

Coaching4Change



FOUNDED: 2011

CURRENT ORGANIZATION BUDGET: \$477,138

CONTACT: Marquis Taylor, Co-Founder and CEO

PHONE: 508.838.6545

EMAIL: marquis@c4cinc.org

WEB: www.c4cinc.org

Coaching4Change (C4C) provides extended learning opportunities for struggling high school students at risk of dropping out of school. The organization’s goal is to improve achievement so that participating students graduate from high school and matriculate into college or other post-secondary education.

Across Massachusetts, thousands of kids each year give up on high school and college, despite the fact that 70 percent of all jobs require at least an associate’s degree. Youth living in urban areas—particularly in “Gateway Cities”, which are known for economic challenges due to a history of waning industry—are facing significant social and economic barriers to gaining a post-secondary education.

Coaching4Change believes that all youth possess the potential and motivation to succeed if they are given the opportunity to develop a sense of self-worth and confidence. By learning to coach younger children, high school participants engage in meaningful work that teaches them leadership, accountability, and basic business skills, preparing them for success in post-secondary education and in the workforce.

INVESTMENT OPPORTUNITY

Coaching4Change seeks to raise \$1.4M over the next two years to support its unique model of expanding time and learning by providing sports apprenticeships to high school students at risk of dropping out. C4C will focus on solidifying its model in Brockton, MA, and replicating in two other urban hubs that demonstrate similar needs. In order to grow, the organization will need to hire additional staff, diversify its funding, and engage new board members.

TWO-YEAR GOALS

- Test and refine current program model in Brockton to achieve highest efficiency and effectiveness
- Replicate model to two other urban hubs considered to be “Gateway Cities” in MA, such as New Bedford, Lawrence, or Salem
- Establish new partnerships with colleges and high schools in Gateway City hubs
- Increase and diversify funding
- Recruit and expand board membership

WAYS TO INVEST

FINANCIAL

- \$30,000 funds safe transportation for all high school participants to and from programs for one year
- \$10,000 funds uniforms for all college, high school, and elementary school participants for one year
- \$3,000 funds stipends for 15 high school participants

IN-KIND

- Production of a Coaching4Change promotional video
- Hosting a fundraising event
- Development of a strategy to engage corporate volunteers
- Media and office equipment, such as computers, printers, projector, cameras

LEADERSHIP & GOVERNANCE

Co-Founder and CEO Marquis Taylor grew up in South Central L.A. surrounded by violence, drugs, and gang activity. Through his basketball coaches, Marquis learned about commitment, teamwork, and leadership. He was awarded a basketball scholarship at Stonehill College and went on to gain his Master's in Education from Smith College. Marquis was recognized in 2012 by Echoing Green and the Open Society Foundations as one of the country's leading social entrepreneurs for new and innovative organizations.

“

This is a fabulous idea and it works. To have a program where kids can have mentors and be mentors is *huge* for their self-confidence.

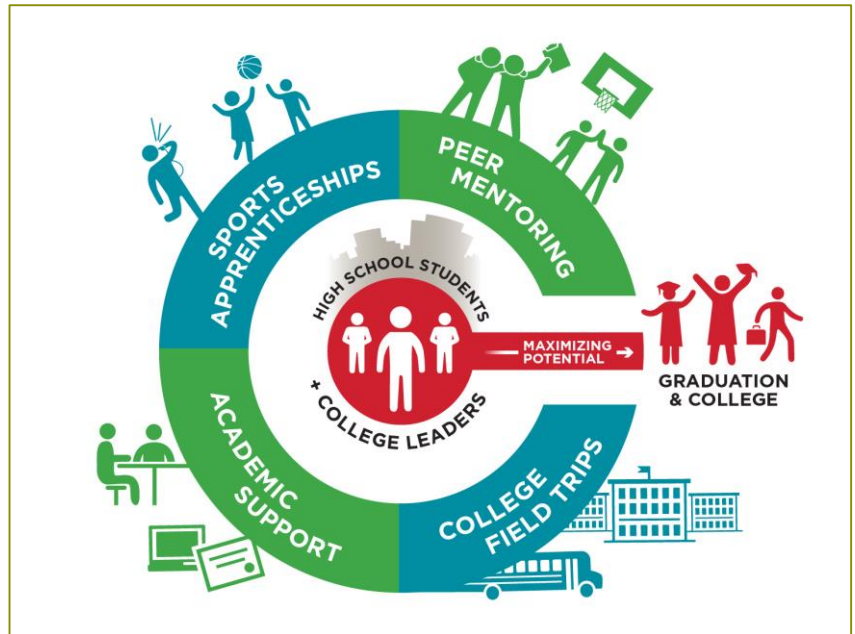
Rebecca Mcinnis

Teacher, Southeast Regional Vocational Technical High School

”



The Coaching4Change Model



Sports Apprenticeships for At-Risk Teens

Coaching4Change creates sports apprenticeships for 9th to 11th grade students at risk of not finishing high school. Students who excel in school are often invited into programs; kids who have a lot of issues or get into trouble are forced into programs. Coaching4Change fills a unique gap by focusing on the kids in the middle, who lack access to programs despite their interest or need. Participants have GPAs of 1.3 to 2.9, qualify for free or reduced-price school lunch, and have previously failed, or are at risk of failing, at least one course.

College students lead the program, training high school participants to be coaches for youth sports programs. The college leaders first meet with the high school students to build relationships and provide training. Together, they develop after-school sports programs for elementary-aged children or basketball tournaments for their community. As they roll out these programs, participants receive homework assistance and academic support to improve student outcomes and encourage them to stay on the path to high school graduation. C4C high school students also take field trips to the college campus, allowing them to envision the college experience.

Participants learn hard and soft skills that will prepare them for the workplace while applying their classroom skills in a meaningful way. In the process of developing programs for younger children and their peers, these high school students have the unique opportunity to not only be mentored by college students, but also to become mentors and role models themselves.

Coaching4Change participants make a commitment to stay on track in their academic classes, attend all program sessions, and complete all their assigned program tasks. When participants fulfill these commitments, they earn stipends for their work.



These kids were introverted or angry or cocky. But you could tell Marquis really cared so they came to the program. They kept showing up to work with the younger kids and to learn from Marquis. It was a remarkable transformation for those kids. I've never seen anything like it—and certainly not in Brockton.”

Jay Miller

Chief Operating Officer, Boys & Girls Club of Brockton



Positioning in Cities with Greatest Need and Potential

The Coaching4Change model is built around urban hubs in cities that have both great need and great potential. Gateway Cities face stubborn social and economic challenges, creating a cycle of poverty exacerbated by graduation rates that consistently rank below the state average. They retain many assets, however, including existing infrastructure and strong connections to transportation networks, museums, hospitals, universities, and other major institutions. These assets, particularly access to colleges and universities, make Gateway Cities ideal sites to replicate the Coaching4Change model.

Coaching4Change launched its first program in Brockton, one of 26 Gateway Cities in Massachusetts. The program currently runs at Brockton High School and Southeast Regional Vocational Technical High School. College leaders are students at nearby Stonehill College, which grants academic credits for time spent working in the program. Together, high school participants and their college leaders run programs for youth in Brockton, Easton, and other nearby towns.

Financial Sustainability

Launched in 2011 on a shoestring budget, Coaching4Change has attracted the attention of many foundations and individuals who recognize the program’s potential. Over the next two years, the organization intends to further diversify its funding by increasing sponsorship opportunities and individual donations while maintaining an earned income component from school fees, an AAU basketball program, and tournaments.

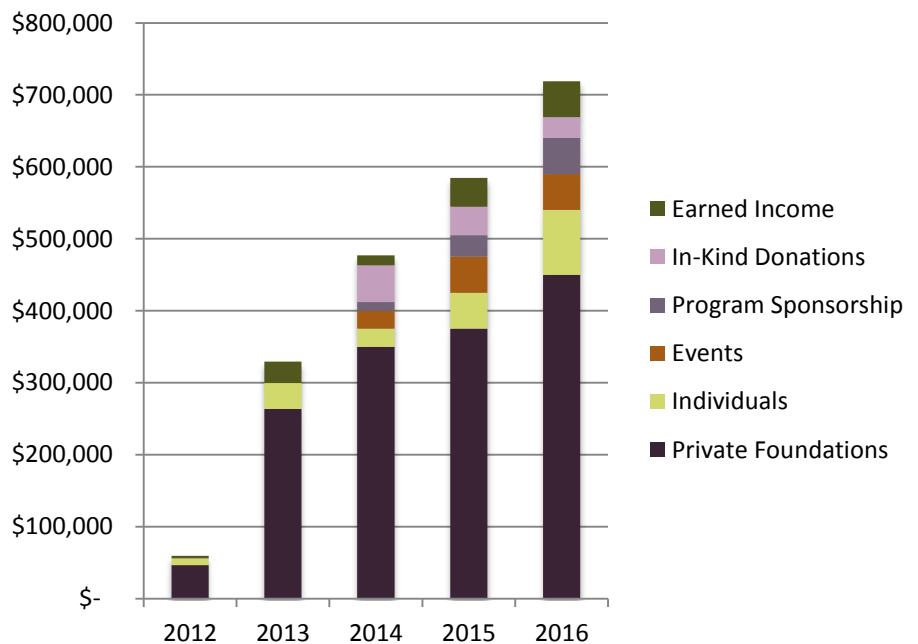
KEY INVESTORS

- STRATEGIC GRANT PARTNERS
- PLYMOUTH COUNTY DISTRICT ATTORNEY’S OFFICE
- AMELIA PEABODY FOUNDATION
- EASTERN BANK CHARITABLE FOUNDATION
- LENNY ZAKIM FUND
- ECHOING GREEN & OPEN SOCIETY FOUNDATIONS

PARTNERS

- STONEHILL COLLEGE
- BOSTON UNIVERSITY SCHOOL OF EDUCATION
- BROCKTON PUBLIC SCHOOL DISTRICT
- SOUTHEASTERN REGIONAL SCHOOL DISTRICT

Revenue by Source



SUCCESS STORY: DERRICK

High school students who participate in Coaching4Change undergo a transformation that can be startling. Before entering the program, many of the teens see school as pointless, with little connection to real world.

Derrick was known by his teachers at his high school as a “punk.” He talked back to teachers, acted out in class, and had poor grades. He got in trouble frequently.

In just one semester of working with Coaching4Change, Derrick’s attitude and sense of self-worth changed completely. When he was coaching younger kids, he became a role model. He took responsibility and helped the children with their needs, whether it was taking them to use the bathroom or finding their parent at pick-up. By focusing his attention on the children, Derrick demonstrated that he cared for and supported them.

Being seen as a mentor and role model encouraged Derrick to change his behavior, both at Coaching4Change and in the classroom. He plans to continue the program until high school graduation.



Program Performance and Organizational Health

Below is a summary of the key measures that Coaching4Change will track to demonstrate progress, capture lessons learned, and make course corrections as needed. Note: Fiscal year January 1–December 31.

| | FY 2014 | FY 2015 (P) | FY 2016 (P) |
|---|-----------|-------------|-------------|
| PROGRAM PERFORMANCE | | | |
| Number of program hubs (Gateway Cities) | 1 | 2 | 3 |
| Number of college partners engaged | 1 | 2-4 | 3-6 |
| Number of high school program sites | 2 | 3-5 | 4-6 |
| Number of high school program participants | 90 | 150 | 300 |
| ORGANIZATIONAL HEALTH/CAPACITY-BUILDING | | | |
| Number of organizational staff | 3.5 | 5.5 | 6 |
| Number of board members | 6 | 12 | 15 |
| Develop and implement a data management system tracking participant progress and outcomes | Develop | Implement | Maintain |
| Total revenue | \$480,000 | \$585,000 | \$720,000 |

Social Impact

Coaching4Change uses the metrics below to track the impact of its program. Students agree to share their high school records with the program to facilitate data tracking, while also ensuring student engagement in school. Because the program is still young, it will see its first participants graduate from high school this year.

Coaching4Change is also developing pre- and post-program surveys of both students and school administrators to gather feedback on other desired outcomes, including student confidence, motivation, and engagement in school.

Finally, Coaching4Change is working with faculty and students at Boston University to develop and launch a formal evaluation of the program.

| INDICATOR | 2013 |
|--|-------------------------|
| Students end the semester with all required credits | 95% |
| Students end the semester with a higher GPA | 80% |
| Eligible participants (age 16 or older) gain or maintain part-time or summer employment within one year of program involvement | 85% |
| Students show improvement on MA Work-Based Learning Plan assessments | Launch in 2014 |
| Students graduate from high school in 4 years | First graduates in 2014 |
| Students enter meaningful post-secondary education | First graduates in 2014 |