skills that their students are struggling to master. Our training includes job-embedded coaching, group professional development, and on-line instructional sessions that help educators utilize our support tools and turn data into concrete instructional actions that meet the unique needs of each student.

www.achievementnetwork.org

The Ataveus Cash Legacy Foundation (Temple Hills, MD)

The Ataveus Cash Legacy Foundation's mission is to provide inner city youth the opportunity to experience a high quality instructional sports program that will enrich the development of all participants mentally, physically, and socially while helping to prepare them for leadership roles in society.

Our program currently offers quality instruction in football; our desire is to expand our program to also offer quality instruction in basketball and baseball. We have a highly qualified coaching staff who teach sportsmanship and teamwork. Only the highest standards of sportsmanship and conduct are expected of the youth, coaches, alumni coaches, and administrators associated with our program.

The goal of the Ataveus Cash Legacy Foundation is to enhance the lives of the participants by providing educational support services and treating each participant equally regardless of race, gender, religion, age, national origin, handicap, or financial resources.

www.theaclf.org

The Genieve Shelter (Suffolk, VA)

The Genieve Shelter is a multi-faceted agency dedicated to ending domestic violence. The agency was established as a 501 (c) 3 organization in 1988, as the result of concerned and previously affected citizens, wanting to provide a "safe" house for families attempting to escape domestic violence. The agency is accredited by the Virginia Sexual and Domestic Violence Action Alliance, indicating adherence to rigorous best practice standards and services provided. The Genieve Shelter operates emergency shelters and permanent housing units in Virginia. The Genieve Shelter is currently working diligently to

expand programs and support the increase demand for domestic violence and homeless services. The Genieve Shelter recently developed and implemented a mentoring program to help the youth in shelter develop social and emotional competence. The program provides professionals from various backgrounds to serve as mentors to children who experienced domestic violence and are recovering. The mentors supports the children through the recovery process and also serve as a friend, teacher and career coach. Our ultimate goal for the program is to bring about constructive change through support, guidance, instruction and/or treatment so that these children will overcome their circumstances, follow their dreams and become productive members in society.

www.thegenieveshelter.org

The Hill Center (Durham, NC)

With 35 years of research-validated experience providing intensive remediation for struggling students in a model school program in the Research Triangle area of NC and new evidence from multiple public school projects in 47 NC cities, The Hill Center is poised to make a transformative impact on one of the most intractable problems facing youth in U.S. schools today: reading failure. Hill's scalable solution to the problem of reading failure is the Hill Reading Achievement Program (HillRAP). In 2003, knowing Hill had a solution for reading failure that should be shared, the NC GlaxoSmithKline Foundation made a multi-year grant to Hill to adapt its reading methodology for struggling learners in public schools. HillRAP was developed for K-12 students who fail to learn to read through traditional teaching methods and is an integrated combination of multisensory teaching methods coupled with a structured, comprehensive reading curriculum.

HillRAP changes the trajectory of school failure for struggling learners and has demonstrated effectiveness with students who are at greatest risk of failing or dropping out of school - those with learning disabilities, economically disadvantaged, English language learners, and those who failed one or more grades. In order to maximize impact, Hill trains public school teachers to deliver HillRAP, rather than replicating itself or developing satellite sites. The HillRAP curriculum includes components that are aligned with National Reading Panel recommendations for effective programs and is tied to the National Common Core Standards. HillRAP is delivered on a 4:1 basis by trained teachers who are taught to assess each student and provide a targeted, individualized curriculum to remediate specific skill deficits. Ongoing progress monitoring documents student progress, while ongoing teacher training and mentoring ensure HillRAP is implemented with fidelity. Hill's teacher certification program is internationally accredited.

www.hillcenter.org

The On It Foundation (Miami, FL)

The On It Foundation [Opportunities Necessary to Increase Technology] is a National 501(c)(3) non-profit whose Mission provides free computers and computer training to low-income families with students in grades K-12 that receive a free or reduced school lunch, attend a public school and reside within the United States.

The On It Foundation provides technological tools (free PC's and laptops) and customized skill set programs. We provide computer training and job readiness training to include students (and their parents), as well as collaborative courses to include Physical Education, Nutrition, Self Empowerment, Leadership, Financial Literacy, Truancy, Net-Etiquette, Character Development and Social Life Skill Sets. The On It Foundation provides assistance to, and partners with organizations that have Workforce Initiatives, Provide Resident Services and Computer Training to Residents in Multi-Family and Public Housing Units, Youth-At-Risk Programs, and Parent/Student computer training partnerships. Our goal is

to incorporate technological skill-sets as a lifestyle, for the necessary advancement and learning of such is crucial to a student's empowerment and career opportunity advancements for his/her future. In addition, job skill requirements and learning to navigate on the computer for social service programs are essential for the parents; therefore, we provide computer training curriculum's to include the parents as well.

We also provide our recipients advanced technological skill sets in building entrepreneurship and exploring careers in STEM as well as the areas of: 3D-Video/Multi-Media/Film Production/Animation/Gaming; Radio/Music/CD Production; Robotic Engineering & Software Development. In addition, we provide our recipients in this program industry mentorship, and strategic marketing for launching their entrepreneurial projects while at the same time, teaching students the values of business ownership.

www.theonitfoundation.org

The Wooden Floor (Santa Ana, CA)

The Wooden Floor, previously known as Saint Joseph Ballet, is one of the nation's most innovative arts-based programs for youth. Since its founding in 1983 - in response to the need for underserved youth to have an engaging safe haven after school - it has evolved from a ballet pilot project to a multi-faceted dance-based organization with a comprehensive focus on youth development.

In fulfilling its mission – to empower low-income youth from diverse backgrounds to strengthen self-esteem, self-discipline and their sense of accomplishment through dance, academic and family programs – The Wooden Floor provides hope and opportunity, using dance to teach young people what it takes to succeed in school and life. Through a comprehensive approach and mentoring relationships that last up to 10 years, we give low-income youth the tools and guidance to follow a path out of poverty.

The Wooden Floor's program model includes three components: 1) Dance education and performance are the core transformational elements through which youth change the way they think about themselves and develop the ability to reach their full potential; 2) Academic programs, pre-collegiate mentoring and college scholarships ensure that our students succeed in school and are college-ready; and 3) Family Services – counseling, crisis intervention and social service referrals – help families overcome socioeconomic hardships and navigate a path toward self-sufficiency. Due to the socio-economic profile of the community and students served, all of these services are provided free of charge.

Currently, The Wooden Floor serves 375 of the most economically disadvantaged youth year-round at its campus in Santa Ana, California, and an additional 3,000 4th-5th grade students throughout Central Orange County with Dance Free Weeks - an in-school dance immersion program each fall. Our long-term vision is to bring about generational change to break the cycle of poverty in our community.

The Wooden Floor creates impact and changes lives – since 2005, 100 % of our students have graduated high school on time and enrolled in higher education – at a rate three times the national average for their socioeconomic peers. 95% of these students are Latino, and most are the first in their families to attend higher education.

Over the past 29 years, we have received such prestigious national awards as the “Daily Point of Light” Award from George H. Bush (1991), “Coming up Taller” Award (2003), Bank of America's Neighborhood

Builders Award (2009), and most recently, the Afterschool Innovator Award from MetLife Foundation and the Afterschool Alliance (2012).

www.TheWoodenFloor.org

The Youth Intervention Network (Antioch, CA)

The Youth Intervention Network (YIN) engages youth in Antioch and East Contra Costa, ages 10 through 18 who, because they are truant and/or academically disengaged, are likely to commit or become victims of violence without the appropriate interventions.

YIN recruits, trains, and supports community volunteers to serve as mediators and educational advocates who directly engage youth and families, employing cross-agency strategies to reduce truancy, dropout rates, and youth violence and to increase academic performance, graduation, healthy choices and relationships, peer mediation and leadership, employability, and college-going rates among youth.

Since 2008, YIN has trained over 250 youth and adult leaders and volunteers, served over 50 families and 90 youth, and brought together more than 35 Antioch and Contra Costa County agencies and organizations. Among youth and families served, there has been a 92% reduction in police calls for service, an 83% reduction in truancy, and an improvement in student GPA by an average of 2 grade points. Ninety percent of the students participating in YIN have graduated from high school. Of these, 100% have gone on to postsecondary education.

In addition, over 100 YIN youth have participated in a variety of YIN youth engagement experience with our partners such as Peer Mediation, Choppin It Up, Compass Mentoring, Emerging Leaders, One Day at A Time, and the Youth Director's Council.

YIN was recently featured at the opening celebration of the United Nations Peace University at the Hague in the Netherlands. Also, YIN's success has been acclaimed in local, state and national awards, including the National Project Safe Neighborhoods Best Community Involvement Award for 2010.

In 2012, a transition team completed the incorporation of YIN as an independent 501c3, and selected a Board of Directors and officers.

www.facebook.com/youthinterventionnetwork

Think Detroit PAL (Detroit, MI)

Think Detroit Police Athletic League's mission, in partnership with the Detroit Police Department, is to build character in youth through athletic, academic, and leadership programs. Serving over 10,000 low-income, disadvantaged kids annually, TDP uses sports as the vehicle to give youth tools for staying in school, going on to college, or acquiring a fulfilling job. In a city rife with political bickering, financial crises, and a failing school system, TDP participants represent hope for a new Detroit...

Athletic programs are TDP's biggest concentration – we offer a variety of seasonal programs throughout the year in 11 different sports, from football and cheer to golf and lacrosse. Programs take place across the city in parks and at facilities large and small. Assisting TDP is a corps of 1,500 trained, certified volunteers. Importantly, TDP programs offer age and skill-appropriate opportunities for all athletes, not just the highly skilled.

While keeping children and youth physically active and involved in positive programs, TDP's youth sports programs are designed as more than just fun and games; the primary goal is to provide a solid character foundation for kids to use as they transition into adulthood. TDP's sports programs:

- Promote positive character development in young people who participate.
- Promote the development of positive life skills, physical fitness, and healthy lifestyles.
- Help young people grow into healthy, successful adults.

TDP believes in delivering only the best opportunities to young people. Everything we do puts kids first. All programming is measured against five organizational values:

- Kids first - fair opportunities for boys and girls
- Positive family environment
- Safe and clean fields and facilities
- Superior sportsmanship - teamwork
- A resolve to be great

TDP also believes that positive youth development does not come from just participating in sports. Rather, it must be taught by competent, caring adult leaders. Every coach must complete a background check and complete required training which emphasizes Positive Youth Development techniques and "teachable moments". Coaches also learn to develop five core character values in every TDP participant: Respect, Responsibility, Appreciation of Diversity, Teamwork, and Leadership.

Participants in TDP programs are more likely to stay in school, build healthy habits, avoid teenage pregnancy, drug use, and gang violence, and grow into active and valued members of their communities.

www.thinkdetroitpal.org

Thunderbird Youth Academy Foundation (Pryor, OK)

Thunderbird Youth Academy's mission is to intervene in the lives of at-risk youth, giving them the opportunity to gain control over their lives by increasing academic performance, improving self-esteem, and teaching essential life skills that enable them to compete in the work place and manage a healthy family environment. The program utilizes a quasi-military approach to discipline and education, capitalizing on military structure and principles to teach self-discipline, improve self-esteem and physical fitness to address the needs of the whole person. An affiliate of the National Guard Youth Challenge Programs, Thunderbird is funded through a cooperative agreement with the National Guard Bureau and the State of Oklahoma.

The Academy graduates cadets who are ready and equipped with necessary skills to contribute to their communities in Oklahoma. Over 98% of graduates return to high school, attend college, enter the workforce, or join the military. The program is 17 months and is broken into two phases: residential and post-residential. During the residential phase, cadets reside on campus 24 hours a day, seven days a week for 22 weeks. The curriculum at Thunderbird is designed around eight core components: academic excellence, job skills, physical fitness, life coping skills, leadership/followership, responsible citizenship, community service, and health education and nutrition. The program offers a high school GED and a high school credit recovery program. In addition, cadets may earn up to three college hours in basic electronics/electricity and manufacturing fundamentals and processes.

Thunderbird's post-residential phase is 12 months and consists of mentoring and accountability for the graduate. The post-residential mentorship is what separates Thunderbird Youth Academy from other alternative programs and is the reason for its program effectiveness.

www.tyafoundation.org

Toussaint L'Ouverture High School for Arts and Social Justice (Delray Beach, FL)

TLHS's mission is to provide motivated students of diverse ability levels a unique secondary school experience with emphasis on ESOL education for newcomer students from the Caribbean and other countries as well as for native English speakers of all proficiency levels. Our vision is to help youth acquire the skills they need to be successful in college and/or work and to have a voice in co-creating a world they can believe in. At TLHS we provide an innovative, standards-based educational choice focusing on student achievement for all students regardless of onset linguistic ability.

Since August 2001, we have succeeded in bringing up the literacy levels of our students allowing them to meet graduation requirements and earn standard diplomas by the age of 21. Many of these students would have aged out or would not be eligible for traditional secondary programs or would have dropped out of an adult education program for which they were unprepared due to language barriers or academic learning gaps.

We specialize in providing one-on-one individualized attention that allows the student to enter adulthood with a high school diploma. We employ a unique emphasis on the integration of arts-infused educational initiatives as the vehicles for social change and individual growth. Through our innovative teaching techniques that address all aspects of the student from intellectual to social and artistic, we help each student to reach his or her goals. To achieve this, we meet each student as his or her own ability level, whether high or low upon entry.

www.toussaintlouverture.org

Tri-CED Community Recycling (Union City, CA)

Tri-CED Community Recycling (Tri-CED) is a nonprofit 501-c-3 corporation founded in 1980 as a community recycling organization located in Union City, CA. Tri-CED has been collecting, processing and recycling urban household waste, yard waste and managing a buy-back recycling program under contracts with the Cities of Union City and Hayward as a sub-contractor to Waste Management and Allied Waste. Tri-CED's recycling activities are enhanced by the availability of employment and training opportunities for low-income hard to employ youth ages 14 to 24. Tri-CED is California's largest non-profit recycling operation that services over 70,000 households.

Tri-CED in partnership with CaliforniaStateUniversity, East Bay (CSUEB) and Chabot Community College (CCC) will plan and implement Project New Hope. An innovative program that combines two highly award winning and research-based programs, Tri-CED and PUENTE Project. Hayward Community Leaders and representatives from these programs have joined forces to create Project New Hope (PNH) in an effort to change the path of educationally disadvantaged students in Hayward, California. Project New Hope will supplement an already innovative program, Hayward Promise Neighborhood, one of five in the nation. Hayward Promise Neighborhood is a 25 million dollar grant from the U.S. Department of Education. Project New Hope will support youth in a low-income community with the ABC plan (Academic, Business/Professional, Counseling) of services to youth up to 24 years of age.

Project New Hope (PNH) academic preparation program that is modeled after PUENTE Project. PUENTE has improved the college-going rate of tens of thousands of California's educationally disadvantaged

students and now joined forces with Tri-CED who has served more than 1,500 low-income youth and young adults. Tri-CED Board of Directors is committed to providing employment opportunities to high need youth.

www.Tri-Ced.com

Trillium Family Solutions (Canton, OH)

Trillium Family Solutions provides counseling, support and assistance to care for people and strengthen families. As Stark County's oldest charitable organization, the Agency has been providing serving individuals and families in Stark and surrounding counties since 1845 and was incorporated in 1887. The Agency currently offers 12 programs focusing on various aspects of life. The belief of the agency is that the family in its various forms is the most stabilizing and essential element in our society, and therefore counseling, support and assistance work to strengthen individuals and the families that they are part of.

Trillium Family Solutions programs and services include:

Clinical Services - Counseling, psychiatric case management, pharmacological management and alcohol and drug treatment.

Family Involvement Coordinators - FIC staff are housed in school districts throughout the county and work to address the needs of families and children, whether they are economic, emotional or otherwise.

Guardianship - Agency staff serve as legal guardians to individuals in need of this service due to their inability to manage finances and other personal needs.

Adult Protective Services - Staff are assigned by the County to investigate cases of neglect and abuse as reported. Staff determine if protective services are necessary and ensure the safety of clients.

HIV/AIDS Care Services - Individuals who are HIV+ or have AIDS are guided through the healthcare system to ensure that they receive proper care, they are educated on how to prevent the spread of HIV/AIDS and are linked to services to help them cope with their diagnosis.

Ways to Work - Auto loans are offered to individuals who are not approved for traditional loans due to poor credit history. Clients who borrow typically increase their income, improve the credit score and decrease their dependency on government assistance.

StarkWORKS - An intensive job-readiness course is offered to individuals who are under or unemployed and who need assistance in finding and keeping a job. Long-term case management is offered.

OBB/VITA - The Ohio Benefit Bank (OBB) connects individuals to government resources through a web-based program. Both The OBB and VITA allow volunteers to assist clients during income tax filing season by providing free online filing with the option of direct deposit.

www.trilliumfs.org

United Friends of the Children (Los Angeles, CA)

United Friends of the Children (UFC) has been changing the lives of foster youth since 1979. Early advocacy efforts helped establish the Los Angeles Department of Children and Family Services and the Foster Care Independence Act. Innovations in direct services span from co-founding the first transitional

housing program in the nation to creating an 11-year education support continuum that follows foster youth from the seventh grade through the completion of a bachelor's degree.

In 1990, UFC created the College Sponsorship Program to help college bound foster youth earn a bachelor's degree through five years of financial and personal support. Today, 183 Sponsorship students are attending four-year colleges across the country. In 2001, UFC began using strategic planning to plot the course of our growth. Our first plan resulted in the creation, in 2002, of Pathways, a service-enriched transitional housing program currently serving approximately 113 youth annually in seven facilities totaling 85 beds. In 2003, UFC launched the College Readiness Program, designed to ensure that foster youth in grades 7-12 have the skills and support to graduate from high school and go to college. There are currently 325 Readiness students with another 100 expected to join this year.

Over 30 years of experience has shown us that the best way to make a difference in the lives of foster youth is to provide a reliable relationship over time. Therefore, UFC's programs focus on commitment and consistency. College Readiness students can receive up to six years of support; College Sponsorship participants can count on five years of financial support; Pathways participants can spend 18 to 24 months in program housing but the relationship extends many years beyond that through our alumni program. UFC uses its knowledge and experience to influence policy decisions and is a frequent resource to others locally and across the country, sharing program models, information and expertise.

www.unitedfriends.org

United Teen Equality Center (Lowell, MA)

The United Teen Equality Center was founded in 1999 by youth organizers in Lowell, MA. Today, UTEC's nationally recognized model begins with intensive street outreach and gang peacemaking, reaching out to our most disconnected youth by meeting them "where they're at" and facilitating a peace process between rival gang sets. Each young person in our target population (16-24, dropped out of school, and gang-involved, court-involved or a parent/expectant parent) receives 3 years of intensive case management. Starting from a transitional employment framework, UTEC provides workforce development through our social enterprises of Food Services and Building Trades & Mattress Recycling. Workforce training includes positive work habits and soft skills. Integrating a project-based educational curriculum (i.e. utilizing recipe writing to strengthen math competencies), GED classes are offered and required for all enrolled workforce participants. Social justice education and civic engagement are embedded in all programming, with a weekly Social Justice Friday session, as well as themes embedded in other activities, such as labor rights and movements discussed during Workforce skills sessions. Ultimately, UTEC's unique model can provide a pathway from the street to the state house for older youth most often overlooked and considered disengaged.

With an investment from EMCF, UTEC will accelerate three key elements of our scaling plan:

- 1) Increase the number youth served in our core model of Workforce, Education, and Case Management programs.
- 2) Expand programs and services in the City of Lawrence. In 2011, we formalized our first steps to expand services to youth in Lawrence, MA.

3) Continue our leadership in performance measurement for best practices in serving proven-risk young men and women, and establish UTEC as a hub for teaching and learning, linked with an expanded policy and advocacy focus – statewide and soon nationally.

www.utec-lowell.org

University of California Los Angeles (Los Angeles, CA)

The University of California, Los Angeles has developed several programs designed specifically for foster youth and recently emancipated foster youth in Los Angeles County. Los Angeles County's Department of Family and Children Services is responsible for approximately ten percent of all foster youth in the nation. In response to this community need, UCLA has developed specific programming designed to address the needs of foster youth.

One such program is the First Star Bruin Guardian Scholars Academy, which is designed to support high school (grades 9-12) foster youth in their quest to attend college by augmenting the academic and social services that they already receive through local government and non-profit partners.

The flagship component of the program is a four-week residential summer academy where three-dozen foster youth receive a variety of academic, life skills, and recreational enrichment programming. Professional staff maintains relationships with students throughout the school year to provide support and monitor their performance. Interactions include academic advising and mentoring. Throughout the course of the school year, each student receives regularly scheduled full-day instruction meetings for additional support.

The program is designed to improve foster youth's ability to cope with psychological and social stress, to become self-sufficient young adults, and to achieve academically. The Scholars Academy strives to address these areas of the youths' lives through a number of activities not limited to:

- Connecting students with mentors and individuals to enhance their social and psychological well-being (including administrators and former foster youth who currently work for First Star or UCLA);
- Providing youth with opportunities to develop and nurture relationships with their mentors and with each other;
- Offering students workshops on how to develop life skills;
- Providing opportunities for youth to enroll in college-level courses for credit during a four-week, on-campus residential experience; and
- Offering students opportunities to engage in community service.

The First Star Bruin Guardian Scholars Academy is a cohort model: thirty-six foster youth were accepted into the program preceding the 9th grade. The program will continue to work with this cohort of low-income and first-generation college-bound foster youth in their successful pursuit of postsecondary education through high school graduation and beyond.

www.ucla.edu

University of Cincinnati Partner for Achieving School Success (Cincinnati, OH)

The University of Cincinnati (UC) serves the people of Ohio, the nation, and the world as a premier, public, urban research university dedicated to undergraduate, graduate, and professional education, experience-based learning, and research. We are committed to excellence and diversity in our students, faculty, staff, and all of our activities. We provide an inclusive environment where innovation and

freedom of intellectual inquiry flourish. Through scholarship, service, partnerships, and leadership, we create opportunity, develop educated and engaged citizens, enhance the economy and enrich our university, city, state and global community.

UC has shown its commitment to quality, effective education for low-income students in a number of ways. First, through the College of Education, Criminal Justice and Human Services, (CECH), UC has developed a comprehensive range of programs and community partnerships that impact the academic and life skill readiness of children from pre-school through college. UC's Partner for Achieving School Success (PASS) a center in CECH is involved in helping elementary and high school students prepare for college through federally and privately funded initiatives that provide tutoring and college access/awareness activities for students from low-income backgrounds in low-performing schools. UC PASS provides a continuum of services to students with the highest risk of failure along the cradle-to-career pathway: 21st Century Community Learning Centers provide afterschool educational enrichment programming for low-income students in Pre-Kindergarten through grade 12, Gaining Early Awareness and Readiness for Undergraduate Programs (GEARUP) serves middle school through high school students, the Gen-1 Theme House supports first-generation, low-income college students, the Higher Education Mentoring Initiative (HEMI) provides mentors for emancipating foster youth in high school through college, and UC Degrees supports independent students who are first generation, low-income and usually non-residential.

www.uc.edu/cechpass

Up2Us (New York, NY)

Up2Us is the first national nonprofit coalition to unite grassroots youth development organizations that use sports and physical activity as tools for positive youth development. The mission of Up2Us is to advance sports as a solution for the critical challenges facing the youth of America today. To date, more than 600 organizations across the U.S., the majority of which serve youth in vulnerable communities and all of which have a "social change" rather than an "athletic" mission, have united under the Up2Us banner to address the health, academic and social challenges facing youth today.

Sports occupy a privileged place in our culture, with participation spanning age, race, gender, religion, and social class. Research shows that youth sports programs also have tremendous potential to generate positive outcomes around health, education and pro-social behavior, and in programs with an intentional, structured approach to mentoring, the potential for positive results increases. For these reasons, Up2Us focuses its efforts on increasing access to high quality sports-based youth development (SBYD) programs through the following two initiatives:

Coach Across America (CAA) provides Up2Us Member Organizations with coach-mentors trained in sports and youth development. This year, CAA will place 400 coaches in 350 communities in 31 states, reaching 50,000 youth in under-served communities.

Center for Sports-Based Youth Development provides research, assessment tools, and trainings to Up2Us members in an effort to help programs increase their quality. The Center has provided training to over 1,000 youth sports providers and published numerous reports on the state of youth sports in America, and is currently rolling out an online comprehensive evaluation system – the first of its kind – specifically for SBYD organizations.

Our vision is that one day all youth, will have access to quality SBYP programs that inspire them to succeed on the field, in the classroom and in life.

www.up2us.org

Urban Alliance (Washington, DC)

Urban Alliance's mission is to empower under-resourced youth to aspire, work, and succeed through paid internships, formal training, and mentoring. The overarching goal of the organization is to equip youth in under-resourced neighborhoods to successfully transition from high school to college or career training, and ultimately to the working world. Urban Alliance achieves this by helping youth to attain the following objectives:

- 1) Improve hard and soft job skills, (as defined by evaluation tools);
- 2) Graduate from high school;
- 3) Attend college or a training program;
- 4) Identify employment opportunities; and
- 5) Gain long-term employment experience.

In 1996, Andrew Plepler, then an attorney for the Department of Justice, visited Anacostia Senior High School in DC, and asked the students what they needed most to succeed. One bold young person simply said, "I need a job." Andrew found a paid internship for that young person, and rallied his friends with backgrounds in business to hire five of that young person's friends. Since then, Urban Alliance has built an effective youth development model, and implemented a robust evaluation program that has demonstrated the capacity of the program to grow incrementally, while maintaining high quality outcomes. As recently as 2003, Urban Alliance was serving only 40 Washington, DC youth. Today, Urban Alliance serves over 1,000 youth annually in three different programs and in three cities. Expansion of the program in new markets not only facilitated serving more youth, but also was a first step in determining Urban Alliance's ability to successfully replicate and has positioned the organization for further expansion. Prior to expansion however, Urban Alliance needs to build internal capacity properly to support program staff at the local level while preserving the organization's outcomes.

www.theurbanalliance.org

Urban Day School (Milwaukee, WI)

Urban Day School is a UW-Milwaukee Charter school with two campus locations serving two of Milwaukee's most economically challenged neighborhoods. The mission of Urban Day School is to provide students Pre-kindergarten through eighth grade with a learning experience that emphasizes academic excellence and personal achievement, enabling students to make a successful transition to higher education, and to become value-creating leaders of society.

Urban Day School stands out in offering literacy instruction that rests on the Johns Hopkins University research-based program Success for All which accounts for significant progress on Urban Day School's Measures of Academic Progress (MAP) testing and recent WKCE test scores.

Urban Day School is a learning community of faculty, students, families and community partners. Urban Day School addresses readiness to learn, preparing children starting at age 3 for an education

characterized by personal discovery, individualized instruction and academic rigor. Meaningful hands-on performance activities connect carefully planned curriculum to the real world. Performance centered activities provide students with opportunities to use knowledge as they draw on their unique interests, aptitudes, backgrounds and learning levels. As students move through the curriculum, learning opportunities are maximized through continuity and personal engagement, resulting in students' discovery of, appreciation for and confidence in their own unique abilities.

Our core value is deeply rooted in the belief that all students desire to learn and can learn when provided with the necessary resources. Our graduates are well prepared for continued academic achievement and personal growth.

www.urbanday.org

Urban League of Metropolitan St. Louis (St. Louis, MO)

Since 1918, the Urban League of Metropolitan St. Louis (ULMSL) has worked to stabilize communities and improve the living conditions for African Americans and others in the St. Louis community. Although ULMSL began as a social services organization it has evolved to include economic empowerment, educational quality and equality, meeting families basic needs, civic engagement and social justice and sustainable quality services. Today ULMSL provides ladders out of poverty through partnerships with corporations, community leaders, governmental and civic institutions.

Youth are a focal point of services within the agency as indicated by our programming including:

Meeting families basic needs: Programs focus on stabilizing families with children, providing emergency rent, mortgage and utility assistance along with nutritional food baskets

Youth Services Programs: Specifically working with at-risk youth through Workforce Investment ACT (WIA) and Jobs for Missouri Graduates programming Education: Including a successful GED program, Head Start and College Scholarships.

Youth Leadership: Our NULITES program provides leadership development for youth. Participants have traveled to Orlando, Chicago, Washington, D.C. and New Orleans for National Urban League Youth Summits.

ULMSL proposes to expand its Job for America's Graduates program (JAG). JAG is a drop-out prevention and school-to-work transition program which provides real world preparatory practical and theoretical learning to high school and middle school students. The lessons include employability skills training, career counseling, work experience opportunities, leadership training, and the academic support necessary to ensure graduation from high school. JAG has a long and successful track record of helping students graduate from high school and achieve career goals through a structured internship and classroom curriculum.

www.ulstl.org

Urban Strategies Inc (St. Louis, MO)

Urban Strategies (Urban) empowers residents in distressed urban core neighborhoods to lead healthy, prosperous lives in thriving, self-sustaining communities. Working in tandem with housing development partners and managers, Urban provides place-based, comprehensive human development support in revitalizing public and mixed-income urban communities. Urban's clients are the hardest to serve adults and the most at-risk youth who face multiple barriers to success, such as lack of education, teen

pregnancy, involvement with the justice system, mental health issues, and substance abuse. Driven by the conviction that community-based services must support the entire family unit, Urban has created and implemented an evidence-based comprehensive case management system. Using a two-generation approach, Urban's case managers ensure that able-bodied adults receive education and work support, that parents have adequate knowledge of child development and parenting, and that children are engaged in education, particularly in their early years.

Case managers also provide wrap-around services to improve parent-child bonding, bridge the gap between residents and service providers, and provide concrete social and emotional support in times of need. What is missing in this pipeline of services is a way to ensure that at-risk youth stay in school, avoid unwanted pregnancies, and achieve a successful transition into adulthood. To fill this service gap, Urban seeks to embed the evidence-based Wyman Teen Outreach Program® (TOP®) into the overall context of Urban's programs nationwide. TOP® is a nationally recognized, evidence-based program that builds the social, emotional, academic and non-cognitive skills of youth to help them learn to make healthy choices, graduate high school, pursue college or career, and develop long-term goals. By implementing TOP®, Urban's reach will extend beyond the adults and young children to help at-risk youth grow into healthy young adults.

www.urbanstrategiesinc.org

Urban Teacher Center (Baltimore, MD)

The mission of Urban Teacher Center is to prepare highly effective teachers who significantly accelerate student achievement in the nation's highest-need schools. UTC accomplishes this by recruiting outstanding candidates, equipping them with state-of-the-art training, and linking certification to student performance outcomes. Over time, UTC teachers will be among the most expert and results-oriented in the nation, assuming leadership roles and making the public case for stronger teacher preparation and accountability.

The UTC recruiting process is highly selective, drawing from a national pool of talented candidates. Accepted applicants participate in intensive summer training during which they work with children in urban summer schools and begin a dual Masters degree in Special and General Education through Lesley University.

During the school year, residents work within a host classroom, where they observe and learn from a host teacher while honing their own skills. Residents work intensely with a small group of struggling students on mathematics or literacy skills and must show an average of five months of student growth in a five-month period. During the year, residents gradually increase their responsibilities as a classroom teacher, while taking the bulk of their graduate coursework. Meeting expectations in clinical practice and coursework is necessary to complete the residency. This extensive preparation model is designed to ensure that, once they become teachers, these individuals are fully equipped to meet the instructional needs of the children they serve.

In Year 2, UTC participants are full-time teachers of record and work to finish their Masters degree. UTC teachers must demonstrate one year of growth in 80 percent of their students in Years 2 and 3 in order to complete the program and earn full certification. Over time, UTC teachers who exceed minimum student performance expectations take on leadership roles within the learning community.

www.urbanteachercenter.org

Ushers New Look (Duluth, GA)

Entertainer and entrepreneur Usher Raymond founded New Look in 1999 to help at-risk youth (ages 14-21) imagine—and attain—brighter futures by teaching them how to use their unique talents to achieve their personal ambitions and serve the greater good. What began as a series of informal collaborations with other youth organizations has evolved into a cohesive national organization with a mission to certify youth in four leadership pillars—talent, education, career and service—to ensure their success as leaders throughout the world. New Look operates in 5 urban centers (Atlanta, Detroit, Los Angeles, Milwaukee, New York) and delivers programming designed to ensure that youth:

- obtain an education that prepares them for fulfilling careers;
- are viewed and valued as essential participants in solving community problems;
- develop the leadership skills necessary to influence local, national and global decision-making around critical issues such as education, health, poverty, climate change.

New Look’s model consists of 3 core programs: Powered By Service, New Look Leadership Academy and Moguls In Training. Through peer-to-peer training, older youth mentor and train younger students with significant leadership potential. Our curriculum provides a continuum of sequential and cumulative learning experiences to help youth transition successfully from middle school and high school to college and work. It incorporates key 21st century thinking and learning competencies (creativity and innovation; collaboration and communication; critical thinking and problem solving) and inculcates important character traits such as honesty, self-discipline, persistence and personal accountability. New Look youth are supported by adult mentors who provide constructive feedback and encouragement. Students who complete each program are certified as local, national and international leaders through a process developed in collaboration with Emory University’s Goizueta Business School.

www.ushersnewlook.org

Village Learning Place (Baltimore, MD)

One of a handful of libraries that was once part of the United States’ first library system, the Village Learning Place (VLP) is now one of the few lending libraries that exist apart from the system, operating as an independent 21st Century library. A pioneer in the field of nonprofit community libraries, the VLP’s mission is to promote literacy, cultural awareness, and lifelong learning through free access for all ages to information, resources, and educational programs.

The VLP’s library includes a learning center, meeting places, a community garden, a computer lab, and a circulating collection of over 18,000 books. The organization is committed to providing quality, targeted programs for all ages that truly impact individuals and improve the community as a whole. The cornerstone of VLP programming is its nationally recognized Let’s Invest in Neighborhood Kids (LINK) initiative, which provides rigorous, engaging after-school and summer programming for at-risk Baltimore City students in pre-K through eighth grades.

The VLP’s historic building was originally a branch of Baltimore’s Enoch Pratt Free Library, and is now a physical embodiment of community endeavor and a symbol of neighborhood pride. When the Pratt Library closed this branch in 1997, residents rallied, staged a funeral march, and lovingly restored the building with volunteer hours. By community forum, they created the Village Learning Place. Since its grassroots inception, the VLP has directly responded to the needs and desires of its very diverse community of patrons.

The VLP has twice been named a 21st Century Community Learning Center, a federal award through the Maryland State Department of Education, and is a national Bank of America Neighborhood Builder, among many other honors.

www.villagelearningplace.org

Virginia Community College System (Richmond, VA)

The mission of Virginia's Community Colleges (VCCS) is to "give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened." The mission of the Virginia Foundation for Community College Education (VFCCE) is to provide access to education for all Virginians. The VFCCE is closely aligned with the VCCS, sharing leadership in the person of Dr. Jennifer Sager Gentry, who serves as both the Executive Director of the Foundation and as Vice Chancellor for Institutional Advancement for the VCCS.

The VFCCE was incorporated in 1969 but remained relatively inactive until 2005 when VCCS Chancellor Glenn DuBois re-energized it as a key component of that year's strategic plan for Virginia's Community Colleges. A new plan, Achieve 2015, was approved in 2010. This plan focuses not on the needs of the community colleges, but on the needs of the communities we serve. The plan incorporates measurable goals in five areas: Access (which includes an emphasis on increasing the number of underserved populations who enroll at community colleges), Affordability, Student Success (which includes increasing the success of students from underserved populations), Workforce, and Resources.

Launched in 2008 under the leadership of the VFCCE, the Great Expectations Education Program for Foster Youth helps current and former foster youth complete high school, gain access to a community college education, achieve success in college, and transition successfully from foster care to living independently. Campus Coaches work closely with participants to support them as they navigate the higher education system and connect them to essential services. The evidence-based mentoring program, emergency fund, and annual multi-day educational forum provide additional resources. Great Expectations has served over 1,000 students at 16 colleges, helping them to obtain associate degrees and workforce certifications and transfer to four-year colleges and universities.

www.vccs.edu

Voices for Children (San Diego, CA)

Voices for Children (VFC) believes passionately in the sacredness of childhood and in each child's right to be safe, to be treated with dignity and respect, and to learn and grow in the secure embrace of a loving family. Our Court Appointed Special Advocate (CASA) Program seeks to fulfill this role in those cases where—for whatever reason—a family fails to live up to its obligation and a child, aged newborn to 21 years and often traumatized by abuse and neglect, enters foster care.

VFC, a private, nonprofit corporation funded 96% by individuals, foundations, and corporations, is designated by the San Diego County Juvenile Court as the County's only provider of CASAs. Since its founding in 1980, VFC's network of volunteer CASAs have advocated for the individual needs, rights, and well-being of San Diego's abused and abandoned children in court, in the classroom, and in the community.

VFC recruits, screens, and trains volunteer CASAs who become experts about their case children's history, needs, and dreams. CASAs review court, medical, and educational files and interview anyone involved in the case, while they communicate constantly with VFC staff and visit regularly with their case children. CASAs prepare written reports and appear in court to ensure that the judges making decisions

about the children have the most current and pertinent information. Our goal for San Diego's foster children is stability in safe, permanent homes, through reunification into healthier family environments or adoption into "forever" families.

Despite our growth, thousands more foster children languish in urgent need of the advocacy our CASAs provide. VFC's vision is to Serve Every Child, following a detailed expansion plan adopted by our Board of Directors in 2010 to triple the number of children served. By 2016, VFC will have 1,700 volunteers and a \$6 million budget, to provide CASAs to 3,400 abused and neglected children per year, plus case assessment for any foster child without a CASA.

www.speakupnow.org

Volunteers of America Minnesota (Alexandria, VA)

VOA is a national, nonprofit, faith-based organization dedicated to helping those in need rebuild their lives and reach their full potential. Through thousands of human service programs, including housing and healthcare, VOA helps over 2 million people in over 400 communities in 46 states including District of Columbia and Puerto Rico. Since 1896, our ministry of service has supported and empowered America's most vulnerable groups, including at-risk youth, the frail elderly, men and women returning from prison, homeless individuals and families, veterans, people with disabilities, and those recovering from addictions. Our work touches the mind, body, heart and ultimately the spirit of those we serve, integrating our deep compassion with highly effective programs and services.

VOA draws on our 116-year experience in and knowledge of: assisted living programs for the elderly; person-centered planning and supports; delivering mental health and mental retardation community-based supports; and low income housing property management. As one of the nation's largest nonprofit providers of quality affordable housing for families, the elderly, and people with disabilities, we are unique in that in addition to owning and managing these affordable housing developments, we offer an array of human services programs to residents, turning our housing developments into established hubs for community-building.

www.voa.org

WINGS for Kids (Charleston, SC)

WINGS is an education program that teaches low-income, at-risk youth how to behave well, make good decisions, and build healthy relationships. We do this by weaving a comprehensive social and emotional learning (SEL) curriculum into a fresh and fun after school program. Kids get the life lessons they need to succeed and to be happy, and they get a safe place to call home after school.

WINGS is the only U.S. organization focused solely on developing and improving social and emotional skills within after school programming. WINGS occurs directly after school, 3-hours per day, 5-days per week, for the entire school year. Students enrolled in WINGS receive more than 500 hours of programming annually. We weave 30 SEL objectives into fresh and fun activities. Activities are delivered by our well trained WINGS Leaders, college-aged mentors, in low 1:12 adult to child ratios.

In 2010-11 WINGS partnered with a UVA research team for a preliminary outcome study. The results found executive function skills in WINGS kids improved by 21 percentile points and applied problem solving skills improved by 8 percentile points. Increases in these areas are strong predictors for positive long-term outcomes: improved high school graduation rates, higher income potential, and reduced rates of criminal behavior. Prior evaluations by Yale University demonstrated WINGS kids attained higher math and reading scores and better grades, behavior, and school attendance than non-WINGS kids.

Based on prior studies, the UVA researchers wrote and received a \$2.8 million grant from the U.S. Department of Education to perform a randomized control trial study on WINGS. The first cohort of students started this fall.

Currently WINGS serves 650 at-risk K-6 elementary school students in Charleston, South Carolina and Atlanta, Georgia. Over the next three years we plan to expand our current regions and replicate in Maryland, North Carolina, and rural SC.

www.wingsforkids.org

Women of Tomorrow Mentor and Scholarship Program (Miami, FL)

Founded in 1997, Women of Tomorrow helps at-risk teenage girls overcome significant obstacles – from pregnancy to gangs, crime, abuse and family dislocation – helping them stay in school, graduate, and go on to higher education, good jobs and lives of greater opportunity. Our mission is to inspire, motivate and empower at-risk young women to live up to their full potential through mentoring with highly accomplished professional women and scholarship opportunities.

Our program includes mentoring sessions, supportive peer relationships, career-focused field trips and specialized college campus visits, all designed to encourage at-risk girls to aim high. We pair top-tier professional women with small groups of girls, selected individually by educators at their schools. The schools select at-risk girls to participate, based on a broad definition of risk, including low income, abuse, disability, pregnancy, likelihood of dropping out of school, becoming involved in gangs, drugs or criminal activity, or other academic, social, behavioral, medical or other risk factors.

We emphasize sustained mentoring and peer relationships that extend over three or four years, through a girl's full high school career. Mentoring sessions address topics such as financial literacy, job readiness, goal setting, health, nutrition, interviewing skills, etiquette, career choices, abuse prevention, healthy relationships, time management, and others.

We conduct career-focused field trips to introduce mentees to career options they may not have considered or even heard of before. College campus visits expose the girls to higher education opportunities ordinarily unknown to them. Many mentees come from families with no precedent for higher education. Nearly half are the first generation to graduate from high school, and 64% are the first generation to pursue higher education.

www.womenoftomorrow.org

YMCA of Greater New York (New York, NY)

The YMCA of Greater New York (the Y) is a community service organization that promotes positive values through programs that build spirit, mind and body, welcoming all people. Founded in 1852, we are the second oldest YMCA in the US and the largest YMCA in North America. We are the City's largest youth service provider, reaching 200,000 children and teens each year through programming at 20 local Y branches, 3 camp sites upstate and more than 150 other sites citywide. Our broad array of youth development services includes early childhood daycare, afterschool programs for grades K-8, summer day and sleep-away camps, swimming and sports programs, and teen programs in the areas of civic education and service learning, leadership and job skills training and college access. Most of the youth we serve come from low-income black and Hispanic households. The Y is also one of the City's largest youth employers; more than 1,300 of our 4,200 employees are between the ages of 16 and 24.

We seek to greatly expand the size and scope of YouthBuild, a small federally funded program that since 1995 has provided GED and occupational training and job placement services focused on the construction trades to disconnected youth (i.e., youth ages 16-24 who are neither working nor attending school). The Y's 2012-14 Strategic Plan sets forth as a defining priority Y Roads, an initiative that will help disconnected youth chart a path to a fulfilling, economically independent adulthood. The Y will establish stand-alone Y Roads Centers in 3 of the City's neediest communities to provide comprehensive social services that include GED classes, workforce development training and job placement, and mental and behavioral health counseling. In 2013, the first Y Roads Center will open and annually serve 300 disconnected youth in south Jamaica, Queens. This application is submitted in close partnership with YMCA-USA, which if needed can serve as the applicant/conduit for grant funds.

www.ymcanyc.org

Youth Advocate Programs, Inc (Harrisburg, PA)

Youth Advocate Programs, Inc. (YAP) has been providing services on behalf of high-risk youth served by the juvenile justice and child welfare systems since 1975. We are the largest organization of its kind in the nation with deinstitutionalization as a sole mission. YAP partners with youth/families to move them from where they are to where they want to be; providing unconditional support to those with the highest needs and in crisis.

Our services model is comprehensive and holistic; utilizing best practices found in the wraparound, mentoring, restorative justice and positive youth development fields. We specialize in engaging system involved youth, balancing involuntary service requirements with individual voice and choice. Our strengths-based empowerment model offers a striking contrast with systems and institutions which often disempower, disenchant and disengage people.

YAP works with the family to develop an individualized plan that incorporates the youth's strengths. We help recruit and convene a Family Team that supports service delivery. We hire paid Advocates, people whose backgrounds range from GED to PhD, and who live in the same communities as our families; natural experts on the neighborhood assets and challenges. Advocates are the linchpin of the services model, the glue of the Family Team. Advocates work on building educational and vocational competencies such as helping parents prepare for IEP meetings, tutor or locate tutoring services for the youth or assist in finding jobs. Our supported employment program provides subsidized wages to pay youth to work in local businesses or charities and support apprenticeships.

Advocates spend individual and group time with each youth and family in purposeful activities targeted to plan goals. Our model is intensive (7-30 hours/week) and time limited (4-6 months), dependent upon service needs and legal requirements.

YAP works with families to increase their ability to self-manage and safely problem-solve their needs, develops competencies and build networks of community support. Over time, the youth and family become more hopeful about their futures with a greater ability and belief that they are change agents for their own lives and for the larger community. By the end of their transitional stay in YAP, they are more prepared to move on to their next phase of life.

www.yapinc.org

Youth Guidance (Chicago, IL)

Youth Guidance (YG) was founded in 1924 in Chicago and currently serves 14,000 low-income youth in distressed Chicago neighborhoods. YG's engagement strategy emphasizes delivery of services directly inside Chicago Public School (CPS) buildings.

We request support to substantially expand throughout Chicago our most promising dropout and violence prevention program, "Becoming a Man" (BAM), for at-risk male youth grades 7-10 (ages 12-18). YG believes BAM is worth expanding in Chicago for several reasons:

Underserved communities: Chicago, America's 3rd largest city has some of the nation's poorest, dangerous, segregated neighborhoods in the country. Risk of adverse outcomes is particularly high for black males, whose graduation rate in Chicago is 43%. National data suggest black male dropouts have a 70% chance of being incarcerated by their mid-30s. Too many Chicago south and west side areas have too little philanthropic investment relative to the overwhelming need.

Promising logic model: Too little is currently known about how to improve long-term life outcomes of disadvantaged youth, particularly males. BAM builds on research showing that "non-academic" skills like impulse control and persistence ("grit") predict schooling success and crime involvement, and that poverty is a risk factor for deficits in such skills. The \$550 billion the US spends on K-12 schooling each year mostly focuses on academic skills. BAM seeks to fill this need by developing key non-academic skills for at-risk male youth.

Promising evidence: A randomized controlled trial (RCT) by our evaluation partners, the University of Chicago Crime Lab, found that BAM reduced violent-crime arrests by fully 44% and increased school engagement by an amount that may increase graduation rates by 7-22%, with benefit-cost ratios up to 30:1. These initial results suggest the value of expanding BAM in Chicago and doing so in a way that lets us rigorously study its scaled-up impacts.

www.youth-guidance.org

Youth Job Center of Evanston (Evanston, IL)

The Youth Job Center (YJC) prepares at-risk youth ages 14-25 for success in the workplace through training, placement and employment support in partnership with employers. For 30 years the YJC has offered a continuum of services to the most vulnerable and disenfranchised youth throughout Chicagoland. The YJC was established to break the cycle of generational poverty through connecting the hardest to serve and disconnected out of school youth with educational, employment and career pathway opportunities that lead to full economic sufficiency and stability. The YJC has provided employment services and job placement to more than 25,000 young people over three decades of service.

www.youthjobcenter.org

Youth On Their Own (Tucson, AZ)

Youth on Their Own (YOTO) is a dropout prevention program serving vulnerable homeless youth, ages 13 – 21, in Pima County, Arizona, which includes young people who have no parent or long-term guardian and lack a safe, permanent home. Our mission is focused and targeted: to support the high school graduation and continued success of homeless youth by providing financial assistance, basic human needs and guidance. YOTO's program model has a high success rate; over the last 4 years more than 90% of YOTO seniors graduated high school and received their diploma.

Trained and certified volunteer School Liaisons in 136 local schools work with YOTO Student Advocates to facilitate access and coordinate integrated services designed to give homeless youth the resources and skills to live independently, stay in school, and graduate. Services include: the Student Living Expense Program which offers a monthly stipend, up to \$125 per month, based on academic performance; material assistance such as food, clothing, school supplies and furniture distributed through the "Mini-Mall"; emergency and transportation assistance and; guidance and ongoing support through one-on-one case management, advocacy, mentoring, and tutoring. YOTO enlists collaborating organizations and professionals that accept referrals and provide youth services such as medical care, housing, and employment services.

Annually, YOTO serves more than 700 students who attend public and charter schools. Data for 2010 indicates that more than 3,600 homeless youth were enrolled in Pima County schools (AZ Dept of Economic Security). Over the last 4 years, YOTO has increased its enrollment by almost 100% and must increase organizational capacity to meet the demand. With a EMCF Social Innovation Fund grant, we can achieve our 3-year goals to conduct programmatic evaluation and increase revenue, the number of schools with YOTO liaisons (especially schools in underserved rural areas), and the number of students served.

www.yoto.org

Youth Policy Institute (Los Angeles, CA)

The Youth Policy Institute (YPI) is a community-based organization whose mission is to transform Los Angeles neighborhoods using a holistic approach to reducing poverty by ensuring families have access to high quality schools, wrap-around education and technology services, enabling a successful transition from cradle to college and career. YPI has 125 program sites in Los Angeles with more than 1,000 staff. YPI implements a dual strategy for service delivery: (1) place-based initiatives that saturate target communities with a cradle-through-college/career continuum of services; and (2) broader services throughout Los Angeles to improve youth academic success and increase family income. YPI serves 52,000 youth and adults each year throughout Los Angeles, with a focus on the communities of Hollywood, Pacoima, and Pico Union for place-based programming.

Excellent schools that promote student academic success are at the center of YPI's work. YPI operates three schools in the San Fernando Valley and one in Pico Union; each of these provide students with a high quality education, as well as comprehensive supportive services for students, families, and the surrounding community. YPI operates two in-district schools through Los Angeles Unified School District's Public School Choice initiative that transforms the District's lowest performing schools through a competitive process that allows external organizations like YPI to operate schools. YPI has also opened two charter middle schools in response to parent requests for more school choice for their children. YPI understands that students succeed when they have stable and supportive families and communities, so YPI also offers early childhood and parenting programs, 56 afterschool programs, Full-Service Community Schools, Carol White Physical Education, SES tutoring for over 2,000 students annually, LA CollegeReady, 80 public computer centers, summer youth employment, gang prevention, dropout recovery, adult education, and workforce development. YPI's Los Angeles Promise Neighborhood significantly advances the place-based saturation of Hollywood and Pacoima to ensure youth and families succeed.

www.ypiusa.org

Youth Uprising (Oakland, CA)

Since opening our doors in 2005, Youth UpRising (YU) has worked to transform East Oakland into a healthy and economically robust community by developing the leadership of over 5,000 youth and

young adults and improving the systems and physical environments that impact them. YU's formula for community transformation begins with the acknowledgement that we cannot case manage our youth out of poverty, and that the process for transformation requires targeted interventions at the individual, community, and systems levels. Our formula for transformation is multi-tiered, strategic, and aligned to meet the specific needs of the community and is informed both by research and our deep understanding of the challenges faced by both the people and the place.

Personal Transformation: Every year, YU moves over 2,000 young people towards stability, self-sufficiency, self-leadership, and community leadership by meeting their basic needs, removing barriers to education and employment; fostering creative expression; and creating leadership opportunities. YU serves youth between the ages of 13 and 24 who reside in Alameda County by providing comprehensive services that integrate education and workforce development, arts, culture, wellness, and civic engagement programming. + **Systems Change:** YU removes the barriers young people face along their path through adolescence. YU not only helps young people overcome these barriers, YU works to remove these barriers by helping public systems develop proven and effective strategies for meeting the needs of young people living at the epicenter of violence, poverty, and limited opportunity. + **Community Economic Development:** YU works at the individual, community, and systems levels to achieve its community economic development goals. YU's strategy for expanding economic opportunity in East Oakland includes increasing and directing the flow of capital to activities that grow the economic base such as homeownership, the development of a commercial corridor along MacArthur Blvd., the expansion of small businesses and social enterprises, and attracting resources to the community such as healthy food outlets and child care facilities; and labor force attachment which includes educating, training and placing youth and residents into high-demand, living wage employment. = **Community Transformation:** YU envisions an East Oakland that both nurtures and is nurtured by its citizens. Young people are prepared and empowered to lead important changes in their community.

www.youthuprising.org