

GRIT LAB

[WORKING TITLE]

THE PILOT



TABLE OF CONTENTS

04	INTRODUCTION
05	DEFINITION OF GRIT
06	LAUNCHING THE PILOT
09	WHAT IS GRIT LAB?
10	GRIT LAB PRINCIPLES
11	HOW GRIT LAB WORKS
15	WHAT IS NEXT?
16	THE TIMELINE

APPENDIX

18	METHODOLOGY
19	YOUTH WORKSHOPS
21	THE ADVISOR
27	EXPERT SESSION
35	THE CULTURE
37	EXPERT PARTICIPANTS
46	CASE STUDIES
67	CITATIONS
69	BIBLIOGRAPHY

This project was made possible by the James and Judith K. Dimon Foundation and was a joint collaboration between Margaret Sullivan Studio and Abby Sigal Consulting. For more information please contact Margaret Sullivan at margaret@margaretsullivanllc.com or Abby Sigal at abbyjosigal@gmail.com. Also a special thanks to PS New York for the graphics!

CONTRIBUTORS

This document would not have been possible without the contribution of the following participants who engaged in a three month study to articulate the Grit Lab concept.

Kalyani Bhatt

Rudy Blanco

Phoebe Boyer

Elizabeth Clay Roy

Caitlin Davies

Judy Dimon

Katie Dixon

Jason Duchin

Jeff Edmonson

Abelardo Fernandez

William Frey

Bob Hughes

Gayle Jennings

Angie Kamath

Hilary Kolos

Chauncy Lennon

Tim Lord

Samantha Magistro

Lucinda Mendez

Laurin Meredith

Lou Miceli

Dianne Morales

Majorie Parker

Patrick Quattlebaum

Frank Sciame

Abby Jo Sigal

Justin Stein

Margaret Sullivan

Jessica Telgheder

Nancy Ulman

Alicia Wargo

Student Participants From

Dream Yard Prep Mouse Squad

Student Participants from Bronx

Haven High School

EXECUTIVE SUMMARY

Grit Lab links in-school, low-income youth in the South Bronx to meaningful, living wage careers. The plan is to first pilot Grit Lab in South Bronx. Grit Lab will bring together and support high performing schools, community-based organizations, career and technical educators, and employers. Collectively as a placed-based network, they will engage, support, provide experience-based learning opportunities, and create career pathways for a cohort of fellows. The fellows will be high school students who are at risk of becoming disconnected. The career pathways will be based on project employer needs in the New York City region as well as the students' interests.

In our research, we found three underlying issues Grit Lab seeks to address:

- The labor market, schools, and workforce programs are siloed, fragmented and employers traditionally rely on credentials. There is a lack of awareness of what jobs are out there, what skills and competencies you need for those jobs, and the best way to get those skills and competencies.
- Low-income 16-24 year olds are not given enough opportunity to explore and discover their passion, interests, and talents. And, perhaps more importantly, they are not given the tools nor shown the possibilities of how to turn that passion and interest into a career.
- Students are not adequately prepared. They don't have the critical skills and competencies the jobs require.

Funding for Grit Lab will leverage, not replace, existing public or private funds and enable participating organizations to work collectively to empower students and develop transparent, predictable career pathways for them. The following document provides more detail about the Grit Lab concept as well as the background research.

Grit Lab emerged from the work of South Bronx Rising Together (SBRT). SBRT is an outcome-focused collective impact endeavor that launched in the South Bronx nearly two years ago. SBRT's mission is to ensure that essential, measurable milestones are achieved at critical ages and stages of life for every child in Community District 3 in the South Bronx. To date, approximately 150 community-based organizations have joined SBRT. The key to SBRT's success is its partners' ability to blend funding streams, pool and redeploy existing resources, share facilities, integrate areas of expertise, streamline and tailor programming and bring best practices to bear on the needs and interests of the "whole child."

EXECUTIVE SUMMARY

Grit Lab seeks to prepare students for financial independence as measured by three categories of success metrics:

- **Economic.** Grit Lab Fellows will have greater earning power than their peer set.
- **Social capital.** Fellows will have a stronger and wider network of critical relationships with people who support their development and growth;
- **Life choices.** Grit Lab will make healthier personal decisions compared to their broader peer set.

The initial participating organizations will develop a set of metrics to measure Fellow success in these areas.

The underlying goal is to maximize career and college readiness as well as earning power for the fellows through this place-based, Grit Lab network. The prototype will inform how to scale in the South Bronx as well as how to replicate it in other low-income communities throughout the United States.

GRIT / GRIT / (NOUN)

Courage and resolve; strength of character.

“He displayed the true grit of the navy pilot”

Synonyms: courage, bravery, backbone, spirit, strength of character, strength of will, nerve, fortitude, toughness, determination, tenacity

In psychology, grit is a positive, non-cognitive trait based on an individual's passion for a particular long-term goal or end-state, coupled with a powerful motivation to achieve their respective objective. This perseverance of effort promotes the overcoming of obstacles or challenges that lie within a gritty individual's path to accomplishment, and serves as a driving force in achievement realization.

LAUNCHING THE PILOT

Grit Lab is launching a place-based pilot in the South Bronx intentionally designed, funded, evaluated, and incented to give low-income young adults the tools, competencies, and supports to seize opportunity and achieve financial independence.

In the United States, the zip code in which you are born should not predict your future. Yet it does. Today, if you are born in a low-income neighborhood, chances are that you will wrestle with poverty for the rest of your life. Conversely, if you are born in neighborhood of opportunity, you are very likely to benefit from those opportunities throughout your life.

Too often, we celebrate the extraordinary and the exceptional. Those all too few youth who have made it out of poverty because they have one way or another beat the odds. Living a comfortable life where you can feed, house, and educate your family should not be about beating the odds. The odds should be in your favor. When the odds are in every low-income kid's favor, we as a community will have achieved success.

Let's take a look at one place as an example: the South Bronx. Home to the poorest Congressional District in the country. 59.2% percent of youth in the Bronx will graduate in 4 years.¹ 74.8% graduate in 6 years.² So the odds are in your favor to graduate. But not by much. Of those, high school graduates, only 56.1% will go to college³ and 13% will graduate from either a 2 or 4-year college within 4 years.⁴ What's more, of those high school graduates, only 17.7% will be considered college and career ready.⁵ The odds are looking less and less favorable. The employment picture is not any better. Three out of ten 16-24 year olds in the Bronx are unemployed and out of school; too many others are in low wage, dead end jobs.⁶

Yet, there are real bright spots in the Bronx to build on. Significant non-profit capacity and strong community based organizations. Some standout schools. Transportation access to middle skill jobs and entry-level positions with career pathways. Public and private investment affordable housing, education facilities, and other community resources. Interested adults who really want to support young people both on the ground, in government, and in policy. Much better data, analytics and community organizing strategies to identify issues quickly, enhance decision-making and more efficiently allocate resources.

GRIT LAB SEEKS TO PREPARE STUDENTS FOR FINANCIAL INDEPENDENCE AS MEASURED BY THREE CATEGORIES OF SUCCESS METRICS.

ECONOMIC - Grit Lab Fellows will have greater earning power than their peer set.

SOCIAL CAPITAL - Fellows will have a stronger and wider network of critical relationships with people who support their development and growth.

LIFE CHOICES - Grit Lab will make healthier personal decisions compared to their broader peer set.

The participating organizations will develop a set of metrics to measure Fellow success in these areas building on existing data systems.

WHAT IS GRIT LAB?

Grit Lab is a place-based network of high performing organizations that builds on these bright spots to expand best practice and align community resources, public and private, to a youth-centered and outcome driven strategy to change the odds. To change the odds not person by person, or even organization by organization, but community by community. We had originally conceived Grit Lab as a place. After 6 months of research including examining best practices, over 100 interviews, and several workshops, we concluded, however, that it is not just a place but a network of people, places, and experiences rooted in a community. Grit Lab is a culture that focuses on the success of the youth, by creating a customized pathway.

Let's take a look at the underlying conundrum. In New York and elsewhere, there are middle skill jobs that employers are seeking to fill. A recent JP Morgan report estimates that there are 1 million middle skill jobs in New York City, and 44,000 openings annually.¹³ These are good jobs that pay a living wage and have real career paths.

Right now, 16-24 year olds aren't getting those jobs for three reasons.

They are not prepared. They don't have the critical skills and competencies the jobs require.

The labor market, schools, and workforce programs are siloed and fragmented. There is a lack of awareness of what jobs are out there, what skills and competencies you need for those jobs, and the best way to get those skills and competencies.¹⁴

Low-income 16-24 year olds are not given enough opportunity to explore and discover their passion, interests, and talents. And, perhaps more importantly, they are not given the tools nor shown the possibilities of how to turn that passion and interest into a career.

So how do 16-24 year olds from low income neighborhoods such as the South Bronx actively seek, get hired, and thrive in those jobs? By participating in Grit Lab. Grit Lab tackles these issues through a network of people, places, and experiences that share a commitment to the success of participating 16-24 year olds, the Grit Lab Fellows. Grit Lab pulls best in class programs together and inspires, incentivizes and coordinates collaborators to amplify their own work and to better serve Fellows.

THE PRINCIPLES THAT UNDERLIE GRIT LAB ARE STRAIGHTFORWARD.

The Fellows are at the center and the Network is designed around meeting them where they are and helping them get to where they need to be. The Network includes engaged organizations, interested adults, and peers organized to promote the Fellows' success.

Fellows will be more successful in their careers if they have a chance to explore, examine a variety of possibilities, identify what is meaningful to them individually and translate that into a career path. Connecting the bright spots and incenting collaboration will amplify what's working in the community while encouraging systemic change.

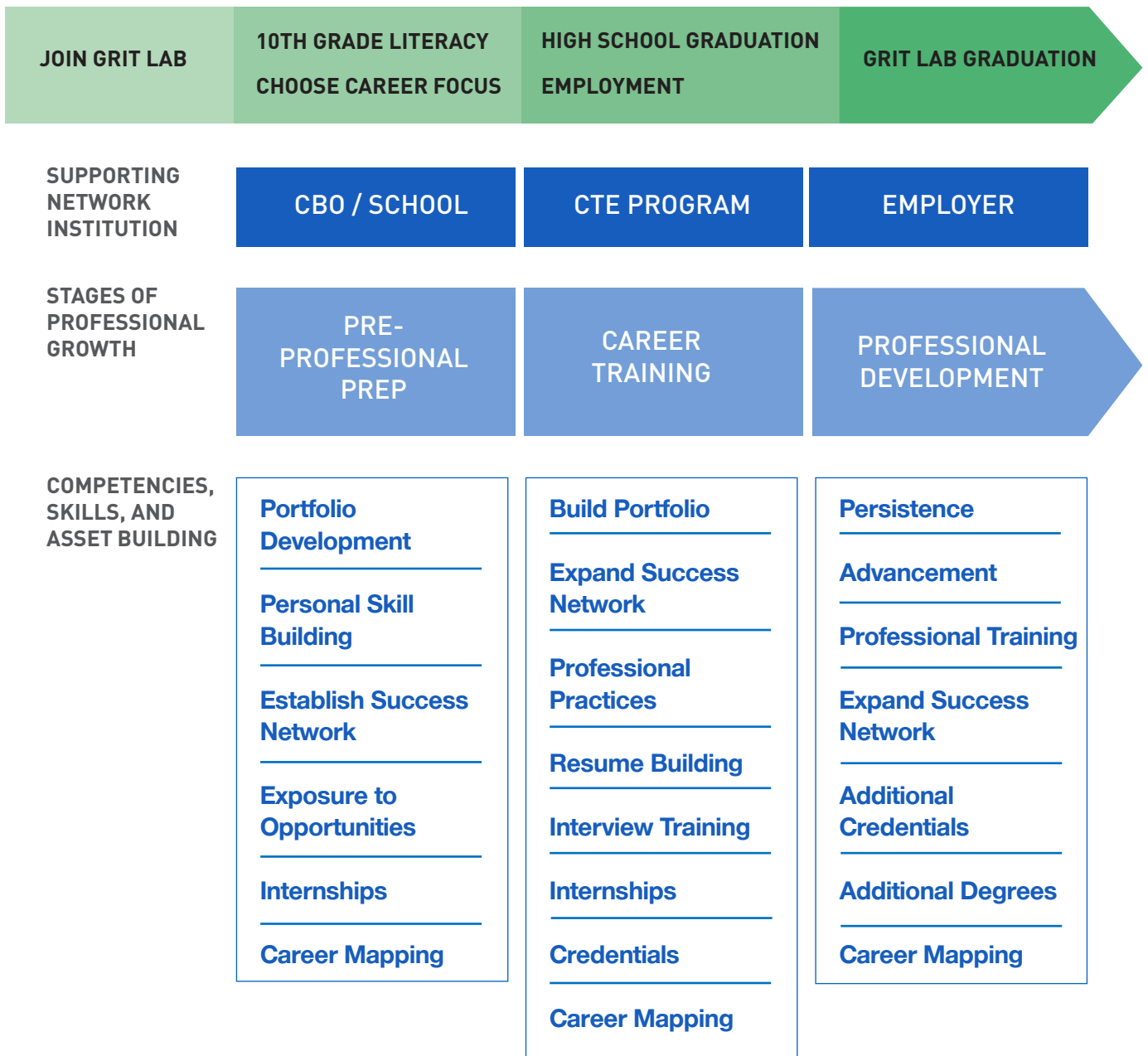
Evaluation and impact measurement is critical to investing in what works, scaling results, and achieving long-term sustainability.

This type of work succeeds best when rooted in a particular place.

That said its approach must be replicable and customizable to wide variety of places and communities.

HOW GRIT LAB WORKS

GRIT LAB: THE NETWORK



HOW GRIT LAB WORKS



12

Grit Lab partners, fellows, and staff would all commit to operating practices that embody these principles. By the time each Fellow is 21, he or she will have a well-developed portfolio, high school degree, at least 10th grade literacy, an employer recognized credential, a personal career map, and a job that promises financial self-sufficiency by the age of 24.

Grit Lab will work with schools and their community based partners to identify the first cohort of Fellows. Fellows would be the students who are at risk of not graduating high school and not going to college. These are the students who without engagement could become disconnected youth. They need to indicate some interest in developing a career and maximizing their earning power.

To become a Fellow, students would commit to enrolling in one of the participating schools, developing both a portfolio and a career map, honing competencies critical to career success, interning, and earning not only a high school degree or GED but also a certification in a specific field of their choice.

Grit Lab schools would focus on the core academic requirements as well as the other social and emotional supports students need. Grit Lab career and technical education (CTE) programs and employer partners would commit to identifying clear career paths to living wage jobs¹⁵ including the skill and competencies required for success, assisting in the development of industry recognized certification programs, to hiring a set number of Fellows for internships and entry-level jobs, and mentoring Fellows. Fellows will receive stipends. Grit Lab will also engage partners who can help build the infrastructure and knowledge base critical to its success.

Grit Lab will assign an Advisor to each Fellow who will help them develop a customized

HOW GRIT LAB WORKS

approach to building a digital portfolio, career map and personal success network based on each Fellow's interests, aspirations, and skills.

Grit Lab will train the people, including the Advisors, across organizations so there are a common set of practices, language and expectations. In addition to training, focused research, evaluation, and program development will also be a key component of Grit Lab. Grit Lab will also identify and invest in infrastructure and technology to facilitate communication and community among the Grit Lab Partners and all the people who have a stake in each Fellow's success. All of Grit Lab partners will work to identify existing public and private resources that will help make Grit Lab sustainable long-term.

**KNITTING TOGETHER BEST PRACTICE
LOCALLY AND NATIONALLY, WE
ARE AT A PIVOTAL POINT WHERE
RESEARCH CAN INFORM PLACE-
BASED, BEST PRACTICE TO MAXIMIZE
EARNING POWER AT EVERY AGE.**

Encouraging kids to explore their passions and the range of possibilities helps to weave those passions into living wage jobs and careers.⁷

Growing body of research showing the importance of the whole child approach, developing critical social, emotional and resilience skills and connected learning

Inspiring students to curate a multi-media portfolio to proudly present to educators and employers their skills, talents, interests as well as their critical thinking, intellect and digital literacy.

Customized paths to success rather than one-size fits all achieves better results.⁸ Technology helps to put the concept of customization into practice more cost effectively. Knowing what careers paths are out there and will be there.⁹

Unblocking and creating new career pathways by working closely with employers on curriculum development and recognized credentials for competencies.¹⁰ Technology is also helping to disrupt the traditional pathways by enabling employers hire based on competencies.

Leveraging the assets and resources of each community to create purpose while transforming it into a restorative place generates new opportunities.¹¹

Support, training, and tools to develop each student's personal success network of interested and engaged adults.¹²

WHAT IS NEXT?

Grit Lab is in the process of identifying its initial participants in the learning network. We anticipate three types of participating partners: high schools with strong partnerships with community-based organizations, career and technical education training programs that are tightly linked to employers, and organizations that provide needed technical expertise to support and build the network. The selection process of and grant for each type of participant will vary.

School/CBO partnerships: Grit Lab will provide initial planning grants of \$10,000 to develop proposals to ten schools with robust partnerships with community-based organizations in the South Bronx. Based on the responses, up to five schools will be selected join the initial pilot and will receive grants from \$200,000 to \$300,000 funded over three years. The planning grant will require that each organization indicate a methodology for how they would identify students, how many students they would nominate for selection, what resources they could contribute to the network in terms of staff and financial support, how they would recommend working with a student through the age of 21, and clearly articulate how this ties to their organizational strategy.

Examples of possible recipients include DreamYard, Phipps Neighborhoods, Children's Aid Society, and schools that work with New Visions for Public Schools.

CTE/Employer Partnerships: Three to five high performing partnerships between employer and career and technical training programs that are working in New York City, and have a relationship to the Bronx will also be selected to join the initial pilot and receive grants of up to \$75,000 over three years. We will look to the work of Jobs First NYC and its Young Adult Sectoral Employment Project to identify possible participants. The grant will require the partnerships to hiring Fellows, to demonstrate a commitment to hiring Fellows, a commitment to designing a certification program, a commitment to the Grit Lab culture, and a commitment to actively engage in the skill set development of the Grit Lab Fellows.

Possible recipients could be Per Scholas working with the IT sector; Phipps Neighborhoods, Hostos and Montefiore in healthcare; the Wildlife Conservation Society working with Bronx Works; and Year-up working with the financial services sector.

Supporting Organizations: To move Grit Lab from concept to reality will require targeted technical expertise. As part of the start-up phase, Grit Lab will support organizations that have the critical areas of expertise and infrastructure in training, identifying funding sources, program design, data analytics, evaluation and technology and expertise critical to implementation and long-term sustainability that is overly dependent on private philanthropy.

For example National Center for Community Schools at Children's Aid Society to embed the learnings of this work in the broader community schools movements, focus on the long-term sustainability strategies, and assist in training of the Advisors; DreamYard to continue and expand their build out of the digital portfolio concept; Jobs First NYC to provide support in mapping to potential jobs; New Visions to provide program design, data collection and analytics as well as help building critical communication tools; and Margaret Sullivan Studio to engage the users in the design of Grit Lab.

THE TIMELINE. The goal is to designate the selected initial participants and give out the grants in June of 2015. Responses would be due one month later. We would then convene the participants for a facilitated discussion and to prototype the pilot over the summer. The outcome of that meeting will be a prototype of the pilot and yearly funding commitments required to launch Grit Lab. The goal is to be up and running with the first set of Fellows in January 2016. As we move forward, we will continue to identify additional public and private partners to contribute their knowledge and resources to the Grit Lab prototype and its overall success.

APPENDIX

THE METHODOLOGY

We designed and applied a methodology to understand the experience and potential impact of Grit Lab on the targeted Grit Lab end users. We created a series of Workshops based on techniques of user-centered service design, which aims to identify systematic problems and opportunities based on users' needs and current challenges. For the purpose of this study, users are defined as youth who are at risk of dropping out of high school, not going to college, or have limited job prospects. The first two workshops were designed for this youth demographic. Users are also defined as any potential organizational member of Grit Lab. The third workshop was designed for this group.

THE YOUTH

The goal of the youth workshops was to gain a better understanding of the youth Grit Lab seeks to serve and engage them in the process of creating the Grit Lab. We engaged in a series of interactive activities to inform three major goals of the project:

Who is the targeted Fellow? What are their passions, fears, aspirations and day-to-day challenges? What are their obstacles to achievement? What are their obstacles to happiness and emotional support? What do they value?

How do targeted Fellows perceive their community? Specifically, what are their views of the Bronx, where the majority of the youth live and attend school .

How can we genuinely engage the targeted Fellows in making a contribution to real community change? The sessions were designed to be the first of a series of ongoing workshops with targeted Grit Lab Fellows to be involved in a dialogue and contribute to real community change.

THE EXPERT SESSION

The goal of the Expert Session was to gather a group of potential Grit Lab “members” and to engage in a dialogue about how a Grit Lab could amplify and support these organizations’ missions. Similar to the Youth Workshops, this session was intentionally designed for participants to be engaged in the “design” of the potential Grit Lab Pilot in order to foster commitment and ownership. A full list of participants begins on page 34.

YOUTH WORKSHOP #1

Who We Gathered: DreamYard Prep Mouse Squad

DreamYard Prep's Mouse Squad is a group of 15 high school students, primarily sophomores, who are part of a program that empowers underserved youth to learn, lead and create with technology, training youth to become digital media and technology experts for the school. The Mouse Squad is led by Rudy Blanco, a dynamic leader, instructor and advisor.

When: December 17, 2015

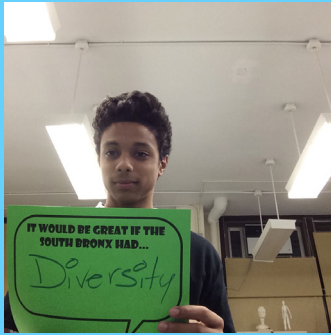
Where: DreamYard Prep, South Bronx, NY

What we did: We engaged in a series of interactive activities that enabled us to elicit responses about what the youth enjoy doing as well as their passions, aspirations and interests. These interactive activities centered around a large map of the South Bronx. From these exercises, we learned about each youth's perspective of their neighborhood. In one activity, we gave each participant 5 "cards" with the words: Happiness, Play, Discovery, Accomplishment and Avoid, and asked them to place these cards where these experiences and feelings happen. In another exercise, they designed a Lego Avatar and placed it where they would want to spend their time. At the end of the session we asked them to describe their ideal community. We asked them to describe what it would look like and what kinds of places it would have.

What they told us: These youth do not feel that they have safe places to go outside of home and school. Generally, they would prefer to be outside of the Bronx in other areas of the city, specifically Manhattan, where they could more freely engage in their interests and passions. The positive attribute cards: Happiness, Play, Discovery and Accomplishment, were primarily placed on the map at DreamYard Prep, and a majority applied the Avoid card to the entire Bronx, not just a specific area.

What we learned: These youth are motivated by their interests and passions and by being with their peers. These youth see Manhattan as the borough of opportunity, acceptance and safety. We also learned the value of a dynamic advisor, especially a motivated mentor like Rudy Blanco, in creating a successful support system for the youth. It is clear that DreamYard Prep has provided a "home" for these youth where they feel safe, nurtured and engaged.

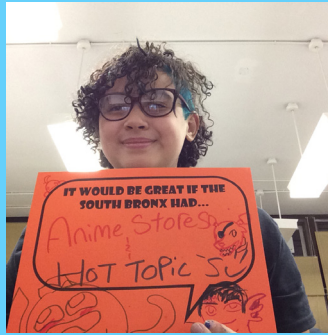
IT WOULD BE GREAT IF THE SOUTH BRONX HAD...



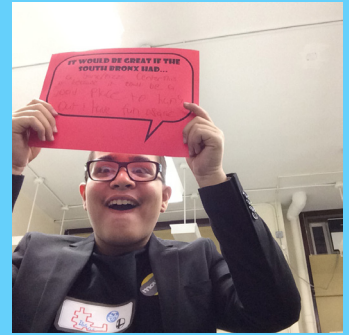
"Diversity"



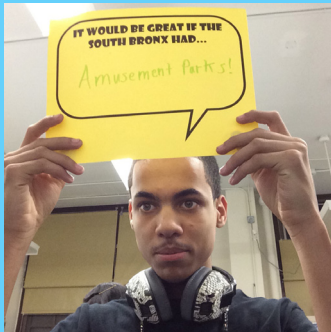
"More safe hang-out places"



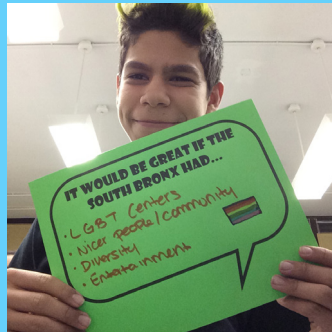
"Anime Stores and Hot Topics"



"A game/pizza center b/c it would be a cool place to hang out and fun"



"Amusement Parks!"



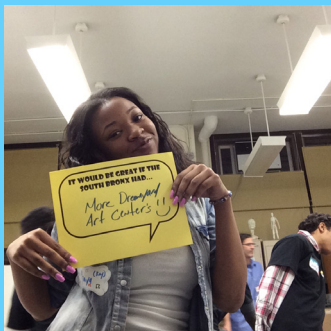
"LGBT Centers; Nicer People/Community; Diversity; Entertainment"



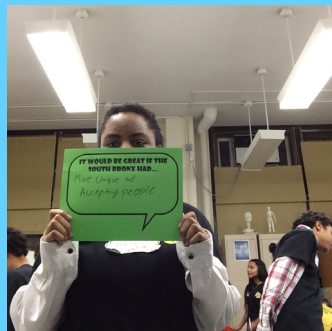
"Animal Shelters & More Communities"



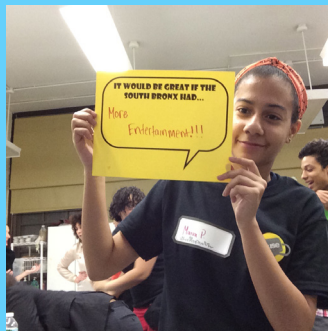
"Free Wi-Fi"



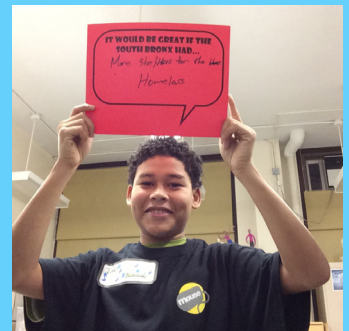
"More DreamYard Art Centers"



"More Unique and Accepting People"



"More Entertainment!!!"



"More shelters for the homeless"

FEEDBACK FROM AN ADVISOR

On May 5, 2015, Laurin Meredith of Margaret Sullivan Studio interviewed Rudy Blanco, the Mouse Squad Advisor at DreamYard Prep. One of the Advisors at the school, Rudy is a particularly committed, engaged and dynamic leader.

Rudy came to this country from the Dominican Republic in 1989 when he was four. He is a product of the NYC public high school system. He is also a Posse Foundation Scholar, graduating as a member of Wheaten Posse 3 from Wheaten College with a BA in Sociology. He applied and received the NYC Teaching Fellowship in 2008 and attended City College of New York for a Masters Program in Special Education where he studied how to be a learning specialist dedicated to finding the most diverse ways to access curriculum for all types of learners. He taught 3 years at the DreamYard Preparatory School in the Bronx and in 2012 he attended the Digital Media Learning Conference which inspired him to pitch the position of Digital Learning Coordinator to the DreamYard Prep principal. He has been serving in this position ever since.

During the interview, Rudy relayed that with a focus on Life-Readiness, the role of the Advisors has evolved from that of “planner” to “guide.” Students now create their own curriculum in groups based on similar interests, and coupled with a focus on Life-Readiness, the school saw a drastic increase in academic involvement and participation. Advisors allow students to try new things, explore, create, learn and fail. Rudy felt that as an Advisor, watching the students fail was one of the most challenging, yet important, aspects to the learning process. The students are able to make real-life connections and experiences based on their passions and interests. In turn, Advisors are able to focus on helping the student make necessary connections to set a basis for these passions to turn into careers.

In 2012, Rudy created a Mouse Squad chapter at DY Prep after realizing that so many youth were interested in gaming, coding and technology. By encouraging the students to pursue their passions through the Mouse Squad, Rudy and DreamYard Prep have noticed that these students have developed a deeper set of skills, resulting in a customized toolkit for their future. For example, not only have students been teaching teachers (previous skeptics), the value of technology in the classroom, they have also become student leaders within Mouse Squad. The Mouse Squad leaders are passing on their passions to younger students who are often more willing to listen and learn from their senior peers. Because this is passion-based, the students are empowered, inspired and successful.

Rudy feels that the answer to the learning challenges that the youth face today is through experiential learning and by having one advisor/teacher to every two students, in a career/passion based setting. The most important key to this system is that the advisors/teachers are teaching what they are passionate about, because when the passion is in the system it is impossible for it not to spread. The ultimate goal is to teach the students how to be life-ready, filled with passion and eager to change the world.

Rudy stated that he asks himself one question regularly: “If I’m not here tomorrow will this keep going?” If, and when, this answer is “Yes” then his job as an Advisor has been successful.

INTERVIEW WITH RUDY BLANCO

Describe your role as an advisor:

As the advisor for MOUSE Squad I do not teach; instead, I facilitate the learning process. I advise a group of 20-25 students who are dedicated to learning as much as possible about technology and who are interested in becoming a peer to peer instructor. My role is to prepare as many young ones under my supervision to be Life-Ready and that upon graduating from DYP they are employable and able to use technology in a way that will help them move forward in life.

What are your goals in reference to this position?

My biggest goal as advisor for our Squad is to empower our students to teach themselves and by doing so, they can then teach each other. I envision a group of students who are 100% committed to a peer-to-peer learning experience. If I can invigorate our youth to WANT to learn then I have done my job.

What goals do you have for the kids?

My goal, (which is also our school goal) in two simple words is Life-Readiness. I want our students to walk out of DreamYard with real life experience under their belt. From Customer Service, to proper research skills, digital makers as opposed to consumers. I also envision a group of students who are able to manage a project and see it all the way through by using the resources available to them. Another goal is to have our students be able to troubleshoot any issue and use the vast stores of information found on the Internet to identify, troubleshoot and fix issues not just related to technology but also to their learning experiences in other classes.

Where do you give the most support?

I provide the most support in

teaching and disseminating digital literacy skills, primarily the use of Google Apps for Education as they are crucial to the academic success of our young 21st century learners. By teaching these skills to MOUSE Squad we are then able to disseminate the knowledge to all other grades and classes through the use of our exponential learning model where one student teaches two and those two then teach to more. By doing this, our teachers are then offered the luxury of focusing on their content while our very own students support the classes on the digital literacy front. The perfect example of this would be where a history teacher really wants their students to create an animated slide regarding Cultural Diffusion but knows that their kids do not have the skills necessary to create said slide. MOUSE pre learns the skill and then a team of squad members will push into that class and provide the digital support necessary to let the teacher execute their desired lesson.

Where do you need more support?

As an advisor to a growing group like MOUSE the greatest support would have to be having other adults committed to seeing this life-ready initiative thrive. Due to teacher schedules and the time in a school day very few adults are available to support. Another area that I could use support would be to have monthly meetings with other people doing similar work where knowledge and best practices can be shared so as to help move our respective initiatives forward.

Describe obstacles you face? Your youth face?

The biggest obstacles our school and by extension our students face-hands down would have to be the lack of

INTERVIEW WITH RUDY BLANCO

technology available in classrooms. Although we started with 0 devices 3 years ago, and are now at 120 working devices we are still short a few 100 devices that can provide more learning opportunities for our squad as well as classrooms throughout the school. Mouse squad meets every Wednesday from 1-5pm and the 25+ students who are committed to stay for such an intensive and time consuming program need to be fed. I can't count the number of times I've wished we had enough money to buy extra food for the young people who are singlehandedly providing such an amazing service for their school and in a way their community. Although they are provided with school lunch at 10:45am... By the time the afternoon comes around energy is low and students aren't as invested in more challenging projects.

How do you help them overcome these obstacles? We overcome these obstacles by constantly re-evaluating our technology use across all of our classes. We have "MOUSE Board" meetings where student leaders within our group discuss the operations of our group and how we can increase the use of technology with the few devices we have. As for food, we've attempted several fundraising initiatives that have not raised enough money to feed 25 young ones- due to this, I usually buy food out of pocket but this is not a sustainable approach and will be re evaluated for the next academic year.

What is your background/past training? I am a Posse Foundation alumni and have a BA in Sociology from Wheaton College in Norton, MA. I was also a New York City Teaching Fellows and received my Masters Degree in Special Education from The City College of New York. I taught Special

Education Algebra and Global History for 3 years at DYPrep and transitioned to director of digital learning three years ago making this my 6th year as an educator. I have worked in Human Resources for companies like Lehman Brothers and Morgan Stanley and also ran the Quality Assurance program at a staffing firm. My ability to pay attention to detail and manage projects has allowed me the opportunity to teach the skills that allowed me to make a decent salary to our young ones who have never had exposure to things like this.

Do you feel that your previous experience helped for this job in any way? Having worked in summer camps and trained through the Posse Program, I have a knack for making learning experiences be highly interactive and pride myself in being able to bring the fun out in learning regardless of the students learning levels

YOUTH WORKSHOP #2

Who We Gathered: Bronx Haven High School Students

We heard from 20 high school students at the New Visions transfer school, Bronx Haven High School. This transfer school is for students who are over-age and under-accredited and at risk of not finishing high school. Bronx Haven High School has a strong advisor system, and students value the close and supportive relationships with their advisors as well as other school staff.

When: January 21, 2015

Where: Bronx Haven High School Library, South Bronx, NY

What we did: We engaged in the same series of interactive activities as are described in Workshop #1. We also started by eating lunch with the youth and they went around the room and told us their names, their age, where they were from and what they enjoyed most about their school. We also discussed what changes they saw happening in their neighborhood and if they thought these were positive or negative changes.

What they told us: The students have no “hang out” space to go to after school or work that is open late. They would like to have their own space to hang out and play music without being bothered by the police. They want athletic and recreational facilities, and gardens and parks. They want to feel safe and secure in their neighborhood. They want a way to get more after school work experiences. Similar to the DreamYard Prep students, they are not proud of the Bronx. They also choose to spend time in Manhattan and not the Bronx, when they have free time.

What we learned: These youth not only need more access to opportunity, they need places to “play” and “be kids.” We learned that the transfer school model which includes partnering with a Community Based Organization (CBO) in this case East Side House supports advisors who are critical to the success of their students. The advisors do whatever they have to make sure their students come to school every day, whether it is by a phone call or showing up at the student’s house to bring them to school. Quite a few students stay at school as much as they can but since the space is shared with a YBC program, school staff have to shoo them out.



Students discuss what how they enjoy spending their free time.



Students discuss the neighborhood of the South Bronx.



Students label the map with places where they experience Happiness, Community, Accomplishment, and places they Avoid.



The cards used by the students to describe how they feel in certain parts of their schools neighborhood.



The map the students use to tell us about South Bronx.

EXPERT SESSION

Who: Leaders in education, community organizations, and potential Grit Lab members

Where: New Visions Main Offices in Manhattan, NY

When: January 22, 2015

The Purpose: To discuss what the participating organizations could bring to the Grit Lab in terms of future partnership and expertise, and to outline the next steps of the project. The following questions framed the workshop's objectives:

How do we give a young person more predictable and accessible paths to opportunity, financial stability, and lifelong success?

How do we design and develop programs based on best practice and including the perspective of the user? How can we make it better?

How do we efficiently and effectively fund the suite and variety of supports that the user needs? Those needs are probably cross-silo (don't sit in a single place, program, or type of organization).

How do we build safe supportive places for youth to go? Where can an at-risk, 16-21 year old choose to go to get both guidance and independence they need? What do those places look like and where are they?

What we did: Led by Patrick Quattlebaum, a service-design expert, we engaged in a series of discussions and interactive activities to catalyze effective change.

What we learned: A Grit Lab culture must be formed based on YOUmedia principles, Grit Lab principles, and workforce development approaches to youth. There is a significant need for a cross-silo network in addition to a silo shake-up in order to facilitate collaboration between educators and workforce partners. And not everybody is jazzed by the Grit Lab name, suggesting the need for more testing as part of the prototype process.

The results: A Grit Lab Pilot is being designed to incorporate the outcomes and findings of this successful Expert Workshop Session.



Top: Participates of the expert session discussing the challenges their organizations face.

Middle: In the afternoon session, Jason Duchin, Judy Dimon, and Abby Sigal discuss the next steps for the Grit Lab pilot program.

Bottom: Patrick Quattlebaum leads discussion on organization priorities.

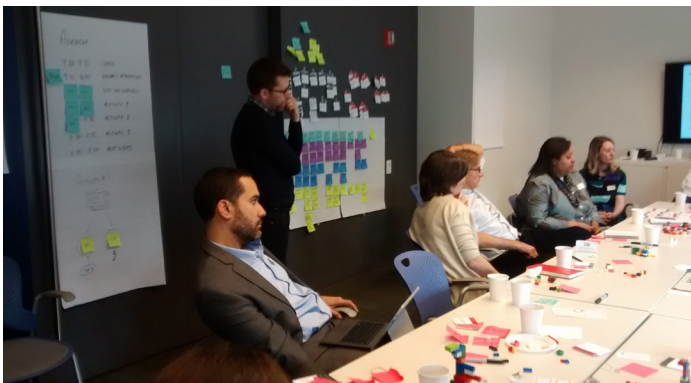




Figure 1: What is the Grit Lab Culture?



Figure 2: What is the Grit Lab Network?



Figure 3: What is the Grit Lab Journey?



Figure 4: How does the Hub create Opportunity?



Figure 5: What is a Third Place?

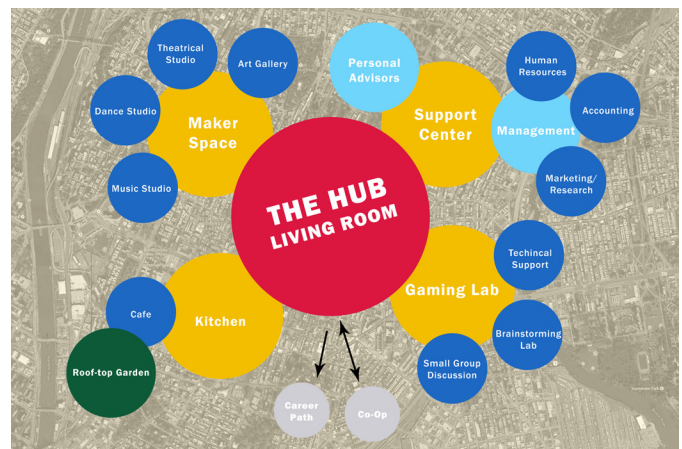


Figure 6: What is the Hub?

EXPERT SESSION ACTIVITY #1

We asked attendees to identify their Objectives for the Workshop. We also asked them to identify two aspects of their organization that are successful and two aspects of their organization that are not working or need to change.

Purpose: To discover common goals and objectives that Grit Lab could amplify for these organizations, and to discover areas of need that Grit Lab could support.

Discoveries: There were several common themes in the Objectives, including the need for more effective collaboration between organizations, job creation for youth and young adults, a commitment to improving the neighborhood and housing in the Bronx, and improving outcomes of schools. Something that was working well for many organizations was the ability to create collaborations with other organizations, often across sectors. Participants identified that the challenges they face are ensuring that youth are involved in their community, being able to provide a safe community for their youth, finding opportunities to match community members to employers, and creating effective social and emotional support systems.

From Activity #1 - “We need a Network!”

| 31



- Counseling
- Interest-Based
- Internship Placement
- Portfolio Development
- Childcare



- Flexible Resources
- Shared Metrics
- Advocacy Program

	OBJECTIVE	WORKING	CHALLENGE
Per Scholas	To engage businesses and employers and train young adults to be prepared for work in the IT field	Strong track record of their graduates getting jobs with a starting salary of \$15 per hour; Adapted to different situations since founding	Only 40% of their students are from the Bronx, even though that is their location; introducing young adults to the IT sector
Enterprise Community Partners		Identifying and maintaining partnerships for affordable housing	Long Term Support
DreamYard	To create long-term change for the South Bronx neighborhoods, and to collaborate with other organizations	Successful collaborations with WhedCo and East Side, and creating opportunity and building a longitudinal network for students	Students want to leave the Bronx. There is a need for a space where youth can expand and build networks. Connect Bronx to the other boroughs and have programs that address these barriers
JobsFirstNYC	To work with all entities to reduce disconnected youth by 5%, and for non-profits to engage with the corporate sector	Creating space for risk-taking and creativity, and collaborating to create institutional mechanisms	Creating a vehicle for change in the South Bronx, getting young people hired, and connecting silos
Bronx Pro	To develop affordable housing and improve Early Childhood development in these areas	Past successes working with both public and nonprofit sectors	
New Visions for Public Schools	To make schools more effective; Rethink the school system by thinking in terms of the user-centered design	Building Learning Agendas	Need pathways for students; not reaching enough youth at risk of not finishing high school
JP Morgan	To transform neighborhoods and close skill gaps by providing educational and job skill training	They have a good understanding of what is needed across all market sectors	Investing in technical and "middle-skill" jobs, and how to train youth for employers' needs
Powerhouse Workshop	To create more opportunities and middle skill jobs, and to expand opportunity for young people and families	Collaboration with other organizations, and to see new skills at work	
Children's Aid Society	To create more jobs in the communities for the residents		How to best involve youth
Phipps Neighborhoods	To re-imagine work and think differently and to engage cross-sector stakeholders	Bringing together stakeholders with a common agenda	Creating a bridge between the neighborhood and community
James and Judith K. Dimon Foundation	To develop a focus on the needs of the youth in the South Bronx	The ability to create something that is "not another program" is more essential than connectivity	Creating a consistency for young people and belief system connected to their achievements and work

EXPERT SESSION ACTIVITY #2

Attendees separated into groups and were given cards with a variety of potential programs called “Youth Experiences” and “Network” goals that would characterize the Grit Lab experience. Each participating organization identified their priorities. The following represents the top priorities based on consensus among participating organizations.

Youth Experiences:

Counseling
Interest-based classes
Internship placement
Job identification
Portfolio development
Childcare
Academic support
Assessing potential
Culinary classes
Evening events
Political and social training

Network:

Flexible resources
Shared metrics
Advocacy program
Data analysis and research
Micro-credentialing
Peer network
Library of best practice
Training program

YOUTH EXPERIENCES	
Counseling	Fellows are counseled regularly and advisors/teachers have access to counseling and support.
Interest-based Classes	Fellows attend classes and events based on their interests and passions
Internship Placement	GRIT Lab places youth in internships. Funding is from the city as well as other public and private sources.
Job Identification	GRIT Lab provides support to find entry level jobs based on interests, training, internships, and career coaching.
Portfolio Development	GRIT Lab advisors work with the youth to develop a portfolio of their work to share with colleges and employers.
Childcare	A teen with a child or a teen responsible for caring for younger siblings has access to adequate free childcare
NETWORK	
Flexible Resources	Raises resources to support local government, community based organizations, and schools to implement a GRIT Lab approach in their community.
Shared Metrics	Institutionalized metrics that measure what is working, drives decision making, and makes the case to invest in GRIT Labs.
Advocacy	Works with elected officials and governmental agencies to enact and implement policies and funding for GRIT Labs.

EXPERT SESSION **ACTIVITY #3**

In the afternoon session, the core Grit Lab participants brainstormed the Grit Lab Pilot, based on the results of the morning session's activities. The discoveries were:

1. Network Definition

In order for the network of Grit Labs to have a coordinated approach, it would be important for each of the centers to be interconnected through Grit Lab common practices. These common practices are:

- Life counselors/advisors**
- Principle system**
- Funding streams**
- Community connection**
- Attachment to employers**
- Process for designing workshop curriculum**
- New Visions data system (powered by Per Scholas)**

2. User Experience

We began to envision the Grit Lab user experience. Who are the people that make up the Grit Lab network and what are examples of "Grit Lab" experiences that connect them to each other? We defined the Grit Lab users as the following:

- Fellow**
- Advisor**
- Organization Partners**
- School (Principal/Counselor)**
- Grit Hub (partner, school, fellows, advisors)**

3. Conclusions and Next Steps

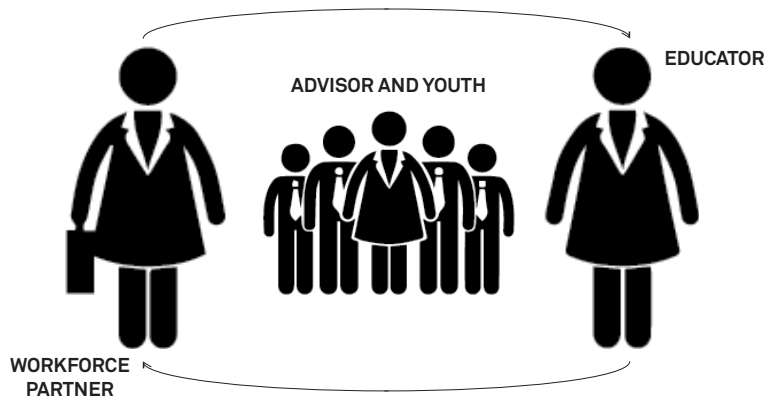
We concluded with the following next steps to create a Grit Lab Pilot:

- Formalize a Grit Lab "culture" based on YOUmedia Principles**
- Develop a Pilot Project with New Visions, DreamYard and Per Scholas as Founding Members**
- Develop a Funding Strategy**
- Engage in more research around the User's Experience and employment needs and opportunities**

AHA! MOMENTS GRIT LAB WILL...

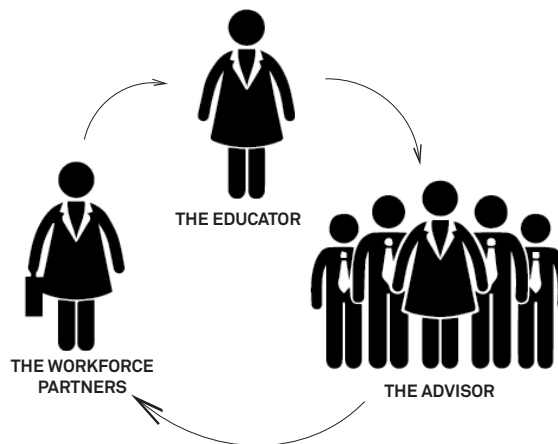
COMMUNITY

Create a collaboration between educators and workforce partners



RELATIONSHIPS

Provide a social and emotional support system



JOURNEY

Enable youth to create customized pathways for their success



THE CULTURE

What if we created an attitude toward Workforce Development that encourages teens to develop their skills, talents and passions, in order to activate career opportunities? What if we created a community where potential employers adapted their culture to tap into the interests and passions of future employees? What if a community of future employers, advisors, teachers, families and youth were all equal contributors to their youth's future financial sustainability?

The Importance of YOUmedia to Creating a Grit Lab Culture. Grit Lab is founded on the principles that youth need more than traditional, in-school learning. At the core of Grit Lab is the user-centered in and out-of-school learning environment that focuses on the whole child and the long-term value of interspace learning, advisors and support systems, and the need to pair learning with opportunity. The movement for in and out-of-school learning opportunities paired with workforce development is gaining attention nationally, especially with the success of the MacArthur Foundation's YOUmedia program and its implementation of YOUmedia Learning Lab cohorts in libraries, museums and community centers throughout the country.

The YOUmedia Learning Labs, based on the principles of Connected Learning and HOMAGO (hanging out, messing around, and geeking out), provide spaces for youth to gather, collaborate, and learn. With the guidance of caring, near-peer artist-mentors, teens explore their own interests such as animation, recording, writing poetry and music, and graphic design. YOUmedia successfully provides a way for youth to learn 21st century skills, which in turn can lead to more workplace opportunities. This 21st century skill set is based on the premise that workers need to be able to adapt and think critically and differently about situations, and includes skills categorized as: "life and career skills, innovation, critical thinking, and information, media, and technology skills." YOUmedia has had success with developing these skill sets for its youth. Up to this point, however, YOUmedia has primarily been focused on creating opportunities for academic success based on interest-based learning, not how this success can be leveraged to connect youth to career opportunities.

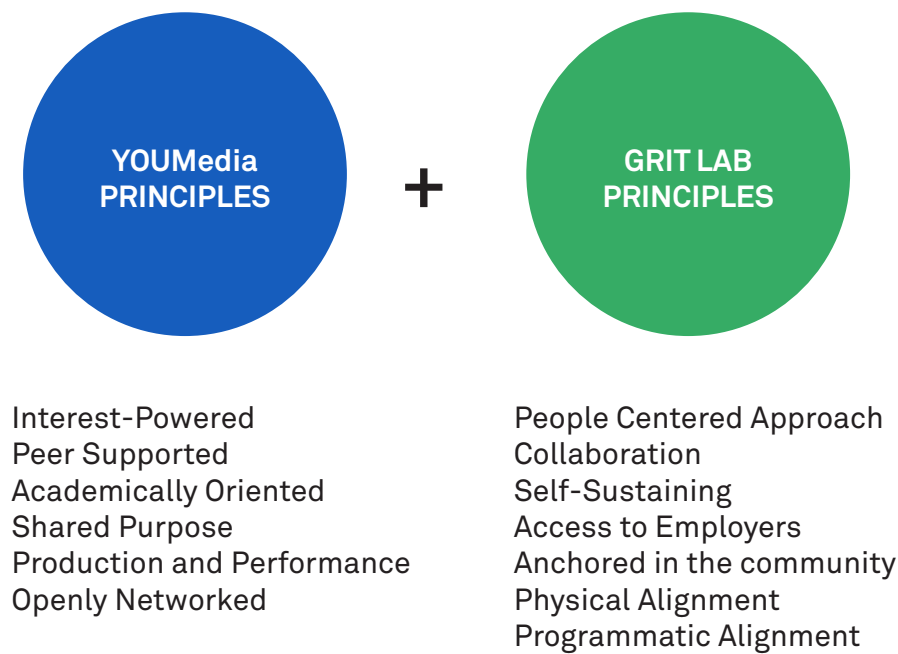
Even without this intentionality, there are some exciting examples of how YOUmedia programs and mentors transform the "geeking out" stage of creation and production into a viable career path to their youth. For example, YOUmedia mentor Salvador Avila, the Manager of the Learning Lab cohort at the Enterprise Branch of the Las Vegas Clark County Library District, saw how teens were constantly plugged into their music players, so he began teaching DJ classes so they would have the skills to make them ready to spin on the Vegas strip. He was motivated by the idea that DJ-ing could provide the youth with more earning power than their traditional after school jobs. In another example, the Los Angeles Summer of Learning encourages youth to explore and develop their passions in coding, community action, media, sports, and other interests, and learn how it relates to their career or academic future. Youth aged 16-24 can participate in the Workforce Readiness Challenge, where they learn job skills, interview skills and financial literacy.

Grit Lab will apply these YOUmedia principles to develop the Fellow's customized approach to portfolio development, career mapping and creating a personal success network. As

THE CULTURE

a recipient of one of three prototype grants for the YOUmedia Learning Lab, and as a Grit Lab Founding Member, DreamYard will be the perfect vehicle for expanding the impact of YOUmedia to incubate this Grit Lab culture. We also believe that with the intentional goal of connecting youth to careers based on interests and passions, Grit Lab can be a resource for the YOUmedia Learning Lab cohorts and other organizations nationally.

Culture Diagram - Passion, Play and Belonging



EXPERT SESSION PARTICIPANTS

Judy Dimon, James and Judith K. Dimon Foundation

For nearly 30 years, Judy Dimon has championed the Community School model as a template for transforming Title One Schools into child-centered enterprises. Through her civic leadership, she has helped change the way private and public partners work together to improve the odds and sustain the outcomes for America's impoverished youth. From 1990-2000, Judy worked with the New York City Department of Education, The Children's Aid Society (CAS), principals, parents and teachers to create ten CAS Community Schools offering extended hours of operations and an expanded menu of programs, services and parental support. She also helped establish the CAS National Center for Community Schools in order to provide fee-based technical assistance to other adaptation sites in the U.S. and abroad. More recently, Judy worked with Arne Duncan to develop The Campaign to Expand Community Schools in Chicago. The \$50 million public-private partnership provided the foundation, framework and funding for the successful launch of 150 Community Schools.

Today, Judy is focused on the next frontier: demonstrating how a well-designed, well-executed cradle to career/college strategy—fueled by well-aligned, well-structured public-private funding—can drive urban renewal and economic development in America's most distressed cities and communities. She is currently working on South Bronx Rising Together, a broad based grassroots initiative to provide 25,000 young people with productive pathways out of poverty. Prior to her work in educational reform, Judy was a management consultant at Booz Allen & Hamilton, a Vice President of Consumer Lending at Shearson Lehman and the Executive Director of The Spunk Fund, Inc., a foundation supporting global initiatives in children's health, education and enrichment.

Judy earned a B.A. from Tulane University, an M.A. in Psychology from Catholic University and an M.B.A. from Harvard University. Her previous and current board memberships include: The Children's Aid Society, Families and Work Institute, The Center for Arts Education, The Institute on Education and Government at Columbia University, National Center for Children in Poverty (Columbia University), The Chicago Public Education Fund, The Harvard Graduate School of Education Visiting Committee, The School of Social Service Administration Visiting Committee (University of Chicago), Trinity College Board of Visitors (Duke University), Board of Advisors Harvard Business School, The Latin School of Chicago, Ballet Hispanico and After-School Matters.

Katie Dixon, Executive Director, Powerhouse Workshop

EXPERT SESSION PARTICIPANTS

Katie Dixon has an extensive background in arts policy, arts management, fundraising, architecture, and urban planning. She has spearheaded public art projects in Brooklyn; run the planning and creation of a cultural district around the Brooklyn Academy of Music (BAM); and served as the Chief of Staff at the New York City Department of Cultural Affairs. Currently, Katie is the Executive Director of the Powerhouse Workshop, a new project in Brooklyn that is developing an arts center on a former industrial site. In her work in both the public and private sectors managing the funding, design, and creation of cultural assets and programs, she has developed an expertise in crafting successful cross-sector partnerships and facilitating community collaborations. Katie lives in Red Hook, Brooklyn, where over a decade ago, she initiated a partnership between the NYC Parks Department, a local social justice agency, and non-profit farm to create a neighborhood film screening that continues today. She serves on the boards of Open House New York and the Kentler International Drawing Center, as well as the Advisory Board of Recess. Katie holds a B.A. in Architecture from Yale University and a Master of International Affairs from Columbia University.

Jason Duchin, Co-Executive Director, DreamYard

I am the Co-Founder and Co-Executive Director of the DreamYard Project. I received a Bachelor of Arts in Philosophy and Political Science from Duke University. I spent a semester abroad at the Hebrew University in Israel where I lived and worked on a Kibbutz. As a senior in College I had every intention of becoming a labor lawyer, but as fortune would have it I met Ariel Dorfman and worked with him on the play *Widows* and realized that through the Arts you could effect meaningful change. Before starting DreamYard in 1994, I worked as a legal aide, a journalist, a community organizer and an actor. I have taught poetry and theater with middle and high school students and began publishing a high school on-line magazine while Al Gore was inventing the World Wide Web. In an ongoing effort to ensure that all Americans have equal access to the arts I have served on numerous arts/education panels and committees, including President Clintons Fulbright Commission on the Arts, The Chancellors Arts Education Task Force, the Department of Cultural Affairs and the New York State Council for the Arts. When not working at DreamYard I am with my daughter and son creating, exploring and adventuring. We love building stuff and taking care of our dogs and chickens. We built the house we live in with a handful of friends and love nothing better than gathering around a table at the end of the day to eat a dinner comprised of food that we grew in our garden.

Abelardo Fernandez, Director of Collective Impact, Children's Aid Society

Fernández most recently served as deputy director of Children's Aid's National Center for Community Schools, where as a leading expert on the community school strategy he has

EXPERT SESSION PARTICIPANTS

helped schools and school districts from coast to coast marshal and organize community resources to more effectively achieve student success. Fernández has designed and presented trainings at local and national conferences on topics such as school-community partnerships, parent engagement and systemic initiatives. Fernández was formerly an assistant director of the Children's Aid community schools department, supervising community schools in the South Bronx—including two start-up schools—and an administrative supervisor and consultant to the department. Prior to joining Children's Aid, he served as the director of youth services and ran the multi-service Washington Houses Community Center at Union Settlement Association in East Harlem. Fernández started his career as a teacher of middle school mathematics and director of the Summerbridge/Breakthrough Program in the Bronx. He is a graduate of Brown University and the Institute for Not for Profit Management at Columbia University.

William Frey, Senior Director, Enterprise Community Partners

William R. Frey is Senior Director of Preservation of Enterprise Community Partners New York office. Bill joined Enterprise in 1987 as the first director of the New York office. Bill has worked as Director of the Eastern Region, SVP for National Offices and SVP of Innovations during his term of employment with Enterprise. Bill has more than 35 years of experience in community development. His background includes neighborhood and community strategic planning and organization, direct for-profit development of low-income housing, nonprofit technical assistance training, fundraising, project development and management, financial packaging, creation of financing mechanisms and community assessments. Prior to his work with Enterprise, Bill was development coordinator for the Bodak Organization in the Bronx, where he was responsible for the development of rehabilitation projects and project financing. He also has worked as assistant director for Neighborhood Housing Services of New York City and with the Northwest Bronx Community and Clergy Coalition, directing their reinvestment project. Bill is a graduate of Fordham University. He is a member of the Nonprofit Finance Fund Advisory Board, the Citizens Housing and Planning Council, and Westhab.

Robert Hughes, President, New Visions for Public Schools

Robert L. Hughes was appointed president of New Visions in September 2000. Under his leadership, New Visions has created 99 district and 4 charter public schools in New

EXPERT SESSION PARTICIPANTS

York City, provided mentoring services to hundreds of new principals, developed school-based certification programs for teachers and principals, and created an inquiry process now in use in 1,500 New York City public schools. New Visions currently is a partnership support organization providing direct support to 73 schools serving almost 40,000 students. Hughes, an attorney, has worked on public education issues for his entire career. He served as co-counsel in the Campaign for Fiscal Equity v. The State of New York, challenging the constitutionality of the New York State's educational finance system. Plaintiffs prevailed and secured a \$5 billion remedial decree for operating aid and a \$13.5 billion decree for capital construction for the New York City public school system.

Hughes received his undergraduate degree from Dartmouth College and his law degree from Stanford Law School where he was a Skadden Fellow. He clerked for the Hon. Shirley Abrahamson, (now chief) justice of the Wisconsin Supreme Court. He has authored articles on public education for The New York Times, the Association of the Bar of the City of New York, the Yale Law & Policy Review, and the Connecticut Law Review. He served as chair of the Committee on Education and the Law at the Association of the Bar of City of New York and chair of the board for Advocates for Children of New York, where he was previously deputy director. He currently serves on the Fund For Teachers Board of Directors.

41

Gayle Jennings, Vice President, Global Philanthropy, JP Morgan Chase

Gayle Jennings has been the Vice President of Global Philanthropy at JP Morgan Chase since 2006. She previously served as the VP of International Government Relations and as VP of Global Mergers and Acquisitions. She is a graduate of the Wharton School of the University of Pennsylvania and of the Stephen M. Ross School of Business at the University of Michigan.

Angie Kamath, Executive Director, Per Scholas

Angie joined Per Scholas in March 2013 as the Executive Director of New York operations. Prior to joining Per Scholas, Angie spent 7 years working at the NYC Department of Small Business Services, overseeing the City's Workforce1 Career Center system. During her tenure in the Bloomberg administration she oversaw the growth of the system from 6 Career Centers to 15 throughout the five boroughs serving over 120,000 individuals per year and placing over 25,000 in employment annually. She also implemented several successful Center for Economic Opportunity initiatives focused on improving the income and advancement prospects for working poor New Yorkers, including nationally recognized Workforce1 Sector Career Centers in healthcare and transportation. Before working in City government, Angie was the Executive Director of StreetWise Partners, a community organization focused on training and job placement to help low income individuals succeed in the workplace. In this role she worked directly with Per Scholas on advancement and mentoring initiatives. Angie holds a B.S. in Business Management from Cornell University and a Master's in Public Policy

EXPERT SESSION PARTICIPANTS

from Harvard University. She lives in Manhattan with her husband, two kids, and poorly behaved dog.

Chauncy Lennon, Managing Director and head of Workforce Initiatives, Global Philanthropy, JP Morgan Chase

The Global Philanthropy group at J.P. Morgan Chase works with community partners around the world to promote economic inclusion and opportunity by supporting workforce readiness, financial capability, small business and community development. Mr. Lennon leads New Skills at Work, a 5-year \$250 million initiative to help workers and industries invest in the skills needed to compete and prosper in the global economy. He joined JPMorgan Chase from the Ford Foundation, where his grant-making focused on promoting economic advancement for low-income workers by improving access to workforce development and work support programs.

Tim Lord, Co-Executive Director, DreamYard

I am the Co-Founder and Co-Executive Director, with Jason Duchin, of the DreamYard Project. I received a Masters of Fine Arts in Theater from the American Conservatory Theater in San Francisco and a BA in Political Science from Brown University. Since co-founding DreamYard in 1994, I have taught in public schools, in after school programs and in social service organizations; currently I am really excited to be the Co-Director of the DreamYard/Marble Hill Paradise Teen Theater Company at the Marble Hill HS in the Bronx. I was a 1993 echoing green fellow with my Co-Director, Jason Duchin. Over the years, I have spoken on education reform panels at the Harvard Business School, served on New York City Chancellor Joel Klein's Task Force on Quality Arts Education and on funding panels for the New York State Council on the Arts and the Center for Arts Education. My favorite acting part, when DreamYard was producing plays to take into schools, was The Pig in the "Enchanted Pig"- The Pig mask is still a feature in the office. Other things I love to do (besides be with my wife Alison and two daughters Annie and Mary): I have run the NY Marathon twice (very, very hard); I biked 117 miles from NYC to Bear Mountain and back last Spring (actually a lot of fun, if tiring) ; the DreamYard poets have inspired me to try and write poetry occasionally, and I am currently trying to learn to play guitar.

Lou Miceli, Executive Director, JobsFirstNYC

Lou Miceli has been the Executive Director of JobsFirstNYC since 2010. He brings nearly two decades of practitioner experience in the young adult workforce development system, and presently works both as an advocate for systemic reform and as a change agent to motivate and support a new era of leadership to improve this system. Prior to JobsFirstNYC, Lou served as the executive director of Workforce Professionals Training Institute, a New York City-based

EXPERT SESSION PARTICIPANTS

training and technical assistance organization which he founded in 2003. It is in this capacity that he grew WPTI into an organization serving over 1,000 practitioners annually.

Marjorie Parker, Deputy Executive Director, JobsFirstNYC

Marjorie Parker took over the role of Deputy Executive Director at JobsFirstNYC in May, 2014. She has over 20 years professional experience providing oversight of adult and youth services initiatives, and as an organizational consultant. She most recently served as the deputy executive director of programs at Opportunities for a Better Tomorrow (OBT) in Brooklyn with broad responsibilities for program operations, organization infrastructure management, and strategic planning. Prior to that she held positions at the Research Foundation CUNY, New York City Department of Youth and Community Development (DYCD), and The Valley, Inc. Parker holds a Masters in Public Administration (MPA) from New York University, Wagner Graduate School of Public Service; BA in Political Science from Fordham University; Certificate, Executive Education/Senior Leaders Program, Columbia University Graduate School of Business; and, Leadership Certificate from the Dale Carnegie Leadership Academy. She currently serves on the Boards of Unique People Services, Inc. and Reconnect.

43

Patrick Quattlebaum, Managing Director, Adaptive Path

As Managing Director, Patrick guides the evolution of Adaptive Path's services in response to the emerging needs of our clients. He is also an in demand consultant who helps organizations envision, architect, and manifest new product and service experiences. He's a passionate storyteller, facilitator, and teacher. Patrick joined the San Francisco studio after nearly a decade of service at Macquarium Intelligent Communications, where he built the firm's user experience practice from the ground up, and crafted experience strategies across numerous industries and problem spaces. He received a MS in Information Design & Technology from the Georgia Institute of Technology, but he is thankful everyday for his humanities degree in English from the Honors College at the University of South Carolina. In fact, Patrick urges leaders in business and technology to look to the humanities for inspiration as we move beyond the industrial age.

Elizabeth Clay Roy, Chief Strategy Officer, Phipps Neighborhoods

Elizabeth Clay Roy is the Chief Strategy Officer at Phipps Neighborhoods, which she joined in 2013. She also serves as the Co-Director of South Bronx Rising Together. Before joining Phipps Neighborhoods, she was Deputy Director of Opportunity Nation at Be The Change, and as director of Grassroots Governance in the office of Massachusetts Governor Deval Patrick. She was a Wagner IGNITE Fellow at NYU from 2013-2014, and is a graduate of MIT and Columbia University.

EXPERT SESSION PARTICIPANTS

Abby Jo Sigal, Fellow, DreamYard

Abby Jo Sigal is a New Visions DreamYard Fellow, where she investigates how the current disruptions in the education and employment sectors can benefit low-income 16-21 year olds through targeted programs and accessible places. Until July 2014, she was the Senior Vice President of innovation for Enterprise Community Partners, Inc., a social venture firm that invests between \$1.5-2 billion annually in affordable housing and community development in the United States. She provided strategic leadership across the organization for strategy, innovation, business development, and knowledge management. Her accomplishments during her 12 years at Enterprise included fulfilling the Billion Dollar Promise, Enterprise's \$1 billion commitment that created or preserved 16,000 affordable homes for low-income New Yorkers between 2004 to 2009; developing the New York City Acquisition Fund, the first structured fund in community development; and launching the Accelerating Impact Investing Initiative, a policy platform to scale impact investing domestically. Abby has extensive management and transactional experience in community development and real estate finance, including project underwriting, new product development and strategic planning.

Prior to joining Enterprise, Abby worked for Strategic Economics, an urban and regional economics and research firm, where she focused on affordable housing, transit-oriented development and project financial feasibility. She also served as project manager for the Hudson River Park Conservancy, where she worked on the planning and development of the \$400 million Hudson River Park along Manhattan's West Side waterfront. Abby co-authored the finance chapter in *The New Transit Town: Best Practices in Transit-Oriented Development*, published by Island Press. She also serves on the Board of Trustees for Palladia and the Citizens Housing and Planning Council as well as the New Market Tax Credit Advisory Committee for the Non-Profit Finance Fund. Abby holds master's degrees in business administration and city planning from the University of California, Berkeley, and a Bachelor of Arts in philosophy from Yale University.

| 44

Justin Stein, Vice President of Acquisitions, Bronx Pro

Justin joined Bronx Pro in 2014. He has over 10 years of real estate development and real estate finance experience. At Bronx Pro he is responsible for the acquisition and development of new projects. Justin has a Bachelor of Science in Finance from Bentley College.

Margaret Sullivan, Principal and Founder, Margaret Sullivan Studio

Margaret Sullivan is the Principal and founder of Margaret Sullivan Studio. She is also the

EXPERT SESSION PARTICIPANTS

Board President of Open House New York, and was previously the Director of Interior Design. Margaret's work has involved the design and planning for libraries that will serve the needs of the 21st century. She led the H3 team that designed the DreamYard Arts Center in the South Bronx.

David Walsh, Senior Vice President of Community Development Banking, JP Morgan Chase

David Walsh has been the Senior Vice President of Community Development Banking at JP Morgan Chase since 2011. He has also worked on the New York Housing Finance Agency and as the Director of NYC Development for Common Ground Community. He is a graduate of Columbia University, where he studied Real Estate Finance.

CASE STUDIES



DreamYard Mission Statement: DreamYard uses the arts to inspire youth, public schools and communities DreamYard programs develop artistic voice, nurture young peoples' desire to make change and cultivate the skills necessary to reach positive goals. By committing to sustained learning opportunities along an educational pathway, DreamYard supports young people as they work toward higher learning, meaningful careers and social action. We believe that young people in the Bronx need a continuous set of supports to help them towards positive outcomes as they navigate their educational pathway. We have every expectation that through offering sustained and meaningful supports our youth will develop the tools to become creative and engaged citizens, life-long learners and the leaders and innovators of the 21st century.

DreamYard operates an arts center and preparatory high school in the South Bronx. DreamYard also partners with forty public schools for in-school art programs, in conjunction with classroom teachers. The center offers out-of school arts opportunities, including programs for theater, music, poetry, and participation in after-school arts companies. The Bronx Writes program, in which students write and perform slam poetry, improves literacy. Programs for middle school and high school students are the Bronx Acting Ensemble, Fashion, Beatyard, Moviemakers, the Bronx Poetry Project, Bronx Rhyme Factory, and the community activism A.C.T.I.O.N Project.

Youth at DreamYard create Digital Learning Portfolios of their projects and learning experiences, which can be used to show their interests and identify their skills. Staff members who interact with students are program coordinators, directors of professional development and digital and teen programs, and a college advisory manager. So how do 16-24 year olds from low income neighborhoods such as the South Bronx actively seek, get hired, and thrive in those jobs? By participating in Grit Lab.

are under age 18, 7% are High School Graduates, and 30% live under the poverty line.

CENTER: The Art Center has 10,000 square feet of program space, including art studios. In-school programming takes place in 40 public schools across New York City. The Art Center is equipped with a YOUmedia space, which operates under the "hanging out, messing around, geeking out" model.

OPERATING BUDGET: \$3.1 million

FUNDING MODEL: Government and Foundation grants, donations

NUMBER SERVED: 8,500

AGES: K-12

PARTNERS: MacArthur Foundation, Bradley Associates, Labyrinth Theater Company, BOOM!Health, Bronx Pro Real Estate Management

IMPACT: 100% of students in four-year arts center program go to college, improved academic performance

COMMUNITY STATISTICS: One-third of students served



New Visions for Public Schools

New Visions Mission Statement: We are dedicated to ensuring that all New York City public school students, regardless of race or economic class, have access to a high-quality education that prepares them for the rigors of college and the workforce. Further, we are committed to sharing innovative tools, strategies and lessons learned in New Visions schools with others in New York and throughout the country to prove that meaningful change is achievable at scale and success is possible for every child.

New Visions for Public Schools runs a variety of programs, including training for teachers and research studies on education. New Visions Transfer Schools are for students who do better outside of a traditional school, did not finish high school, or who are over age and under credited. The Transfer Schools offer academic and social services, SAT and Regents prep, and college and career advising. The Advisors at Transfer Schools are instrumental in making sure students get to school on time. Advisors call and text their students if they are late or not at school, and even show up at their houses to make sure the students go to school.

New Visions supports 75 District Schools and runs 42 Transfer Schools and 6 Charter High Schools. New Visions' goal is to "work with communities to ensure that high school graduates leave school equipped to be good citizens."

COMMUNITY STATISTICS: New Visions schools serve students who need a different or more supportive learning environment, help getting back into the public school system, recent immigrants, or students who want to participate in specialized academic or career-oriented programs.

CENTER: New Visions supports 75 district schools, and

runs 6 charter High Schools and 42 transfer schools.

OPERATING BUDGET: \$20.5 million

FUNDING MODEL: Government and private grants, donations

NUMBER SERVED: 50,000 city-wide, 1,500 in Charter Schools

AGES: High School; Transfer schools for over-age and under-accredited students

PARTNERS: Deeper Learning Network, New Visions-Hunter College Urban Teacher Residency, Math and Science Teacher Residency, National Science Foundation, MASTER, TALENT

IMPACT: Aim for 92% attendance, graduation rates of 89-92%. New Dorp High School in Staten Island has a graduation rate of 76.1%.



Next Generation Mission Statement:

The mission of NGC is to help high-risk young people change the trajectories of their lives through transformational relationships, stage-based employment programming and strong partnerships with other youth-serving institutions.

The Next Generation Center (NGC) was founded by and is part of the Children's Aid Society. Programs are offered in GED preparation, visual arts, job readiness training, multimedia, and fitness. Workshops are offered on health and life skills. Youth have access to legal counseling, internships, housing assistance, health services, and community groups. The Next Generation Caterers program introduces youth to the culinary field, and the youth run the program, from cooking food to business operations.

The NGC offers support for youth in foster care and aging out of the foster care system, as well as the WORKLINC Program for youth involved in the Juvenile Justice System. 70 students take part in the WORKLINC Program each year, where they receive career counseling and training, job support, and a four month internship. Youth interact with a program director, social worker, and "youth development professionals," who lead programs and act as employment coaches. The NGC also employs administrative assistants and security. The NGC is open Monday-Friday, from 10am to 8pm, with shortened hours in the summer.

COMMUNITY STATISTICS: The NGC serves youth from a variety of backgrounds, including those in foster care about

to age out of system, and youth formerly involved in the Juvenile Justice System.

CENTER: The 6000 square foot NGC has a lounge, dining area, teaching kitchen, library, technology lab, art studio, fitness and game rooms, and a video lab. There are also the "Futures Room" and "Life Room," as well as laundry machines on site.

OPERATING BUDGET: \$1 million

FUNDING MODEL: Government and foundation grants and donations

NUMBERS SERVED: 1,300

GRADES: 14-24

PARTNERS: Family Court, OCFS, Legal Aid Society, Bronx Defenders, Covenant House, foster care agencies, NY State Office of Children & Family Services, NYC Administration for Children's Services



Children's Aid Society Mission Statement: The Children's Aid Society helps children in poverty to succeed and thrive. We do this by providing comprehensive supports to children and their families in targeted high-needs New York City neighborhoods.

The Children's Aid Society provides a variety of resources for children and adults in New York City, including health services, recreational and educational programs, and social services including financial literacy and legal aid. At several community centers in the Bronx, Harlem, and the Upper West Side, there are programs offered for people of all ages. Parents can take parenting classes, there are childcare facilities, early childhood education programs, and English and GED classes.

The Children's Aid Society also provides opportunities for young adults to explore their career interests. Summer Youth Employment programs are organized through the Children's Aid Society's Next Generation Center. Other offerings include the YES Program, in which 20 students are placed in internships each summer and visit Dartmouth College. The MSG Classroom gives students interested in media and television the opportunity to work at a television production station, Street Law helps students learn about career opportunities in law, and young people interested in business, finance, and corporate opportunities, can participate in the JP Morgan Project LIVE, which takes place once a week after school. The Children's Aid Society also offers summer camps for younger children, including programs at their Wagon Road camp in Chappaqua, New York.

CENTER: Programs occur at various locations, including the

Bronx Family Center, 19 Community Schools, Community centers in Harlem, the Upper West Side, Staten Island, the Bronx, and 53-acre camp in Chappaqua, NY.

OPERATING BUDGET: 2013: \$121.7 million

FUNDING MODEL: Fundraising, government grants, program fees, renting space.



Phipps Neighborhoods Mission Statement:

By combining affordable housing and integrated human services that reduce poverty, Phipps Houses and Phipps Neighborhoods help the people of New York City build healthy, more prosperous communities.

Phipps Neighborhoods, part of the Phipps Community Development Corporation, functions as a housing developer and provides social and academic services to its residents. Programs include youth after-school activities, summer camp, workforce training programs, ESL and GED classes, a community school, Pre-K, college prep, and other social services, including senior services.

Teen programs, for ages 13-19, focuses on developing leadership skills and college and career readiness.

The Summer Youth Employment program, for youth ages 14-24, allows for youth to explore their career interests, develop work skills, and learn financial literacy. Youth have been paired with jobs in retail, the non-profit sector, real estate, and healthcare.

Through Phipps' partnership with Montefiore Health System and Hostos Community College, youth also have the opportunity to explore their interests in the healthcare industry. Career Network: Healthcare, for youth ages 18-26 who have graduated high school or received a GED, is a career exploration program for job placement in healthcare fields, like nursing, lab technicians, or health aides. Participants also take related classes at Hostos Community College.

The Arches program places youth ages 16-24 involved in the juvenile justice system with mentors and job opportunities.

CENTER: Over 6,000 apartments, new developments with 1400 units

OPERATING BUDGET: \$16.3 million

NUMBERS SERVED: 11,000 annually

GRADES: All ages

PARTNERS: SBRT, Montefiore, Hostos, Children's Aid Society

FUNDING MODEL: Fundraising, governments, other contributors including other organizations.

IMPACT: Graduates of the Career Network: Healthcare program have gone on to careers at Montefiore, earning upwards of \$40,000 in annual salary.



SBRT Mission Statement: To create a South Bronx community that is college and career ready by leveraging the expertise of a network of families, educators, business leaders, community advocates, and service providers to support the lifelong success of our children and youth.

South Bronx Rising Together was launched October 2014 as a Collective Impact Network, made up of community leaders from businesses.

Collective Impact network. "South Bronx Rising Together is a collaborative network of program providers and community stakeholders. This group will work together to create a community that is college and career ready by leveraging the expertise of a network of families, educators, business leaders, community advocates and service providers to support the lifelong success of families and youth in the community."

"Aim to knock down the barriers to educational and economic success through a series of programs beginning at birth and carrying through early adulthood. "Children are healthy, They enter kindergarten excited and ready to learn, Parents and members of the community contribute to youth progress, Students succeed at every level and graduate from high school prepared for college, They graduate from college and set out on a career."

COMMUNITY STATISTICS:

65% of children are in poverty
7% of adults graduated from college
62% Latino, 31% black, 32.3% foreign-born
63% high-school graduation rate, 14% do not finish
35.5% of students miss more than 10% of school

PARTNERS: Children's Aid Society, Phipps Neighborhoods, JP Morgan Chase, Hostos, Montefiore, Bronx Christian Fellowship



Per Scholas Mission Statement: Break the cycle of poverty by providing technology education, access, training and job placement services for people in under-served communities.

Per Scholas trains students for jobs in the IT sector. Free classes are taught by volunteers are from 9am-4pm daily for 14 weeks. There are approximately 20 students per class. Per Scholas has 420 students each year, out of 2,000 applicants. Per Scholas offers A+ and Network+ Certifications. Students who go for the Network certification have a 91% certification rate. The Women in Tech program offers female students the option to take women's only classes or coed classes, and has additional mentorship opportunities.

Applicants who do not meet qualifications can be part of the YouthBridge program, in partnership with The Door, in which they take classes to improve their literacy and math levels for Per Scholas courses. The Bridge program launched in October 2014, and has 10 graduates as of January 2015.

After course completion, 75% of graduates receive jobs, some with corporate partners. Salaries after certification are often four times more than previous salaries, with an average of \$29,000. The Urban Development Center, in partnership with Doran Jones, opened in March 2015. Their offices, adjacent to Per Scholas, will hire 50 Per Scholas graduates in the first year. In addition, Doran Jones runs the eight-week Software Testing Education Program (STEP), which will prepare students for software testing.

Per Scholas has fifty-eight full-time employees, and over 100 volunteers teach classes. Per Scholas has an engaged alumni network, and recent graduates are teaching assistants. Half of the students hear about Per Scholas by word of mouth, and from NYCHA flyers and advertisements. Per Scholas also offers career development opportunities, such as mock interviews for their students.

COMMUNITY STATISTICS: Per Scholas has a diverse student body. Most are currently in low-income jobs. All must have at least a 10th grade level D in reading and math and a GED or High School diplomas. 90% of students are from racial or ethnic minority and 40% live in the Bronx. 1/3 are women, and Per Scholas has a goal to have 50% female students by 2016. Additionally, 30% of students are between the ages of 18 and 25.

CENTER: Per Scholas has six classrooms and office spaces. The Urban Development Center is being built out by Jones as office space for software testing, where 150 Per Scholas graduates will work. An additional 30,000 square feet on the third floor can be occupied by future partners.

OPERATING BUDGET: \$4.2 million

FUNDING MODEL: Nonprofit organization: Funding 80% philanthropy, 20% government grants. Doran Jones gives 25% of profits generated at the UDC to Per Scholas.

NUMBER SERVED: 450 annually Maximum capacity: 550 students (with weekend and evening classes)

AGES: 18+

PARTNERS: The Door, Mayor's Fund to Advance New York City, Social Innovation Fund in NY, JP Morgan Chase, Pinkerton Foundation, JobsFirstNY, Rockefeller Foundation, Tiger Foundation, The Weinberg Foundation, Creating IT Futures, Robin Hood Foundation, Barclays, Bloomberg, Doran Jones

IMPACT: 75% of graduates receive jobs, 85% graduate, 90% of graduates certified. 4,500 people have graduated from Per Scholas.



Jobs First NYC Mission Statement: To leverage all available community, corporate, human, organization, private and public resources to bring out-of-school and out-of-work young adults into the economic life of New York City.

Bronx Opportunity Network Mission Statement: To enable underprepared Bronx students to improve their academic skills, overcome personal barriers, and enroll in and complete college.

The goal of JobsFirstNYC is to “reduce the number of out-of-school and out-of-work young adults in New York City by 5% by 2017.” The Young Adult Sectorial Employment Project (YASEP) aims to train more young adults for employment, and to connect the youth to companies seeking employees. YASEP launched in 2013, with a three-year pilot program to help out-of-school out-of-work young adults receive job training and jobs opportunities.

The Bronx Opportunity Network (BON) is a branch of JobsFirstNYC. During the school year, the program offers academic support and enrichment, and students are given stipends to spend on school-related costs. BON also runs a six-week summer program. Per their website, “BON expands college access for young adults who otherwise would likely not pursue post-secondary education. Intensive tutoring and social support to improve their academic skills, overcome personal barriers, and enroll in and complete college. One of the aims of this project is to identify potential changes in system-wide policy, such as the re-administering of the COMPASS placement exam at all CUNY schools.” When students retok the COMPASS exam after BON courses, their scores improved. Students interact with staff members who provide academic support and mentorship.

COMMUNITY STATISTICS: 72% of BON participants are female, 28% male, with an average age of 20. 66% of

students are Latino, and 31% are African American.

OPERATING BUDGET: \$1.1 million

FUNDING MODEL: Non-profit, foundation grants and donations

NUMBER SERVED: 500 in YASEP program 120 in BON programs each year

AGES: 18-24 BON: High School

PARTNERS: Young Adult Sectorial Employment Project, Bronx and Hostos Community Colleges, Per Scholas, BronxWorks, Wildlife Conservation Society, Bronx Opportunity Network, Lower East Side Employment Network. Part of Jobs for New Yorkers Task Force. Altman Foundation, IBM, Helmsley Trust, Pinkerton, Tiger Foundation

IMPACT: BON students earned 800 college credits in one semester, and their COMPASS scores improved after BON enrichment courses

**Bronx Works Mission Statement:**

BronxWorks helps individuals and families improve their economic and social well-being. From toddlers to seniors, we feed, shelter, teach, and support our neighbors to build a stronger community.

BronxWorks provides assistance for job seekers, GED programs for out-of-school out-of-work young adults, career counseling, case management, internship and job placement.

Youth ages 17-24 can take high school enrichment classes, help preparing for the workforce, and career training. The Betances and Classic Community Centers provide activities for children and teens, where they can take cooking classes, engage with other youth in the community, career exploration, and participate in recreational sports.

BronxWorks also worked with New Visions and the Department of Education to open the Jill Chaifetz Transfer School. The Center for Achieving Future education, aids middle school students in the process of applying to high schools, and for high school students in applying to college and college-readiness.

The Young Adult Internship Program (YAIP) is a 14 week program for disconnected youth ages 16-24. During the internship, they receive career readiness training, a stipend, and work opportunities. The Jobs-Plus program, for NYCHA residents, helps people with employment, financial literacy, and community support.

COMMUNITY STATISTICS: Foster care, did not finish high school, criminal background, young parents, physical disabilities

OPERATING BUDGET: \$38 million

FUNDING MODEL: Fundraising, government and private grants, Medicaid, program service fees.

NUMBER SERVED: 250

AGES: 18+

PARTNERS: BON, SYEP, YAIP, New Visions, NYC Department of Education

IMPACT: 190 out-of-school, out-of-work youth received job training, 166 high school seniors went to college, 250 children participated in early learning programs, 39 students graduated from Jill Chaifetz Transfer School. 1150 adults and youth placed in jobsearning upwards of \$40,000 in annual salary.



SoBRO Mission Statement: SoBRO's mission is to enhance the quality of life in the South Bronx by strengthening businesses and creating innovative economic, housing, educational, and career development programs for youth and adults.

SoBRO, South Bronx Overall Economic Development Corporation, offers programs in GED, ESOL, computer training, academic support, leadership, arts, community service, and career exploration.

The Summer Youth Employment Program (SYEP) places over 550 students in internships. SoBRO also works with the Learning to Work program, a career training program for students.

The YouthBuild Transformation Academy serves students ages sixteen to twenty-four who are out-of-school and out-of-work with GED programs and job training. The program runs for 10 months.

Students interact with academic tutors and mentors.

CENTER: The SoBRO Center in Mott Haven opened in 2002, with 70,000 square feet of retail space.

OPERATING BUDGET: \$2.5 million

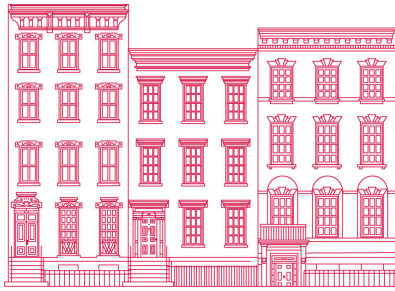
FUNDING MODEL: Non-profit, fundraising, other organizations, government grants, donations.

NUMBER SERVED: 1198

AGES: 12-25

PARTNERS: BON, Bloomberg, Bank of America, Association for Neighborhood & Housing Development, Bronx Borough President, Bronx Community College, Bronx Overall Economic Development Corporation, CitiGroup, Con Edison, Enterprise, Hostos, JP Morgan Chase, NYC Department of Education, NYC Department of Environmental Protection, NYC Department of Homeless Services, NYC Department of Housing Preservation and Development, NYC Department of Transportation, Starbucks, US Department of Labor, US Department of Justice

IMPACT: Created 40,000 jobs, brought investors to Bronx.



HENRY STREET SETTLEMENT

Henry Street Settlement Mission Statement: Henry Street Settlement opens doors of opportunity to enrich lives and enhance human progress for Lower East Side residents and other New Yorkers through social services, arts, and health care programs.

Henry Street Settlement offers a variety of programs for New Yorkers of all ages, for health, employment, housing, and youth.

Programs include job training, computer training, the Young Adult Internship Program, GED classes, financial help, career advice, and supportive housing. They also run the Workforce Development Center.

Project RISE is a program for disconnected youth aged eighteen to twenty-four. In the program, youth have access to employment services, internships, and GED programs.

The six-week summer program for youth ages fourteen to twenty-four brings together the youth with summer jobs and workshops, to improve their work readiness skills. The staff is made up of three arts center department members, five in senior services, thirteen in the education programs, six in housing, and six working in health services.

COMMUNITY STATISTICS: Henry Street Settlement serves a diverse population. 30% of Lower East Side residents are Latino, 24% are East and South East Asian, as well as smaller percentages of African-American, South Asian, and Eastern Europeans. 37.7% of people in the Lower East Side were born abroad, and 56% do not speak English at home. The poverty rate is 25%.

CENTER: Henry Street Settlement programs are located in 18 buildings across Lower East Side, with different

services offered at different locations.

OPERATING BUDGET: \$31.7 million

FUNDING MODEL: Non-profit: fundraising, government grants (\$21.7mill), grants, donations

NUMBER SERVED: 50,000

AGES: 18+

PARTNERS: NYS Department of Health, US Department of Health & Human Services, United Neighborhood Houses, UPS, United Neighborhood Centers of America, Human Services Council, National Associations of Social Workers

IMPACT: 1573 youth were placed in summer jobs, transitional housing provided for 347 families, 951 in after-school programs, 600 participated in the college access program, 277 took SAT classes, and 10 young adults were trained as peer health educators.



The Door Mission

Statement: To empower young people to reach their potential by providing comprehensive youth development services in a diverse and caring environment.

The Door offers various programs for youth ages 12-21, including GED, ESOL, and arts classes, tutoring, college preparation, career development, job training, access to jobs and internships, and recreational activities.

At The Door, youth have access to reproductive health care and education, mental health counseling, legal assistance, foster care support, and supportive housing. The adolescent health center as doctors on call.

In addition to healthcare, youth have access to legal services for documentation, college advisors, and career coaches.

The Door also runs the Bronx Youth Center, formerly operated by FECS Health and Human Services.

programs for disconnected youth, including runaways, homeless youth, and those who did not finish high school and are out of work.

OPERATING BUDGET: \$11.3 million

CENTER: The Door has housing for youth in need, hangout spaces and gyms, and performance space.

OPERATING BUDGET: \$2.5 million

FUNDING MODEL: Government grants, foundation and personal donations, Medicaid, Rents

NUMBER SERVED: 11,500

AGES: 12-21

PARTNERS: Gap Foundation, Robin Hood Foundation, Tiger Foundation, Starr International Foundation, KIND, New Yorkers for Children, United Way of New York City, NY State Department of Education, NY State Department of Health, US Department of Health & Human Services

COMMUNITY STATISTICS: Youth ages 12-21 can become members of The Door. There are special



YearUp Mission Statement: Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education.

Henry Street Settlement offers a variety of programs for New Yorkers of all ages, for health, employment, housing, and youth.

Programs include job training, computer training, the Young Adult Internship Program, GED classes, financial help, career advice, and supportive housing. They also run the Workforce Development Center.

Project RISE is a program for disconnected youth aged eighteen to twenty-four. In the program, youth have access to employment services, internships, and GED programs.

The six-week summer program for youth ages fourteen to twenty-four brings together the youth with summer jobs and workshops, to improve their work readiness skills.

The staff is made up of three arts center department members, five in senior services, thirteen in the education programs, six in housing, and six working in health services.

FUNDING MODEL: Fundraising, program fees, government and private grants, investments

AGES: 18-24

PARTNERS: Bank of America, JP Morgan Chase, Microsoft, Bank of the West, AOL, salesforce, Airbnb, American Red Cross, American Cancer Society, American Express, AT&T, Deloitte, Dell, Dropbox, Expedia, GE, Goldman Sachs, Yelp, NYU

OPERATING BUDGET: 2013: \$57 million



Red Hook Initiative Mission Statement: RHI believes that social change to overcome systemic inequities begins with empowered youth. In partnership with community adults, we nurture young people in Red Hook to be inspired, resilient, and healthy, and to envision themselves as co-creators of their lives, community and society.

The Red Hook Initiative's Youth Empowerment Pipeline guides students from middle school programs through high school and as young adults.

Red Hook Initiative's four-year program for high school students prepare students for jobs and leadership roles. In the program, students participate in peer health education, peer counseling, as RHI radio interns, tutoring middle school students in math and science, college preparation, resume help, and a culinary program.

Programs for young adults ages 19-24 focus on college admission, retention, and employment training, and GED preparation. Staff also help young adults with the job search and interview preparation. Peer support groups provide access to social workers, legal support, and healthcare. The Social Justice Fellowship gives young adults the opportunity to learn about advocacy, community organizing, and social change.

Students and young adults must apply to programs. For admittance to the employment programs, students must have the proper paperwork, academic transcript, and one year of work experience.

All programs at the Red Hook Initiative are scheduled. Twenty-five staff members make up teams for middle school, high school, and young adults. The Young Adult team is made up of a program manager, social worker, employment coordinator, case manager, and college retention manager. Currently, there are ten to fifteen students per case worker, but the ideal ratio would be 10:1.

COMMUNITY STATISTICS: The Pratt Institute's "Detailed Case Study: Using Design to Understand a Neighborhood's Patterns" describes Red Hook as a working class neighborhood with a mostly African American and Latino population. The neighborhood has a 45% high school graduation rate, 25% unemployment, and 80-85% of residents live in low-income housing. LIFE magazine named it the "crack capital of America" in 1990.

OPERATING BUDGET: \$1.9 million

CENTER: The Red Hook Initiative Center at 767 Hicks Street is a converted warehouse with two levels. The upper level is used as office space. On the lower level are a 50-person Learning Lab, computer room, 3 smaller breakout rooms, a kitchen, and some seating areas.

OPERATING BUDGET: \$2.5 million

FUNDING MODEL: 8.5% government grants, 91.5% private donations and grants

NUMBER SERVED: 40 middle school, 50 high school, 125 young adults

AGES: ages 19-24

PARTNERS: Time Warner, Department of Youth and Community Development, Fifth Avenue Business Improvement District, Goldman Sachs Gives, IKEA, JP Morgan Chase Foundation, Major League Baseball, NY Life Foundation, NYC AIDS Fund, PATH

IMPACT: Students in program have 85% graduation rate



Building Skills NY Mission Statement: Buildings Skills NY is a not-for-profit organization which offers no-cost construction education and hands-on training, industry certifications, and job placement services to low income and unemployed New Yorkers in the communities where affordable housing is being built.

Building Skills NY offers training courses in construction to NYCHA residents who have a GED or graduated high school.

Courses run from eight to ten weeks, and focus in construction skills. Classes are taught at the New York City College of Technology in Brooklyn, and training happens on site. Participants can receive certifications and job placement with developers and contractors.

OPERATING BUDGET: \$123,836

FUNDING MODEL: Grants and partnerships

NUMBER SERVED: 60-70 annually

AGES: 18+

PARTNERS: NYCHA, Goldman Sachs Urban Investment Group, Brooklyn Workforce Innovation

IMPACT: Over 500 people trained with BWI



Gary Comer Youth Center Mission Statement: The Youth Center's mission is to provide the support for all of its students to graduate from high school, prepared to pursue college and careers.

The Gary Comer Youth Center focuses on getting students employment opportunities and academic help. Teens have access to employment and stipend opportunities, social services, high school transition workshops, academic help, and admissions counseling. Art programs are offered in studio spaces, and there is a catering program. Fitness programs, such as the South Shore Drill Team, take place in the multipurpose gym. In the "business lab" program, students run a business to sell produce grown in the community rooftop garden to local chefs.

A major emphasis is on college admissions and retention. Youth Coaches offer help for academics and other challenges faced by students. Advisors mentors students in college preparation programs.

COMMUNITY STATISTICS: The Gary Comer Youth Center, located in the Greater Grand Crossing area of Chicago's South Side, serves a population of families from that area. Two-thirds of the families are below the poverty level, and the median household income is \$34,000. 95% of participants are African-American. Though the center is mainly for youth, programs for adults and parents are also held there.

OPERATING BUDGET: \$4.5 million

CENTER: The 80,000 square foot center has a variety of specific-use and multipurpose spaces, including a cafeteria, rooftop vegetable garden, farm, and fruit orchard. The gymnasium can be converted to a 600-seat performance space, and flexible program space can be used for education, recreation, and dance and art programs.

OPERATING BUDGET: \$2.5 million

FUNDING MODEL: grants and donations: Comer Foundation, Chicago Public Schools

NUMBER SERVED: 1,000

AGES: Grades 3-12, programs for parents and adults

PARTNERS: Free Spirit Media, Northwestern School of Journalism, Access Community Health Network, Gary Comer College Prep, City of Chicago

IMPACT: 90% college acceptance, lower crime rates



YOUmedia Center Mission Statement: To provide a safe space for teens to try new activities, socialize, pursue interests, develop competence in digital media and 21st century skills, use the resources available, produce artifacts, teach others, build confidence, develop sense of self-efficacy and community, understand college and career choices.

The first YOUmedia center, inside the Harold Washington Library, was based on the “Hang out, Mess around, Geek Out” model outlined by Mizuko Ito. The 5,500 square foot space was designed so youth would have a space to socialize and explore their interests, with areas for socializing, learning about media, design, and a recording studio.

The basics of the “HOMAGO” model are that students come to YOUmedia to hang out with friends, mess around with new media and equipment to explore their interests, and geek out in the area they are most passionate about, in order to become an expert.

The YOUmedia site serves about 350-500 students each week, and YOUmedia centers have been added to Chicago Public Library branches across the city.

Staff involved with the YOUmedia center are librarians, library associates, YOUmedia specialists, and a video mentor. They lead programs, classes, and workshops, and respond to the needs of the YOUmedia youth. Students use these mentors as a resource for help with new materials and to expand their interests.

COMMUNITY STATISTICS: YOUmedia Chicago serves students from all around Chicago. 88% are students from 50 high schools, mainly from the South Side of Chicago. 60% of users are sixteen and seventeen-year-olds, 64% are male, and 36% are female. 66% are African American, 12% are Latino, with the largest subgroup being African American males (40%).

CENTER: The YOUmedia center is 5,500 square feet in the Chicago Public Library main branch, with various locations throughout the Chicago Public Library system, and YOUmedia sites nationwide.

OPERATING BUDGET: \$2-3 million

FUNDING MODEL: Foundation grants, Chicago Public Library

NUMBER SERVED: 350-500 weekly

AGES: 18+

PARTNERS: MacArthur Foundation, Public Libraries, Digital Youth Network

IMPACT: Students gain skills in digital, tech, media, and communication with adults “40-50% say YOUmedia helped their academic skills”



Urban Assembly Maker Academy Mission Statement:

UA Maker, a school of The Urban Assembly, believes the world needs problem solvers who can find and solve challenges to create positive change in a world where change is the only constant. We empower students not only to be successful, adaptive citizens of the future, but to create that future through design thinking and innovation. Our students are curious about the world around them and empathize with others to develop personalized solutions. Our students know that to innovate, they must take risks. They measure the impact of their actions. They overcome challenges with resilience.

The Urban Assembly Maker Academy opened in the fall of 2014 with a ninth grade class and special education. Courses focus on reading and math, with an emphasis on technology. Students can take coding courses and Advanced Placement courses, as well as SAT and Regents Prep. There is also the option for classes with “blended learning.” Students have college and career prep, and extracurricular activities after school and on weekends. The school also has an orchestra.

Teachers teach specific subjects, with an average 14:1 student to teacher ratio.

COMMUNITY STATISTICS: In the 2014-15 school year, 58% of students were male, 41% female, 45% Hispanic, 10% Asian, 24% Black, 10% white, and 3% English Language Learners. In the first year, there were no students with special needs.

OPERATING BUDGET: \$916,308 from Fair Funding Allocations

CENTER: The UA Maker Academy is located inside the Murry Bergrtraum Educational Campus.

OPERATING BUDGET: \$916,308 from Fair Funding Allocations

NUMBER SERVED: 103

AGES: 9th grade and Special Education started in 2014
Grades 9-12 expected by 2017

PARTNERS: Brooklyn District Attorney, Jackie Robinson Physical Culture, Brooklyn Academy of Music, Lincoln Center, NYC Police Department, New York Cares, New Ballet School (Feld), Attendance Improvement Dropout Prevention Program, NYC School Volunteers



EXPLORE + CREATE + SHARE

The Hive Network is the result of a consortium of 55 non-profits who came together to create programs for youth. Programs are offered in college and career preparation, games, design, the STEAM subjects, leadership, and digital literacy. Students interact with teachers and mentors.

FUNDING MODEL: Private and foundation grants

NUMBER SERVED: 200,000+

AGES: Middle school and high school

PARTNERS: Mozilla, MacArthur Foundation, New York Community Trust, Altman Foundation, Hofmann Trust, Stavros Niarchos Foundation, Rockefeller Foundation

Hive Network Mission Statement:

To mobilize educators to adopt connected learning practices, to create more high-quality tools, content and curriculum, and to catalyze others to provide more connected learning and web literacy experiences, especially in under-served communities.



East Bronx Academy for the Future Mission Statement: East Bronx Academy for the Future is a technology-focused school with an emphasis on learning by doing. Our students graduate with the skills they need to succeed in college and the world beyond.

East Bronx Academy for the Future offers classes with small sizes, with a focus on technology. Students can also take advanced classes at Lehman College, and a College Link program. There are about 20-25 students per class.

COMMUNITY STATISTICS: The student body is 71% Latina, 26% Black, and 2% Asian. 10% are learning English, and 28% of students have special needs. The student attendance rate is 81%, and 96% for teachers.

OPERATING BUDGET: \$12.6 million

CENTER: East Bronx Academy for the Future has nineteen classrooms, two science labs, a cafeteria, and a 7,500 square foot multi-purpose room..

OPERATING BUDGET: \$916,308 from Fair Funding Allocations

NUMBER SERVED: 650

AGES: Grades 6-12

PARTNERS: Lehman College

IMPACT: 80% graduation rate in 4 years; 45% went to college (mostly CUNY 2-year)

CITATIONS

¹ South Bronx Rising Together Baseline Report, October 2014, 26.

² NYC Department of Education, Graduation Results by District, <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>

³ South Bronx Rising Together Baseline Report, October 2014, 30.

⁴ South Bronx Rising Together Baseline Report, October 2014, 32.

⁵ South Bronx Rising Together Baseline Report, October 2014, 29.

⁶ Jobs First NYC, Barriers to Entry, April 2014. http://fiscalpolicy.org/wp-content/uploads/2013/04/JFNYC_Barriers_to_Entry_5-2-13.pdf

⁷ There is a wide variety of research and organizations that underscore the importance of interest based learning as critical to developing needed 21st century skills. The Partnership for 21st Century has compiled significant research that makes the case and articulates what those skills are.

⁸ Better Evidence for Better Schools, Research Alliance, 2014, 8. <http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/BetterEvidenceForBetterSchools.pdf>

⁹ Jobs for the Future, Jobs First New York and the JP Morgan Chase Foundation have all done some very good research in this area about the opportunities in New York.

¹⁰ Per Scholas' Software Testing Education Program that was develop with Barclay's serves as a good example of this career mapping and joint program design. It is located in the South Bronx.

¹¹ The Strive model is an example of such a community-based, collective impact approach. Strive has been working closely with leading organizations in the Bronx to develop and implement South Bronx Rising Together which seeks to make a whole community district of approximately 80,000 people in the South Bronx career and college ready.

¹² There is significant evidence about the value and positive impact of mentoring, especially if it is targeted and designed to build lasting relationships. iMentor has shown significant results for mentoring in the context of college readiness. <https://public.huddle.com/a/JKNrjJ/index.html> The following report digs into the multifaceted benefits of mentoring Herrera, Carla, David L. DuBois and Jean Baldwin Grossman. 2013. The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles. New York, NY: A Public/Private Ventures project distributed by MDRC.

JP Morgan Chase & Co. Closing the Skills Gap. 2014. <http://www.jpmorganchase.com/corporate/Corporate-Responsibility/document/54841-JPMC-GAP-REP-AW6.pdf>

¹⁴ A number of organizations have dug into this issue, Hope Street Group's March 24th convening summarized the complexities well.

¹⁵ According to the <http://livingwage.mit.edu/places/3606151000>, Living Wage for One Dult in New York City is \$12.75 per hour and for one adult with a child it is \$24.69 assuming a full-time job of 2,080 hours per year.

BIBLIOGRAPHY

America's Promise Alliance. Don't Call Them Dropouts: Understanding the Experiences of Young People Who Leave High School Before Graduation. 2014. <http://www.GradNation.org/NotDropouts>.

Association for Career and Technical Education, Partnership for 21st Century Skills, and National Association of State Directors of Career Technical Education Consortium. Up to the Challenge: The Role of Career and Technical Education and 21st Century Skills in College and Career Readiness. 2010.

Austin, Kimberly, Stacy B. Erlich, Cassidy Puckett, and Judi Singleton. YOUmedia Chicago: Reimagining Learning, Literacies, and Libraries, a Snapshot of Year 1. Chicago: University of Chicago Consortium on Chicago School Research, May 2011.

Building Bridges: Connecting the Foster Care and Workforce Communities to Support Positive Outcomes for Youth. "New York City Young Adult Workforce Provider Directory, 2011-2012." New York City Employment & Training Coalition.

Bridgeland, John, and Tess Mason-Elder. A Bridge to Reconnection: A review of Federal Funding Streams Reconnecting America's Opportunity Youth: A Plan for Reconnecting One Million Opportunity Youth Each Year. September 2012.

Belfield, Clive R., Henry M. Levin, William Heard Kilpatrick, and Rachel Rosen. The Economic Value of Opportunity Youth. January 2012.

Pay for Success. "Child-Parent Center Pay-for Success Initiative/SIB Fact Sheet."

The Children's Aid Society and National Center for Community Schools. Building Community Schools: A Guide for Action. October 2011.

The City of New York. Career Pathways: One City Working Together. <http://www.nyc.gov/careerpathways>.

Coca, Vanessa. New York City goes to College: A First Look at Patterns of College Enrollment, Persistence, and Degree Attainment for New York City High School Students. New York: The Research Alliance for New York City Schools, November 2014.

The City University of New York Jobs Task Force 2012. Jobs for New York's Future. New York: The City University of New York, May 2012.

Cummins, H.J. Better Together: Building Local Systems to Improve Afterschool: A Conference Report. New York: The Wallace Foundation, 2013. www.wallacefoundation.org.

Detailed Case Study: Mapping Red Hook: Using Design to Understand a Neighborhood's Patterns. New York: Pratt, 2014. Mappingredhook.prattgradcomd.com.

Dworkin, Aaron. "How Out of School Time Programs Can Support the Nation's Economic Recovery." Youth Today, November 13, 2012.

Every Hour Counts. Measurement Framework: How to Measure Success in Expanded Learning Systems. 2014.

Fairchild, Susan, Bran Gunton, Beverly Donohue, Carolyn Berry, Ruth Genn, and Jessica Knevals. Student Progress to Graduation in New York City High Schools: Part I: Core Components. New York: New Visions for Public Schools, 2011.

Gonzalez-Rivera, Christian. Bridging the Disconnect. New York: Center for an Urban Future, September 2014. www.nycfuture.org.

Good Shepherd Services. Re-Engaging Youth for High School Success: Interim Findings from the Evaluation of the Good Shepherd Services Transfer School Model. July 2014.

Good Shepherd Services. South Brooklyn Community High School: A Model Transfer School for Replication. 2007.

Graber, Matt. "Now in its 11th year, Jill Eisenhard's Red Hook Initiative helps local youth get on the right track." Red Hook Star-Review, March 1-15, 2012, page 1, 5.

Guha, R., K. Caspary, R. Stites, C. Padilla, N. Arshan, C. Park, V. Tse, S. Astudillo, A. Black, and N. Adelman. Taking Stock of the California Linked Learning District Initiative: Fifth-year evaluation report. Menlo Park CA: SRI International, 2014.

Gutierrez, Manuel, Donna Tapper, Michael Scuello, Lawrence Chau, Tania Tasse-Guillen, Artis Bergman, and Ranjana Mendes. Evaluation of New York City's Learning to Work Initiative for Over-Age and Under-Credited High School Youth: Student Outcomes (2005-2008). Metis Associates, June 2010.

International Institute for Restorative Practices. Improving School Climate: Evidence from schools implementing restorative practices. Bethlehem, PA: IIRP Graduate School.

International Society for Technology in Education, ISTE Standards: Standards: Students. 2007. <http://www.iste.org/standards>

Ito, Mizuko, Sonja Baumer, Matteo Bittanti, danah boyd, Rachel Cody, Becky Herr-Stephenson, Heather A. Horse, Patricia G. Lange, Dilan Mahendran, Katynka Z. Martinez, C.J. Pascoe, Dan Perkel, Laura Robinson, Christo Sims, and Lisa Tripp. Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media. Cambridge: MIT Press, 2010.

JobsFirstNYC. The Bronx Opportunity Network: The First Year, Results for the Class of 2011-2012.

JobsFirstNYC. Innovations in the Field. September 2014.

JobsFirstNYC. Unleashing the Economic Power of the 35 Percent. July 2014.

JobsFirstNYC. Young Adult Sectoral Employment Project.

Jobs for the Future and California Advancement Project. In and Beyond Schools: Putting More Youth on the Path to Success with Integrated Support. April 2014.

Jobs for the Future. Major JFF Initiatives. February 2014.

Johnson, Charlotte, Temeca Simpson, and Brian Piper. "P-Tech 9-14 School Model Development: Skills Mapping Process Guide."

Larson, Kiley, Jane Park, Erin Bradley, and Richard Arum. YOUmedia Report: AY2013-2014: Connecting Youth: Digital Learning Research Project. September 2014.

Martin, Michel. "New Orleans Educator Dreams of Teaching Tech To Beat The Streets." NPR, April 7, 2015. <http://www.npr.org/2015/04/07/397044111/new-orleans-educator-dreams-of-teaching-tech-to-beat-the-streets>.

Measure of America. Youth Disconnection in New York City. <http://www.measureofamerica.org/one-in-seven>.

Meyer, Peter. "Breaking The Mold: New York City's Small High Schools Give All Students a Chance to Graduate." November 2014.

New Visions for Public Schools. "The Christopher Columbus Campus Center for Wellness."

New Visions for Public Schools. Designing a High School "Upper House" to Improve the College Readiness of High-Need Students. New York: New Visions for Public Schools, 2014.

New Visions for Public Schools. "Preliminary Red Student Analysis: Fall 2012." January 2013. PowerPoint.

New Visions for Public Schools. "Update: Snapshot of Borough-Wide Data on Bronx Youth."

New York City Department of Education. 2013-2014 Comprehensive Educational Plan (CEP) Updated 2014-2015: Bronx Haven High School.

New York City Department of Housing Preservation & Development. "Request for Proposals: Bronxchester, Community District 1, The Bronx." New York: City of New York, March 2013.

New York City Department of Youth and Community Development. Focus on OST High School

Programs.

Oldenburg, Ray. "Our Vanishing Third Places." *Planning Commissioners Journal* 25 (Winter 1996-97): 6-10.

Per Scholas, 2014. <http://www.perscholas.org>.

Per Scholas, YouthBridge: Building a Robust IT Career Pathway for Jobless Young Adults. <http://www.perscholas.org>.

Per Scholas. Youth Strategy: Building a Comprehensive Approach. <http://www.perscholas.org>.

Rath, Bob, Kathryn Rock, and Ashley Laferriere. *Helping Over-Age, Under-Credited Youth Succeed: Making the Case for Innovative Education Strategies*. Hartford, CT: Our Piece of the Pie, 2012.

Rich, Motoko. "Intensive Small-Group Tutoring and Counseling Helps Struggling Students." *The New York Times*, January 26, 2014. <http://nyti.ms/1e8zWu5>.

The Research Alliance for New York City Schools. *Better Evidence for Better Schools: Lessons from the First Years of the Research Alliance for New York City Schools*.

Rosenblum, Ian, and Richard Kazis. *Middle-Skill STEM State Policy Framework*. October 2014.

Rudy Bruner Award. "Gary Comer Youth Center & College Prep." 2011.

Russell, Christina A., Juliet Diehl Vile, Elizabeth R. Reisner, Christina E. Simko, Monica B. Mielke, and Ellen Pechman. *Evaluation of the New York City Department of Youth and Community Development Out-of-School Time Programs for Youth Initiative: Implementation of Programs for High School Youth*. Washington, D.C.: Policy Studies Associates, Inc., June 2008.

Russell, Christina A., Monica B. Mielke, Andrea S. Palmiter, Tandra T. Turner, and Yavette L. Vaden. *Evaluation Findings from the New York City Transition to High School Initiative*. Washington, D.C.: Policy Studies Associates, Inc., May 2012.

Sebring, Penny Bender, Eric R. Brown, Kate M. Julian, Stacy B. Ehrlich, Susan E. Sporte, Erin Bradley, and Lisa Meyer. *Teens, Digital Media, and the Chicago Public Library*. Chicago: University of Chicago Consortium on Chicago School Research, May 2013.

Settlement Housing Fund, Inc. *New Settlement Community Campus*.

Social Innovation Fund. "FY 15 Notice of Funding Availability Fact Sheet." <http://www.nationalservice.gov/sif>.

South Bronx Rising Together. *Baseline Report*. October 2014. <http://www.risingtogether.org>.

South Bronx Rising Together. *Leadership Council Meeting*. December 2014. <http://www.risingtogether.org>.

Urban Land Institute Case Studies. *Via Verde Case Study*. New York: Urban Land Institute, 2014. <http://www.Ulli.org/casestudies>.

youthCONNECT in the National Capital Region. *A (Net)Work in Progress: A Case Study of the First Two Years of this Pioneering Initiative*. May 2014.