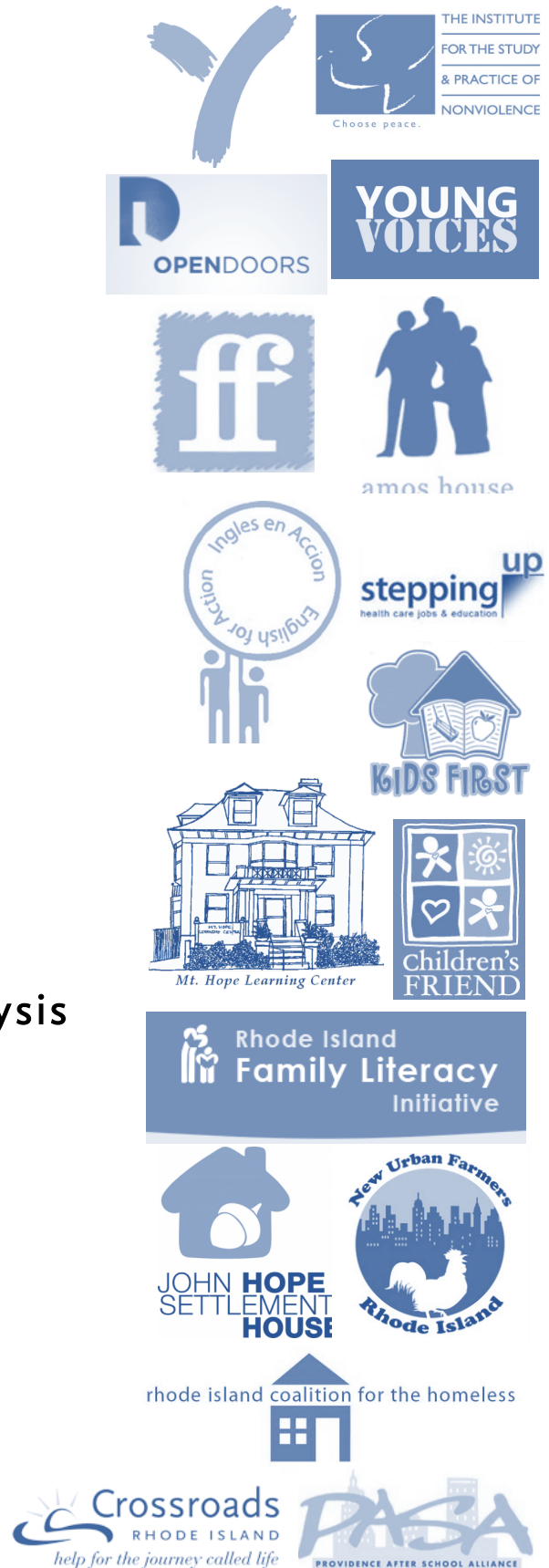


SOC1870A  
Investing in Social Change  
2008-2012 Grantee Analysis

Jacqueline Ho  
July-August 2013



## I. overview

Investing in Social Change is a philanthropy class at Brown that gives teams of students the opportunity to award grants of up to \$15,000 to nonprofits in Rhode Island. Since the fall of 2008, seventeen grants have been given out. From July – August 2013, these organizations were contacted and asked about the impact of the funded programs and the role that the teams' grants played in their organizations and programs. This report will first introduce the grantee organizations, and then launch into an analysis of the different types of "impact" that were produced and the factors affecting the success with which these grants were implemented. This analysis will then be used to inform future teams' approaches to grant making and evaluation and the report concludes with a set of recommendations for teams and for the class.

The seventeen grantees are:

- In 2008,
  - Youth in Action, \$5,000
  - Young Voices, \$5,000
  - Open Doors (formerly Family Life Center), \$3,000
  - The Institute for the Study and Practice of Nonviolence, \$7,000
- In 2009,
  - English for Action, \$10,000
  - Amos House, \$6,000
  - Foster Forward (Rhode Island Foster Parents Association), \$4,000
- In 2010,
  - Kids First, \$15,000
  - Children's Friend, \$1,458
  - Mt Hope Learning Center, \$15,000
  - Stepping Up, \$15,000
- In 2011,
  - John Hope Settlement House, \$15,000
  - New Urban Farmers, \$15,000
  - Rhode Island Family Literacy Initiative, \$15,000
- In 2012,
  - Providence After School Alliance, \$15,000
  - Rhode Island Coalition for the Homeless, \$15,000
  - Crossroads Rhode Island, \$15,000

## 2. a note of thanks

I count it a great privilege to have been given the opportunity this summer to hear and write about the outcomes of seventeen different grants although my team was only responsible for awarding one. I am grateful to the representatives of all seventeen organizations for volunteering their time to answer my questions, and, as always, to Dean Roger Nozaki and Professor Ann Dill for their critical feedback and for clarifying my thinking on the issues addressed here. They have designed a tremendous class, and it is my hope that future students in the class will find the information in this report helpful when deciding how to allocate their grants.

### 3. impact of grants – paragraph summaries

*This section introduces each of the seventeen grantees, the intended purpose of the grant and the eventual impact that resulted. Detailed notes on each organization can be found in the appendix, excluding those for Open Doors (2008), English for Action (2009), Children's Friend (2010) and John Hop Settlement House (2011).*

Youth in Action was awarded \$5,000 in 2008 to support the creation of an alliance among youth development organizations in the city. With the grant, YIA and three other youth and social justice organizations **formed the Youth For Change (Y4C) Alliance**. One part-time staff was hired to coordinate the initiative and three representatives from each organization formed the alliance. Y4C convened once a week to discuss and execute youth projects. While Y4C no longer exists due to a lack of funding, YIA's executive director Adeola Oredola thinks it has had long-term impacts; for instance, the organizations continue to collaborate, and the transportation policy wins that resulted from Y4C have long-term benefits for students who now find it easier to travel to school.

Young Voices was awarded \$5,000 in 2008 to support the creation of a Leadership Transformation Academy focused on personal and academic skills for engagement in policy development. The Leadership Transportation Academy is now YV's cornerstone program and is **a seven-month-long training program for high school youth that equips them with policy research and advocacy skills**. Over 250 youth have since participated in the program.

Open Doors (then the Family Life Center), which works to improve employment opportunities for formerly incarcerated individuals, was awarded \$3,000 in 2008 to help convene a conference, "Breaking Employment Barriers," to increase awareness of and reduce barriers to ex-offender employment." Open Doors **held a conference titled "Alternative Workforce Opportunities" in November 2008** to educate employers about the benefits of employing formerly incarcerated individuals. The conference enabled Open Doors to have a productive conversation with employers and learn more about their perspective, and Open Doors made plans to produce a website targeted at employers. However, the website was not created and employer education is no longer a significant part of Open Doors' work due to the lack of employment opportunities in the poor economy.

The Institute for the Study and Practice of Nonviolence was granted \$7,000 in 2008 to conduct a 40-hour mediation training for their Streetworkers, community members employed by the Institute and trained in conflict resolution. However, the trainer who was supposed to conduct the training eventually could not commit to the training. Instead, the grant was used to fund **nonviolence and conflict resolution trainings for Streetworkers**, including an exchange with outreach workers in Massachusetts, a leadership training, and a youth development training.

English for Action was granted \$10,000 in 2009 to expand their Our School program, which provides educational services for primarily Spanish-speaking children, to serve children aged 3-5. With the grant, EFA **hired a teacher to launch the Early Childhood-ESOL program and a grant writer to secure EC-ESOL refunding**. EC-ESOL continues to run today with up to 12 children enrolled at a time.

Amos House was granted \$10,000 in 2009 to expand, improve and evaluate their new **Family Success Center** (now renamed the Financial Opportunity Center) to provide help with access to work supports and benefits, employment services and financial counseling. Amos House secured a three-year grant for the Center from the Local Initiatives Support Corporation (LISC) after the Brown grant, and this funding will be extended to a fourth year.

Foster Forward (then Rhode Island Foster Parents Association), which provides support for foster children and families, was granted \$4,000 in 2009 to expand the role of the Development Director to include fundraising for the ASPIRE program which supports youth aged 14-24 in the areas of financial literacy and employment access. Foster Forward **produced a video and poster boards about ASPIRE participants**, which were used at fundraising events. In the year that the video and story boards were debuted at two of Foster Forward's fundraising events, a total of \$16,251 more was raised than in the previous year.

Kids First received a \$15,000 grant in 2010 to **expand their Farm to School program in Providence**. Farm to School educates students about the importance of eating fresh and healthy food and provides technical assistance to school lunch providers to encourage them to source locally. With the grant money, Kids First conducted an after school program at Roger Williams Middle School, organized fieldtrips to the Bucklin commissary and Rhode Island farms, and facilitated a partnership between Sodexo, which sources food for PPSD schools, and a farm that agreed to dedicate 15 acres of land to producing food for Sodexo. Kids First dissolved in January 2012 due to a lack of funding, but Farm to School continues to be funded and now exists as a program of Farm Fresh RI.

Children's Friend received a \$1,458 grant in 2010 to hold a three-week-long cooking class for children and their parents in the summer of 2011 but faced difficulties recruiting participants. Instead, they **integrated cooking classes into existing Head Start programs** during the summer and the September following. There was some parent participation in these programs and the children reported using the foods from the recipes taught in class.

Mt Hope Learning Center was granted \$15,000 in 2010 to **launch the Young Women's Group** to conduct a community-wide survey of the Mt Hope neighborhood and design service learning projects to address the community needs discovered. The survey took place in 2011 and the girls in the group have since conducted community art projects and park cleanups, and put on creative performances like spoken word performances and musicals. The group continues to meet weekly for dinner, discussions and activities, and is now funded by the Miriam Hospital.

Stepping Up, which equips clients with the skills to secure jobs and advance their careers in the healthcare sector, was granted \$15,000 in 2010 to purchase licenses for Metrix Learning, a software that would give their clients access to online courses, and to produce marketing materials. Stepping Up used the grant money to **produce marketing materials and hire a marketing consultant**. Prior to this, Stepping Up did not have a marketing strategy. Since hiring a consultant, they have established a social media presence and an email mailing list, and positioned themselves as an industry leader, enabling them to form strong industry and state partnerships. They also **purchased 69 licenses for Metrix Learning**. While the licenses have now expired, the Metrix Learning courses gave Stepping Up ideas for how to strengthen their core curriculum.

John Hope Settlement House received a \$15,000 grant in 2011 to launch an integrated childcare and job-training program to enable participating parents to focus on the job search process without having to worry about childcare at the same time. However, the program did not take place as many essential elements fell through.

New Urban Farmers was granted \$15,000 in 2011 to cover staff expenses and purchase materials to support their **Good Hood Food mobile farmers' market** in Pawtucket. The farmers' market was held in 2012 in Galego Court, a public housing estate in Pawtucket where their 1-acre farm is located. The market was held once a week for 2.5 hours from the start of July to the end of October in 2012. While there are no concrete statistics on the number of customers who came and the dollar amount of produce sold, it was considered a "success" and was well-received by the neighborhood, particularly after residents learned that WIC and SNAP could be used at the market. The market will be held again in 2014.

The Rhode Island Family Literacy Initiative received \$15,000 in 2011 to conduct a **family literacy program** at Mount Pleasant Library. The program lasted 24 weeks from January to October 2012 and seventeen adults and seven children attended on a regular basis. RIFLI now focuses almost exclusively on adult education and family literacy is no longer a part of their programs due to a lack of funding.

The Providence After School Alliance received a \$15,000 capacity-building grant in 2012 to support the development of The Hub, a network of after school programs for high school students. PASA is **making technical improvements to hubprov.com**, the online learning platform for The Hub. They anticipate that this technical work will be completed in another six months. PASA also aims to improve the quality of The Hub's after school programs by paying for **consultants to conduct program evaluations and professional development workshops** for program providers.

The Rhode Island Coalition for the Homeless was granted \$15,000 in 2012 to advocate for a \$2-3 million pilot rental voucher program during the 2013 legislative session. RICH and its partners successfully **advocated for \$750,000 in rental vouchers to be included in the FY14 state budget** in the 2013 legislative session. How the vouchers will eventually be distributed is now being decided upon. RICH will continue to advocate for the Governor to include \$2-3 million in rental vouchers to be included in his budget before the start of the legislative session in 2014.

Crossroads Rhode Island received a \$15,000 grant in 2012 to **integrate financial literacy into three of their job training programs**. They have partnered with a consultant from Connecting for Children and Families to teach financial literacy workshops as a part of existing job training classes, and to create a financial literacy curriculum for Crossroads' teachers to include in their classes. At the moment, 30 students, of a total target of 100 students, have been taught the financial literacy workshop.

## 4. analysis: what lessons can we learn?

The goals of this analysis are to understand

1. How the impacts of our grants differ depending on a number of factors (this has implications for how to design evaluation questions), including
  - a. Type of strategy funded
  - b. Program's stage of implementation
2. The factors that affect the extent to which programs funded are implemented as planned (this has implications for what teams should look out for when awarding grants to ensure successful program implementation), including
  - a. Environmental context
  - b. Program's stage of implementation
  - c. The rest of the funding landscape
3. How our grant making interacts with the rest of the funding landscape
4. The various functions that evaluation has played and how teams can best approach evaluation and reporting in future years

### 1. The multiple dimensions of “impact”

Although I began this study attempting to identify the circumstances under which our grants have produced *the most impact*, the diversity of the seventeen organizations and programs funded made this an impossible task. However, the cases do offer insight into how our grants have produced *different types* of impact – be it on the target population, on the organization, or on the program – and can help future teams to tailor their evaluations depending on what types of impact their grants may potentially have.

#### *Type of strategy funded*

The majority of programs funded were direct service programs such as RIFLI's family literacy program and Amos House's Financial Opportunity Center. The most obvious exception was the 2012 grant awarded to RICH to fund policy advocacy for a state-level rental voucher program. Where the impact on the target population is relatively visible and immediate in the case of a direct service program, the impact that results from policy advocacy may only be visible in the long-term, and can thus be understood in the short-term in terms of process outcomes. With RICH as an example, the process outcomes from their advocacy activities in 2013 include the 18-20 senators and representatives briefed on the importance of rental vouchers and the fact that rental vouchers are now a line item in the state budget. The eventual impact of RICH's advocacy will depend on how the vouchers are distributed.

### Stage of implementation (for programmatic grants)

The type of impact produced by a grant may also differ depending on the programs' stage of implementation at the time the grant is awarded. The following chart shows a breakdown of the fourteen programmatic grants that were given out based on stage of implementation. Of the fourteen, four were for existing programs and the remaining ten were for new programs.

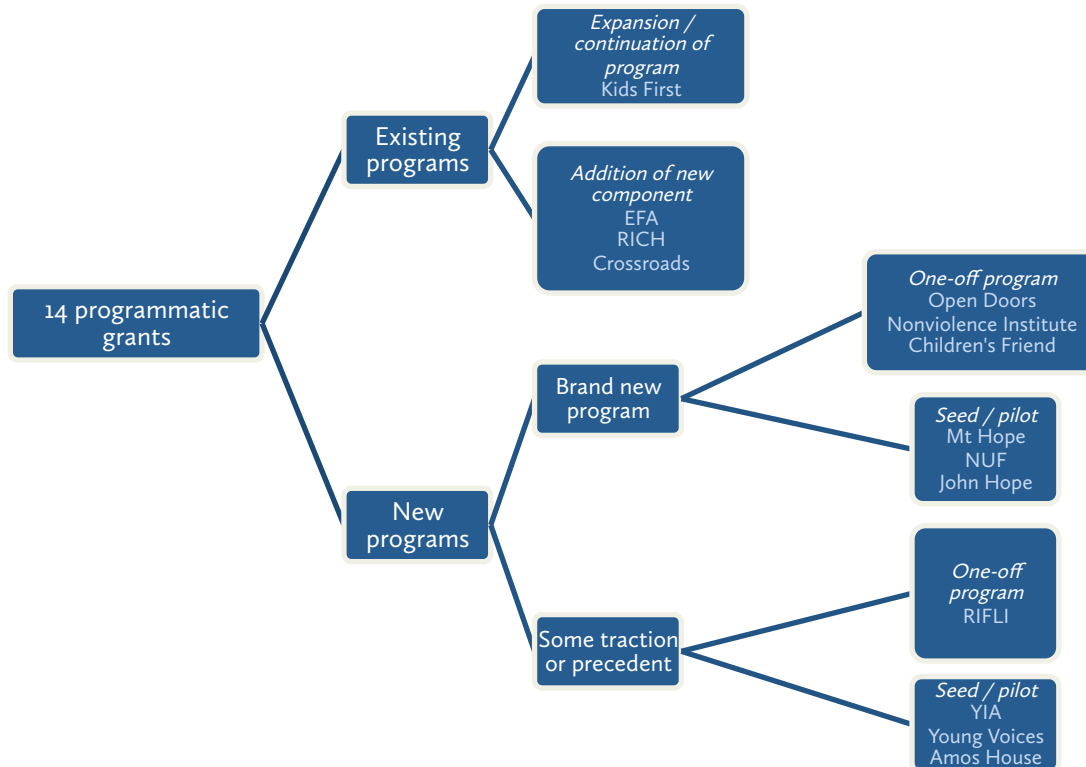


Figure 1. Programmatic grants broken down by stage of implementation

Grants that fund the *expansion of an existing program* produce an increase in the *scale* of a program's impact. The 2010 grant for Kids First to expand its Farm to School program in Providence is an example of this. Farm to School had already been working to increase the demand for local food in public schools for several years. The \$15,000 grant allowed them to expand their impact in Providence, where they had had limited presence before, as other grants required them to split their efforts across all 36 school districts in Rhode Island. As a result of the grant, a partnership was established in which a farm agreed to dedicate 15 acres of land to growing food for PPSD schools, and a class of 15 middle school students attended an after school program focused on food systems and nutrition education.

*Seed grants for new programs*, besides enabling the direct impact on program participants, also have a *capacity-building* impact on the program. In the case of Amos House, when the \$6,000 grant was awarded in 2009, the Family Success Center was at such an early stage of development that it did not yet have a name. The grant enabled Amos House to hire a consultant to develop a formal financial literacy curriculum, and subsequently to work as a full-time financial coach. In program coordinator Jennifer Kodis' words, "this groundwork helped [them] to better articulate the needs and interests of [their] guests as [they] looked to pursue additional funding." Amos House went on to secure a three-year grant from LISC. According to

their website, the Financial Opportunity Center has since helped over 100 individuals to find employment and over 50 individuals to improve their credit scores, thus demonstrating how the 2009 grant helped build Amos House's capacity to create further impact.

The impacts of *one-off programs* are not necessarily limited to the immediate impact of the program and may have longer-term or capacity-building impacts beyond that. The \$3,000 grant awarded to Open Doors in 2008 for a daylong conference is a case in point. Besides educating the employers who attended about the benefits of employing formerly individuals, the conference also gave Open Doors a deeper understanding of employers' needs and perceptions, and prepared them for further activities targeted at employers.

There are, of course, other ways to understand impact. These are simply some examples to sensitize future teams to the multiple dimensions of impact that have emerged from the past five years of grant making and that may emerge from their own grants. This will hopefully aid them in tailoring their evaluation plans to capture these different dimensions of impact.

## 2. Factors affecting implementation success

### *Stage of implementation*

Key question: Do new programs carry a greater risk of not being implemented according to plan? When awarding seed grants, how can teams anticipate whether the program will be sustained in the future?

With Figure 1 as a reference, of the ten new programs funded, seven were successfully implemented<sup>1</sup>, one did not happen (John Hope), one was replaced by another program (Nonviolence Institute), and one met with partial success (Children's Friend). The three that were either partially successful or unsuccessful were all brand new programs, while the four programs that already had some traction or precedent at the time the grant was awarded were all successfully implemented (RIFLI, YIA, Young Voices, and Amos House). This suggests that **a brand-new program carries greater "risk" and should be more carefully analyzed before being awarded a grant**. This is particularly so if the planned program is complex. For instance, John Hope Settlement House had proposed a program, Project Hope, that combined a revolving fund to help parents searching for employment cover the cost of child care, an actual child care program, and pre-employment job skill training. Project Hope depended on the cooperation of many different agents from Brown, RISD, and John Hope itself, and eventually fell through as several moving parts failed to be carried out according to plan.

Of the five seed / pilot programs that were launched, four continue to exist today, and the last one has concluded due to a lack of funding. Funding issues are discussed in a later section.

### *Environmental context*

The case of John Hope also brings to attention the importance of environmental factors in determining the success of program implementation. On top of how complex the proposed

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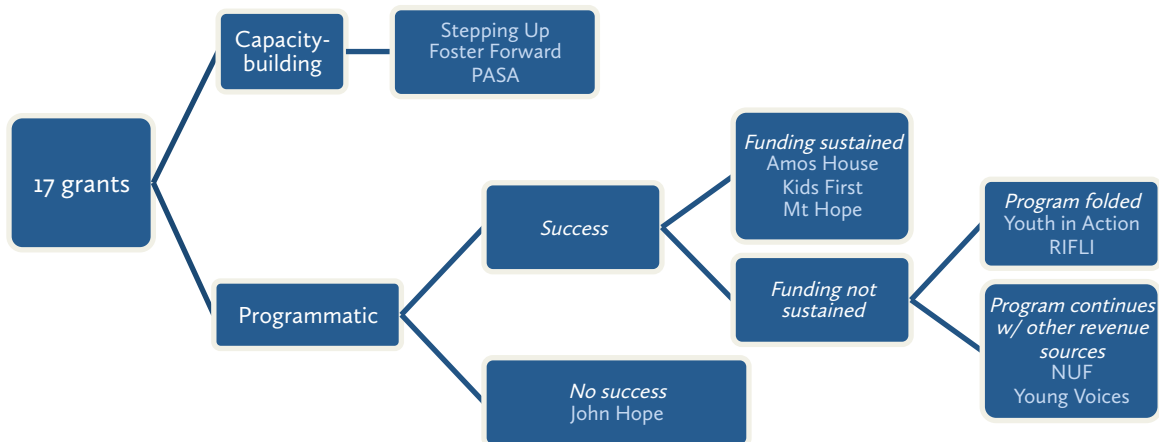
<sup>1</sup> "Successful programs" are those that were or are being carried out according to the plans specified in the proposals.



program was, John Hope was also facing organizational difficulties at the time. Another case that demonstrates this point is New Urban Farmers, which held a successful farmers' market in 2012 but could not hold the market again in 2013 at the same location as the neighboring population was serving as a control population for a Brown University public health study. RICH offers a case where environmental factors partially *enabled* the success of their advocacy efforts: the political context was somewhat favorable, and RICH managed to secure the services of an experienced lobbyist who proved essential in enabling RICH to advocate at the highest levels of the legislature.

### *The rest of the funding landscape*

Key question: Given that our grants are one-time grants, whether or not the programs they fund are sustained depends in part on the priorities of other funders and how grantee organizations react to changes in the funding landscape. How has the sustainability of the grants' impact been affected by the availability of funding from other sources?



*Figure 2. How sustainability of funding affects program sustainability. Excluded from chart: organizations that have been awarded grants too recently to be able to judge funding sustainability (RICH, Crossroads), EFA, which has a highly complex funding structure, and one-time programs (Children's Friend, Nonviolence Institute, Open Doors). RIFLI is included though it was granted for a one-time program because it offers a useful case.*

The chart highlights three organizations, Amos House, Kids First, and Mt Hope, whose programs have continued to be able to secure funding. With the groundwork for the Family Success Center that had been established with the help of the \$6,000 grant in 2009, Amos House was able to secure a three-year grant from LISC's Social Innovation Fund to expand the Center. This funding has since been extended to a fourth year. In the case of Kids First, although the organization dissolved after funding for its other programs stopped, the Farm to School program continued to be funded, and was also similar enough to the work being done by Farm Fresh RI to be able to be housed under them.

However, whether other funders continue funding a program is not the sole determinant of program sustainability. Even if other funders cut back their funding, a versatile organization can still sustain its programs. Young Voices, for instance, has shifted from grants-based

fundraising to employ more grassroots fundraising strategies to support their Leadership Transformation Academy. Although Young Voices, as a grassroots, direct service organization, is finding it increasingly difficult to secure grants, they are somewhat confident that their youth participants will be able to raise enough funds to sustain the organization.

Finally, it is important to distinguish between program sustainability and impact sustainability. Although a program may cease to exist, its impact may still be sustained. For instance, Youth in Action's Youth 4 Change Alliance is no longer active as funding has terminated. However, as mentioned in the introduction, the four organizations in the Alliance continue to collaborate and the transportation policy win that resulted from Y4C's advocacy continued to benefit students even after Y4C dissolved.

**Key question: Is it "safer" to award grants to more mature organizations given that they have greater experience and capacity?**

Our grants have been awarded to organizations of varying degrees of maturity. This study did not find conclusive evidence that organizational maturity affects the success of program implementation; there were varying degrees of success with both young and mature organizations. Qualitative analyses of each case suggest that success had more to do with environmental factors and sustainability of funding.

### 3. How our grant making interacts with the rest of the funding landscape

Teams are not making grants in a vacuum – their grants interact with those of other grant makers in Rhode Island including the government, corporate foundations, community foundations and family foundations. Teams may align themselves with the funding strategies of other large grant makers, believing that that is how they can leverage their grant dollars for maximal impact. Alternatively, they may identify a gap in the funding landscape and choose to fill that gap, perhaps in the hope of providing data that proves a program's success and suggests to other funders that they should direct their funding towards that. This study highlights a few roles that the teams' grants have played in relation to other funders' priorities.

#### *Filling a gap in family literacy and direct service funding*

RIFLI and Young Voices both highlighted that they have encountered difficulties securing funding for their work in part because funders have shifted from funding direct service to funding systems-building work. For instance, RIFLI used to be funded by the Nellie Mae Education Foundation, which provided funding for children's programming and enabled RIFLI to conduct family literacy programs. However, funding stopped around 2005 or 2006 when the foundation shifted its strategy to fund policy work instead. RIFLI is now funded by RIDE grants, which do not provide funds for children's programming; hence, family literacy is no longer a part of RIFLI's activities. The Brown grant in 2011 helped fill this gap temporarily.

#### *Capacity-building vs. programmatic grants*

Three capacity-building grants were awarded to Foster Forward, Stepping Up, and the Providence After School Alliance. Representatives from all three organizations commented on how much they appreciated that these were capacity-building grants, since most of their other grants go towards funding programs. Lisa Guillette from Foster Forward, which received a grant to produce marketing materials, commented, "Even though we may receive a \$2.6 million

contract from a big funder for programs, there is no line item in the budget to do something like produce marketing materials.” Aime Brissette, former executive director of Stepping Up, said that Stepping Up has not received any other dedicated grants for marketing, and that the Brown grant was “very flexible and allowed [them] to do things [they] wouldn’t otherwise be able to do”.

#### *Organizations’ access to funding*

Two small, grassroots organizations, Youth in Action and Young Voices, expressed the view that organizations that already have access to larger grants should not be competing for a \$15,000 grant. The organizations in this study varied in how secure their funding streams were. In particular, government-supported organizations like Stepping Up and Crossroads stood out as being able to rely on their sources of funding from one year to the next, while, on the other hand, one organization expressed that it is virtually impossible for small, grassroots groups to apply for grants from UWRI due to their bureaucratic requirements. While an organization’s lack of access to funding is not in itself a reason to award it a grant, it does raise questions for teams to consider. Teams awarding grants to organizations that are already well funded should ask what value the grant is adding that the organization’s other funding streams are not, while teams awarding grants to organizations struggling to get access to funding might ask about the extent to which the organization is capable of sustaining itself afterwards.

## **4. Evaluation and reporting**

#### *Functions of evaluation*

The Kellogg Foundation’s 2004 Logic Model Guide explains the distinction between two types of evaluation, formative and summative. *Formative evaluation* helps to improve a program and monitor progress, while *summative evaluation* proves a program’s impact to funders or the community.

An example of formative evaluation is Crossroads, which is in the process of integrating financial literacy into three job trainings through workshops, surveys of clients and creating a financial literacy curriculum. Crossroads uses detailed narratives and numbers to explain the progress that has been made with implementing the grant. Although progress with implementing the grant has been slower than expected, they have a clear sense of what has been achieved so far and what program outcomes and impact the grant was originally intended to achieve.

Amos House provides an example of summative evaluation, producing reports for LISC each year that detail the number of people who have received services from the Financial Opportunity Center, and have narrative reports on the progress that clients have made after receiving services.

Evaluation may also serve a capacity-building purpose, as the example of Children’s Friend demonstrates. Although the three-week-long parent-child cooking class in summer 2011 faced obstacles due to a lack of parent participation, Julie Hillman, the Nutrition Supervisor, says that Children’s Friend did learn something from the experience, explaining, “I found that parents were more likely to attend, and attend consistently, when the focus of the class was child-centered; where the parents could simply observe the activities, and join in as they desired.”

The cooking class was eventually integrated into existing Head Start classes and continued being taught in September 2011.

### *Reporting procedures*

Reporting has not been a formal part of the class to date; however, several of the grantees did have narrative and quantitative reports on hand when requested. Of these, RIFLI was exemplary in submitting reports on time, a function of both the Brown team's communication with them and of the rigorous reporting that they are accustomed to doing for their most major funder, RIDE. Additionally, the success of their family literacy program made it easy for them to generate impact stories.

Several other grantees had reports that they had produced for other funders or other types of documentation of programmatic and impact success. A few, including Stepping Up and Kids First, expressed surprise that the teams did not follow up with them after the grant had been awarded.

A lack of formal reporting from grantees, however, did not necessarily mean a lack of programmatic and impact success. Emily Jodka from New Urban Farmers, for instance, had many informal narratives about the success of the first year of their farmers' market, although she did not have concrete numbers to share. She joked about needing to get more grant money to hire an administrator, speaking to the lack of capacity for evaluation and reporting in some small, young organizations.

### *In approaching evaluation in future years, teams should take note of the following:*

- Evaluation plans serve two key purposes:
  - They are aligned with the program's logic model, establishing milestones and questioning how realistic a proposed program is, thus strengthening the program as it is being developed
  - They help both the funder and the grantee to understand the outcomes and impact of the grant, and enable us to constantly evaluate our grant making approaches
- Evaluation plans should address at least three components
  - Program evaluation: Was the program carried out according to plan?
  - Fiscal evaluation: Were funds used according to plan?
  - Impact evaluation: Did the program achieve the desired impact, and, importantly, does this impact align with the original funding goal?
- Reporting should not be excessively demanding given that the grants are one-time grants; however, teams should require grantees to submit at least some formal documentation during the follow up

### *Teams should also have the following documents in order for next summer's intern:*

- Team research paper
- RFP and logic model
- Organization's grant proposal
- Final presentation slides with written notes on how the team decided to allocate the grant

## 5. Guiding questions for teams

This brief analysis has surfaced a number of issues for teams to take note of as they are awarding their grants. The flowchart on the following page suggests a set of questions that teams can use to guide them in their decision-making. On the left, in green, are questions that can help teams to ensure that the programs they are funding are carried through and sustained (assuming that a sustained program is crucial for creating the impact that teams want to see). On the right, in orange, are questions that can guide teams through the process of designing an evaluation plan. These questions are by no means exhaustive or static; they simply reflect the themes that seemed to me to be the most significant from the past five years' case material.

## Appendix. Detailed notes on each organization (chronological order)

### 1. Youth in Action

Follow up: Phone call with Executive Director Adeola Oredola on August 14, 2013

Materials: Youth 4 Change Alliance Project Report, report on Y4C's Transportation for Education Campaign

#### **About the organization**

Youth in Action is a mid-sized organization focused on youth empowerment and youth-driven advocacy that was founded in 1997.

#### **Grant outcomes**

In 2008, Youth in Action was awarded a \$5,000 seed grant to launch the Youth 4 Change Alliance, a network of 1,000 students led by youth and adult representatives from four organizations: YIA, Direct Action for Rights and Equality (DARE), Providence Youth Student Movement (PrYSM), and Young Voices. Y4C was originally conceived because these four organizations "had similar values but built youth power through different means", and thus felt like they would be able to tackle similar problems together. Part time staff were hired to coordinate the alliance, and each organization was represented by two youth and one adult. Meetings were held every week.

One of Y4C's landmark successes was developing a Youth Bill of Rights for Providence. The "right to accessible transportation" was one such right defined in the Bill, and was the focus of a major Y4C campaign, the Transportation 4 Education Campaign. Y4C youth conducted research and, through meeting with several policy makers, advocated for the need for fairer transportation policy to ensure that low-income PPST students could travel to school and around the city.

#### **Program sustainability**

Y4C no longer exists as an entity due to shifts in its funders' priorities. Besides the Brown grant, Y4C received funding over the past five years from RIF, Surdna Foundation, the Merck Family Fund, and the Nellie Mae Education Foundation. In Adeola's words, "funders just have cycles"; for example, RIF "changes its strategy every 1-2 years," Surdna shifted away from youth organizations as a priority to focus on environmental issues instead, while Merck stopped funding within Rhode Island.

#### **Impact sustainability**

Regardless, Adeola believes that Y4C's impact has outlived the program. The organizations have continued to collaborate, with the YIA media team producing educational and marketing materials for the three other organizations. Additionally, Y4C's advocacy resulted in a pilot transportation program that provided free bus passes to first year high school students living outside a two-mile radius from school, which will have a lasting impact on their access to education.

## 2. The Institute for the Study and Practice of Nonviolence

Follow up: Phone call with Executive Director Teny Gross, August 21<sup>st</sup> 2013

### **About the organization**

The Nonviolence Institute was founded in 2001 and targets the reduction of gang or group related violence in Rhode Island.

### **Use of grant and grant outcomes**

\$7,000 was awarded to the Nonviolence Institute in 2008 to fund a 40-hour mediation training for their Streetworkers, community members trained in conflict resolution techniques who work to mediate conflicts by responding to stabbings, shootings and homicides. However, the trainer who was supposed to conduct the training eventually could not commit to the training. Instead, the grant was used to fund nonviolence and conflict resolution trainings for Streetworkers, including an exchange with outreach workers in Massachusetts, a leadership training, and a youth development training. According to Executive Director Teny Gross, these trainings are essential for developing skills in their employees and helping them to avoid burnout; whereas several other models rely on volunteers, the Institute has a strong focus on developing talent in their employees.

### 3. Young Voices

Follow up: Phone call with Executive Director Karen Feldman on August 5, 2013

Materials: 2012 strategic plan (downloaded from website)

#### **About the organization**

Young Voices (YV) is a small organization with a staff size of three and an annual budget of \$250,000. It was founded in 2006 to empower and equip young people to inform policy-making on a state level, and now serves 180 youth across the state.

#### **Grant outcomes**

YV was awarded a \$5,000 grant in 2008 to help develop the Leadership Transformation Academy (LTA), a seven-month policy advocacy training program that was in its infancy at the time. More than 250 youth have since gone through this training, which is now conducted in six sites in Rhode Island. The LTA trains them in policy research and analysis, public speaking, and policy advocacy.

#### **Program sustainability and funding situation**

While the LTA continues to run every year, Karen made it clear that the organization was heavily burdened from both a human resource and financial standpoint. Although YV used to receive \$45,000 grants from RIF and received these three years in a row, funding has been greatly reduced since RIF changed its grant strategy. Karen commented that the funding landscape for grassroots and direct services groups is “horrible” as foundations turn increasingly towards funding systems work, additionally, it is “virtually impossible” for grassroots groups to obtain funding from UWRI now because of UWRI’s bureaucratic requirements. Given this shrinking of foundation funds, YV has modified its fundraising strategy to focus more on grassroots fundraising through its students. Karen comments that she will “be lucky if [she is] 55% grant-funded this year” (YV used to be 95% grant-funded).

#### **Feedback for class**

Teams could cast their net wider and include smaller, grassroots groups when they conduct research on their issue areas and send out their RFPs. Teams should also consider the extent to which the organization they want to fund already has access to a steady funding stream; refer to page 11 for a discussion on this.



#### 4. Foster Forward (formerly Rhode Island Foster Parents Association)

Follow up: Phone call with Executive Director Lisa Guillette on August 1, 2013

##### **About the organization**

Foster Forward is a mid-sized organization with an annual budget of \$4m focused on providing support to foster children and their families.

##### **Grant outcomes**

RIFPA was given a \$4,000 capacity-building grant in 2009 that it used to produce marketing materials for ASPIRE, a program which supports youth aged 14-24 in the areas of financial literacy and employment access. A video and poster boards about ASPIRE participants were produced and were used at fundraising events. In Lisa's words: "One thing that I can tell you is that the first year (2009) that we debuted the story boards at our annual fundraiser (prominently placed near the silent auction items) we raised \$4,901 more than we did in 2008 for the silent auction and we showed the video right before the live auction and that helped us raise \$11,350 more than we had raised the previous year. So, that \$4,000 investment yielded a \$16,251 return on investment for that event alone!"

##### **Impact sustainability**

The video and poster boards were used at subsequent fundraising events. While the marketing materials are no longer being used now, Lisa says that the process helped RIFPA to better understand marketing, saying that "the grant was a game changer for [them]". For example, RIFPA changed its name to Foster Forward in 2012 because RIFPA was "just not sufficient".

##### **What a \$4,000 grant means to a \$4m organization**

According to Lisa, RIFPA should have been roughly a \$1.3m organization at the time the grant was awarded. Lisa does not believe that the size of an organization has any bearing on the size of the impact of a small grant. For instance, even though Foster Forward might have a \$2.6m contract from a big funder for programs, there is no line item in the budget to do something like producing marketing materials. Funders do not often provide dedicated capacity-building support, as the Brown grant did.

##### **Feedback for the class**

Rather than, or on top of, funding individual agencies, teams may consider funding multi-agency collaborations. For instance, Foster Forward works with RICH on Opening Doors, the state's ten-year plan to end homelessness, because the two issues are linked: now that \$750,000 in rental vouchers has been passed, this may impact housing supports for young adults "aging out" of foster care who are at risk of or who may become homeless.

## 5. Amos House

Follow up: Email exchange with Coordinator of Employment Services Jennifer Kodis

Materials: Press article on Financial Opportunity Centers with Providence as case study, Year 2 and 3 impact narratives for LISC Social Innovation Fund, success story recently submitted to Wal-Mart

### **About the organization**

Amos House is a leading social service agency that serves over 15,000 people a year, providing temporary shelter space, job training, employment and employment services to homeless and at-risk populations in Rhode Island.

### **Grant outcomes**

Amos House received a \$6,000 grant from FEST Brown U in 2009 to support the newly launched Family Success Center (now Financial Opportunity Center), which provides services in three areas: access to work supports and benefits, employment services, and financial coaching. The grant was used to hire a consultant who developed a formal financial literacy curriculum for the Center and who was subsequently hired as a full-time financial coach.

### **Funding sustainability**

With the groundwork established with the Brown grant, Amos House was successful in its application for a three-year Social Innovation Fund grant from LISC. This funding has since been extended to a fourth year, and Amos House plans to continue to raise funds to support the FOC after the fourth year of funding ends. The LISC grant requires a 100% match of non-federal funds. Amos House has found this challenging but has pulled these funds together from funds for their culinary training program and literacy program, and private donations.

### **Evaluation and impact**

Since 2011, Amos House has been using an evaluation tool called “Efforts to Outcomes” that it developed in collaboration with LISC to measure the Financial Opportunity Center’s impact on clients. Jennifer Kodis is confident of the impact that the FOC has had: “We have seen long-term behavioral change through this program. We have seen people who have never talked or thought about managing their money begin to open savings accounts, take responsibility for their debt, and begin to get in the habit of saving. Many individuals have worked to pay off fines to obtain their driver’s licenses. One individual has obtained a car. We’ve seen people increase their credit scores—one individual went from having no credit to a score of 750.”

## 6. Kids First

Follow up: Meeting with Kimberly Clark at Farm Fresh RI office, August 9, 2013

Materials: Kids First Farm to School brochure

### **About the organization**

Kids First was founded in 1992 to improve the physical and nutritional well being of Rhode Island school kids. Initiatives included facilitating the establishment of wellness committees in public school districts throughout the state, influencing state legislation that improved the nutritional quality of school meals (changing from refined to whole grains, adding fresh fruits and vegetables, requiring legumes and reducing sodium) and deploying a chef team to school cafeterias to assist food service and diners in making and accepting the changes. Kids First also established the Rhode Island Farm to School project, advocating local food purchases to school food service providers while educating school communities on the benefits of supporting local farmers.

### **Use of grant and grant outcomes**

Kids First received a \$15,000 grant from Food for Thought in 2010 to expand their Farm to School program in Providence. Farm to School works to build the demand for local produce in Rhode Island through a combination of educational programs and technical assistance to food purchasers. The grant was used to conduct an after school program focused on food systems literacy, cooking, and nutrition for about 15 students at Roger Williams Middle School. Participating students took field trips to community gardens near their school, a nearby farm and the Bucklin commissary (where their school meals are prepared). The grant also supplemented staff time devoted to advocating the merits of Farm to School to Sodexo, the food purchaser for PPSP schools. The result was that Sodexo appointed June DiLorenzo, the production manager of the Bucklin facility as the Providence Farm to School specialist. June worked to establish planning and purchasing relationships with local farms in order to assure availability of local food for the school meals. A successful partnership now exists between Sodexo and Pezza Farm, which has dedicated 15 acres of farmland to growing food for Sodexo for two seasons so far.

### **Evaluation**

The most important evaluation metric for Farm to School is the amount of local produce purchased by school districts. Since 2009, all 36 school districts in Rhode Island have purchased at least one Rhode Island grown product to serve in school meals. Although Farm to School does not currently conduct pre- and post-surveys or other types of evaluation to understand the extent to which children learn from their educational programs, Farm to School Coordinator Kim Clark mentioned that this is something they are thinking about.

### **Funding situation**

Kids First dissolved as an organization in 2012 due to a lack of funding; for instance, the USDA Team Nutrition grant that had funded Kids First's education programs and chef team for 3 years was not awarded in 2011. However, the Farm to School project continues to be funded by the RI DEM and is now housed at Farm Fresh RI. Farm Fresh has applied for and hopes to receive a USDA Farm to School grant this October.

## 7. Mt Hope Learning Center

Follow up: Meeting with Young Women's Group facilitator Hannah Resseger, August 9, 2013;  
phone call with Executive Director Elizabeth Winangun, August 14, 2013

Materials: YWG newsletter, budget narrative

### **About the organization**

Mt Hope Learning Center is a community organization founded in 1999 to serve residents of the Mt Hope neighborhood through after school programming, adult education, and activities for young adults.

### **Use of grant and grant outcomes**

Mt Hope was awarded a \$15,000 grant in 2010 to establish the Young Women's Group in response to feedback from other community organizations that there were not enough after school activities for teenage girls in the Mt Hope neighborhood. The grant was used to cover contract services (contracted professionals who conducted self-defense, SAT prep, cooking, art and poetry workshops for the girls), program costs (costs for the weekly program such as food and stationery), program supplies (paint for murals, sound system and food for an "end of summer community-building bash" attended by over 200 people, iPods for the graduates, plant materials and supplies for the community garden, a TV, a Wii, an air conditioner for teen zone, SAT books and materials, etc.), and repairs and maintenance for the Learning Center basement which the YWG turned into a teen zone for their meetings and for other community teens.

YWG was formerly launched in early 2011 and continues to meet every Friday evening, with varying participation rates from week to week of 4-10 girls aged 13-19. YWG facilitator Hannah Resseger describes YWG's work as "addressing health, education and environmental beautification issues through creative projects like spoken word, visual art, and cultural events." Since its founding, the girls in YWG have, amongst other things, conducted door to door surveys of Mt Hope residents to understand the needs of the community, conducted cleanups at a vacant lot on Camp St, painted a mural on Camp St after lobbying for permission from the city government, and put on a musical titled "Portrait of a Teenage Girl" this past spring. They are currently working on another mural project that they hope will help improve the neighborhood to understand the history of Mt Hope.

### **Funding situation**

According to Executive Director Elizabeth Winangun, "the seed money from the Brown grant made it possible for [Mt Hope] to get all these other grants." Mt Hope used the data from the grant, such as the number of meetings held, results from the first community survey, and narratives on three major service learning projects done by the girls, in applying for a grant from Miriam Hospital. Miriam continues to support YWG today. Mt Hope has also pulled together funding for YWG from various other sources, like the Central Congregational Church, a state legislative grant from Gordon Fox, and an AT&T grant.

## 8. Stepping Up

Follow up: Meeting with Executive Director Alaina Johnson and Associate Director Aime Brissette, August 6, 2013

### **About the organization**

Stepping Up was created as a partnership between the Rhode Island Hospital Healthcare Education Fund and the Women and Infants Hospital. Stepping Up equips Rhode Island residents with the education and skills they need to enter and advance in careers in the healthcare sector.

### **Use of grant and grant outcomes**

The \$15,000 grant awarded to Stepping Up in 2010 was used to produce marketing materials, hire a marketing consultant, and purchase licenses for a program, Metrix Learning, which gives students access to online courses. According to directors Alaina Johnson and Aime Brissette, hiring a consultant was a game-changer for Stepping Up. Prior to the grant, Stepping Up did not have a marketing strategy. They have since established a social media presence, established and expanded an e-blast mailing list (presently 2,000 people, aiming for 5,000), and positioned themselves as a leader in the industry, enabling them to form strong industry and state partnerships (rather than being solely client-focused, as they were in the past). The consultant continues to work for Stepping Up at a low cost. The marketing materials produced with the grant money did not expire and continue to be used today. 69 Metrix Learning licenses were bought, 98 courses were completed online, and 142 were started but not completed. These courses were supplemental to core curriculum that students go through at Stepping Up. While the Metrix Learning licenses have now expired, the courses gave Stepping Up ideas for how to continue strengthening their core curriculum.

### **Funding situation and value of Brown grant**

Stepping Up is funded by about ten funders, including UWRI, RIF, federal and state governments, and various universities that award them contracts. Alaina and Aime said that they appreciated the Brown grant because it was flexible and allowed them to do things they wouldn't otherwise have been able to, particularly as grants for marketing do not come by often at all. Funds for marketing are now included in the annual staff budget since Stepping Up has not received other grants dedicated to marketing since the Brown grant.

### **Reporting**

Alaina and Aime expressed surprise that there was no reporting mechanism set up when the grant was awarded, saying that marketing efforts like the ones funded by the grant could have been evaluated using Google Analytics, which the organization has just started tracking.

## 9. New Urban Farmers

Follow up: Farm visit in Galego Court, Pawtucket, and meeting with Emily Jodka, August 19, 2013

### **About the organization**

New Urban Farmers is a small, young organization working to increase access to and awareness of healthy food in low-income communities in Pawtucket and Central Falls.

### **Grant outcomes**

In 2011, Leafy Green Communities awarded a \$15,000 grant to New Urban Farmers to develop their Good Hood Food mobile farmers' market. The money was used to purchase materials for the market, such as a WIC and SNAP wireless reader, print marketing materials, and pay for staff time. The market took place weekly (and twice a week towards the end of the season) at Galego Court, a public housing estate in Pawtucket, from the start of July to the end of October in 2012. Besides selling produce from NUF's own urban farms, the market also brought in other farmers to sell produce that NUF could not offer, such as pumpkins, sweet corn and eggs. Although Emily did not have concrete numbers on how many customers came to the market and how much produce was sold, she said that it was a success and will be held again in 2014<sup>2</sup>. Flyers were distributed in the neighborhood and the market saw increasing numbers of customers as the summer progressed and more people learned that WIC and SNAP were accepted at the market.

### **Sustainability of funding**

Emily is not yet sure where funding for next year's market will come from but also notes that costs will be lower than they were in 2012. Additionally, revenue from the market will help to cover costs, and NUF hopes to become a more self-sustaining organization in the future.

### **Evaluation**

Emily remembered having written up a narrative report on the market for the Brown grant; however, we do not have records of this. NUF has received small grants from the New England Grassroots Environmental Fund (\$1,000 each) and from the public housing authority, and submits short narrative reports for these grants. Although the original NUF proposal for the Leafy Green grant laid out an evaluation plan with very specific indicators of success, it does not seem that NUF kept a formal record of the market's progress in 2012.

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<sup>2</sup> NUF had intended to hold the market this year (2013); however, Galego Court had been selected as a target community for a Brown University public health study. NUF was told that the market could not be held there as the availability of fresh food in the community would affect the results of the study.

## 10. Rhode Island Family Literacy Initiative

Follow up: Meeting with Karisa Tashjian and lead ESL teacher Larry Britt, August 2, 2013

Materials: Two narrative reports submitted in 2012, sheet explaining current RIFLI programs

### **About the organization**

RIFLI is a small, 15-year-old organization that runs classes for adult immigrants at Rhode Island libraries, including ESL, high school diploma, college transition and citizenship preparation classes. While it was founded on the vision of promoting family literacy, it now focuses almost exclusively on adult education.

### **Grant outcomes**

In 2011, PEPS awarded a \$15,000 grant to RIFLI to conduct a 24-week family literacy class. Seventeen parents and seven children regularly attended this class from January to June 2012. They attended weekly classes together, children's literacy classes, adult ESL classes, and four field trips. As a result of the class, kindergarten-age children were equipped with the necessary skills, ten of the adults increased two or more reading levels, many of the parents secured jobs, and parents were made more aware of the Cradle to Crayons early literacy class available at the library.

Karisa and Larry said that the class also had an impact on RIFLI as an organization. It "brought [them] up to the times" and "reinforced their confidence" in family literacy, and was stronger than the family literacy classes that they used to run.

### **Funding situation**

RIFLI was previously funded by the Nellie Mae Foundation, which provided some funding for children's programming, thus enabling RIFLI to carry out family literacy activities. Nellie Mae supported RIFLI for about five years before funding was removed in 2005 or 2006 when the foundation began focusing on policy work and no longer funded direct service. Instead, RIFLI began applying for RIDE funding instead. RIDE is now RIFLI's main funder. RIDE funding has changed RIFLI's direction significantly, placing the emphasis on improving adult literacy and achieving job and education milestones, for instance, getting into college or job training. RIDE provides no funding for family literacy. Thus, only one of RIFLI's classes has a children's teacher, and funding for that class comes through the Cranston library.

"When we saw the RFP (for the PEPS grant)," said Karisa, "we couldn't believe it! How did they know that this was exactly what we needed?" The PEPS grant, she said, "was a recognition that we just need to do the basic service" in a time when many foundations are trying to move towards funding strategies with long-term impact.

### **Evaluation**

RIFLI was very prompt in submitting their two narrative reports. When asked why, Karisa explained that RIDE funding is very performance-based: at the moment, 25% of funding is contingent on performance (with the rest being contingent on historical funding). She added, "We don't just have to fulfill RIDE's standards...we have to be the best of 35 adult education providers in the state (to compete for funding)." Additionally, RIFLI has a staff retreat every summer for them to revisit their performance, and Larry as a teacher is very dedicated to his students and genuinely interested in forming a connection with them – therefore, it was easy to write about his students' stories for the PEPS reports.

## 11. Providence After School Alliance (PASA)

Follow up: Meeting with Deputy Director Alejandro Molina, July 29, 2013

Materials: The Hub information packet

### **About the organization**

PASA is a mid-sized organization founded in 2003 that works to build the infrastructure to support after school expanded learning opportunities for middle and high school students in Providence.

### **Use of grant and grant outcomes**

PASA was awarded a \$15,000 grant in 2012 for technical improvements to hubprov.com, the online learning platform for The Hub, a network of after school programs that PASA is working to make available to high school students. The grant will also be used to pay consultants to conduct program evaluations and professional development workshops for program providers.

The Hub is one of PASA's three initiatives, the other two being the AfterZone, a network of program providers, schools and other partners making over 80 after school programs available to middle school students, and Program Quality Assessment (PQA), a rigorous evaluation and training program to assess and improve upon program quality.

### **The Hub and GRIP's grant strategy**

In order to attend after school programs, students first have to attend school that day – thus, there is a direct correlation between attending after school programs and reduced absenteeism, making PASA's work directly aligned with GRIP's funding goal. Additionally, after school programs give students more opportunities to build confidence and feel more invested in their education. They also expand opportunities for them to gain school credit and earn "digital badges" which they can then use towards college and job applications. Colleges like RIC and URI are already starting to recognize digital badges.

### **Budget**

\$5,000 is being used to integrate Hubprov.com and Youthservices.net. Youthservices.net is a digital tracking platform that keeps a record of students' particulars and their enrollment and attendance at ELOs, while hubprov.com is an online space on which students share their learning from ELOs through blogs and multimedia and also earn digital badges upon completing ELOs. By syncing the two platforms, Hubprov.com would receive live data on students from Youthservices.net. This effort is expected to be completed in another six months.

\$5,000 is being used to expand quality consultants' work to include training and observations of the Hub's program providers. They use RIPQA, a program quality assessment tool, to evaluate programs and provide feedback.

The final \$5,000 will pay for external consultants to conduct professional development and youth development trainings for the Hub's program providers. Engineers Without Borders is a good case that illustrates the importance of these trainings: In 2012, EWB ran their after school program for the first time. PASA realized that the students running EWB did not have experience working with high school-age students, and mandated that they go through a training before running the program a second time. When they returned in spring 2013 to



conduct the program again, they had visibly improved in their ability to work with young people.

## 12. Rhode Island Coalition for the Homeless

Follow up: Meeting with Executive Director Jim Ryczek, July 24, 2013

Materials: Op-ed written in May 2013, letter to editor to thank legislators

### **About the organization**

RICH was founded in 1988 to pursue solutions to the problems of housing and homelessness through a combination of advocacy, education, technical assistance and selected direct services.

### **Grant outcomes**

HomeBase granted \$15,000 to RICH in 2012 to support their efforts to advocate for a \$2-3 million rental voucher program to be included in the state's FY14 budget. The Governor did not include this in his budget when it was introduced at the beginning of the legislative session despite RICH's advocacy efforts; however, by the end of the legislative session in July, RICH and its partners had successfully advocated for the FY14 state budget to allocate \$750,000 to establish a rental voucher program. This will be able to finance 80-100 home rentals, depending on how the vouchers are distributed. Those who eventually receive the vouchers will likely be a combination of individuals in shelters and individuals living in supportive housing who need help with their rent.

Besides the actual policy win, there were process outcomes that resulted from this year's advocacy. Now that rental vouchers are a line item in the state budget, they will continue to be discussed during future legislative sessions. Additionally, RICH's Adopt-A-Champion initiative, which rallied constituents to educate their legislators about the need for rental vouchers, helped to nurture a progressive caucus in the legislature.

### **What role did the grant play?**

In Jim's view, a combination of favorable environmental factors, RICH's emphasis on relationship building and RICH's targeted advocacy strategies made the legislative win possible. Because RICH's advocacy strategy was such an integrated one and because it was funded by multiple grant makers, tracking the precise impact of HomeBase's \$15,000 grant has its challenges. The grant funded staff time and was most crucial in enabling RICH's community organizing and education efforts, particularly the Adopt-A-Champion initiative. It was originally allocated for the partial salaries of a policy director and constituent organizer. While the policy director position was not eventually filled due to a lack of other funding, RICH's executive and associate directors took on this role and the grant helped to partially cover their salaries.

### **The grant process**

Rather than pursue a competitive grant process, HomeBase sent their RFP only to RICH and decided from the beginning that the grant would be allocated to them. This was because advocacy is inherently a strategy that requires collaboration, rather than competition, between multiple agents. Deciding to work with RICH early in the semester enabled HomeBase to develop a deeper understanding of RICH's strategy as well as establish a comprehensive evaluation matrix, breaking the indicators of success down into actual outcomes (e.g. an actual policy win) and process outcomes (e.g. the number of legislators educated about the issue).

### 13. Crossroads Rhode Island

Follow up: Meeting with Workforce Development Supervisor Leanne Ovalles, August 7, 2013

Materials: Budget narrative

#### **About the organization**

Crossroads is the largest homeless services organization in Rhode Island and was founded in 1894.

#### **Use of grant and grant outcomes**

Crossroads was awarded a \$15,000 grant in 2012 to integrate financial literacy into their job training programs. Crossroads reports that \$2,266 of the grant has been used so far, and most of it has been used to pay a consultant from Connecting for Children and Families to teach financial literacy workshops and develop a financial literacy curriculum. Two financial literacy workshops were taught to students in three job training classes: one was taught to students in the Animal Caretaker Training and Janitorial Training classes, and one was taught to a class of Get Hired! students. A total of about 30 students attended these workshops. In addition, the consultant has conducted four one-on-one financial literacy coaching sessions and will continue to offer this, although there are difficulties as people who have set up appointments do not always show up for them. The financial literacy Powerpoint curriculum will also be taught to Crossroads teachers this fall.

In addition, Crossroads has conducted surveys to better understand their clients' financial literacy needs. A survey that was conducted at an alumni job club in March (job fairs are held once a month and attract roughly 30 people) surfaced that people were interested mainly in learning about banking, budgeting, credit, and saving and investing. A survey was also conducted in North Kingstown.

#### **Future plans**

Crossroads will be holding a banking and financial literacy fair in October or November, which students in the classes will be required to attend. One-on-one debt management and financial coaching will be available on the spot. A financial literacy teaching workshop will be held for Crossroads teachers in September and a teaching guide will be produced. The consultant's workshop will be taught to another three classes in the fall, and Crossroads will continue conducting surveys to understand their clients' financial literacy needs.