



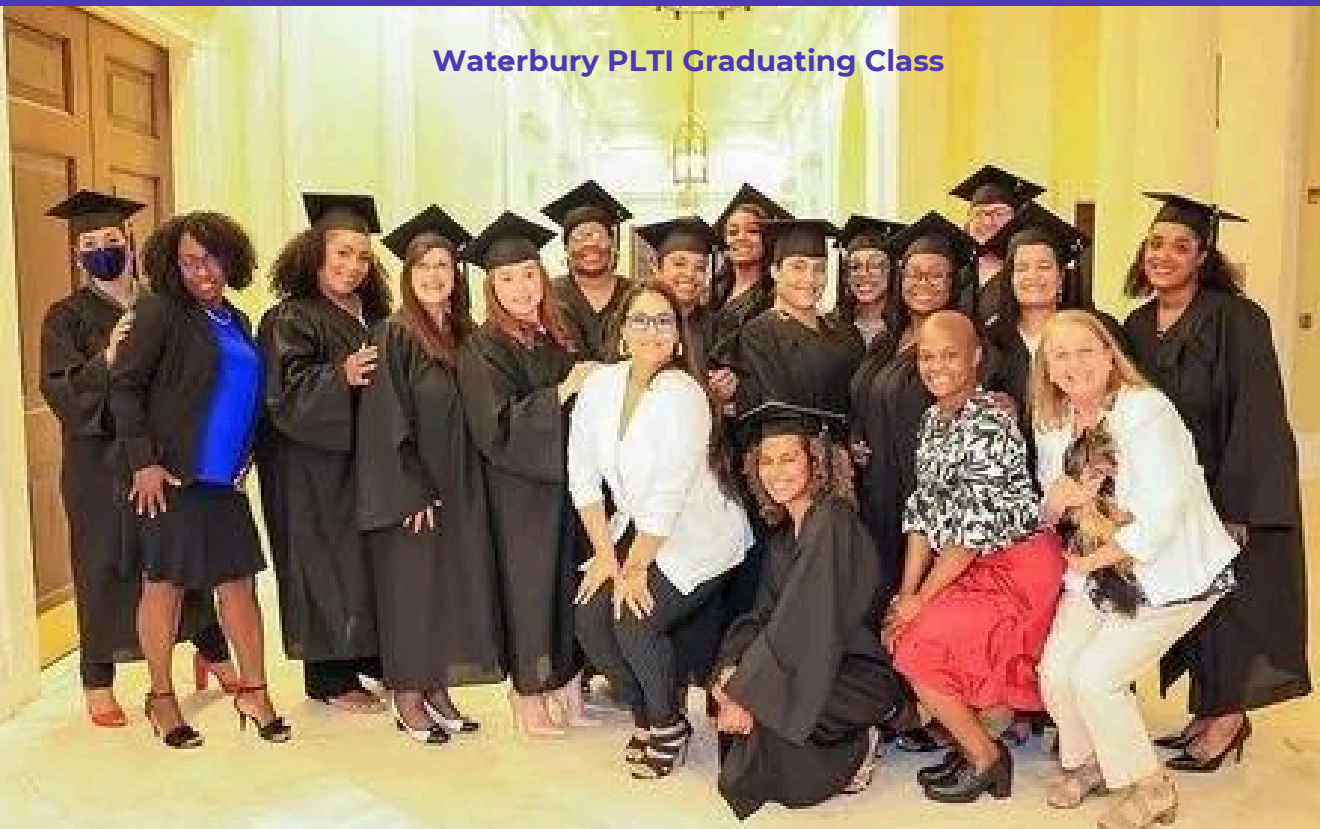
IMPACT REPORT

COMMUNITY GUIDE



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Waterbury PLTI Graduating Class



Empowering Leaders for Systemic Change

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INTRODUCTION

Welcome to The Leadership Inc., Community Guide, a comprehensive resource brought to you by our dedicated team, led by our founder Atneiv Rodriguez. At Leadership Inc., we are passionate about empowering individuals and families through parent and civic engagement initiatives.

As a founder deeply committed to making a positive impact in our community, I am honored to introduce you to the mission and work of our organization. With a strong belief in the power of community-driven change and the importance of active participation in civic life, we strive to create opportunities for individuals to connect, learn, and advocate for the well-being of themselves, their families, and their communities.

Our journey began with a simple yet profound realization: that when individuals are engaged and empowered, they have the potential to effect meaningful and lasting change.

Drawing from my own lived experiences as a parent navigating the challenges of raising a family in today's world, I recognized the need for a supportive community where parents could come together to share resources, exchange ideas, and advocate for the needs of their children.

With gratitude,
Atneiv Rodriguez
Atneiv Rodriguez
CEO/Founder

Through our programs, initiatives, and advocacy efforts, we strive to foster a culture of active citizenship, where individuals are informed, empowered, and equipped to play an active role in shaping the future of our community.

Our work is guided by a commitment to inclusivity, equity, and social justice. We recognize the unique experiences and perspectives that each individual brings to the table, and we are dedicated to creating spaces where everyone feels valued, respected, and heard. Whether you are a parent looking for support, an advocate seeking to make a difference, or a community member eager to get involved, Leadership Inc., welcomes you with open arms.

In the pages that follow, you will find information about our mission, values, programs, and services, as well as stories of individuals whose lives have been positively impacted by our work. Whether you are seeking resources, inspiration, or opportunities for collaboration, we hope this guide serves as a valuable tool to help you navigate your journey toward greater engagement and empowerment.

Thank you for joining us on this important mission. Together, we can create a brighter future for ourselves, our families, and our community.

OUR MISSION

To face and shift urban trauma, promote positive quality of life through empowerment, independence and leadership

OUR VISION

Create independent leaders in the community that create systems change

Our vision is that TLI can be a primary supporter of DEI and justice for all BIPOC stakeholders to continue effective civic engagement, safety and change.

OUR VALUES

Our values guide our decision-making and actions, and reflect the culture to which we aspire.

They are:

- **Equity, Diversity, Accessibility, Justice and Inclusion.** We welcome, invite, and commit resources toward the participation and well-being of all in our community.
- **Integrity and Transparency.** We hold ourselves to high standards of ethics, service, stewardship, and accountability to our donors, partners, and community.
- **Courage and Purpose.** We set ambitious goals, forge connections, and collaborate to address our community's needs.
- **Thoughtful Leadership.** We listen, learn, and evolve along with our community





CORE BELIEFS AND ASSUMPTIONS

- **Empowerment Leads to Change:** We believe that when families, especially within BIPOC communities, are empowered with leadership skills and advocacy tools, they can effectively address the challenges they face.
- **Community-Driven Solutions are Key:** Solutions that come from within the community are more sustainable and impactful. Families know their needs best and can lead change when given the right support.
- **Systems Change is Achievable through Advocacy:** By engaging families in civic and policy processes, we can create systemic changes that address historical and structural inequities.



KEY STRATEGIES

- **Leadership Development Programs:** Implement programs like PLTI and PEP that provide leadership training, civic engagement skills, and advocacy tools.
- **Peer-Led Support Systems:** Establish peer-led groups to offer support and mentorship, particularly for women affected by domestic violence and other systemic challenges.
- **Culturally Responsive Outreach:** Design and deliver culturally tailored programs that resonate with BIPOC families, ensuring accessibility and relevance.
- **Policy Advocacy and Influence:** Equip families to participate in policy advocacy, helping them to engage with local and state policymakers to drive systemic change.

OUR STORY SO FAR

OUR PURPOSE

Our mission is to confront and transform urban trauma by promoting a positive quality of life through empowerment, independence, and leadership. We are committed to addressing the root causes of trauma stemming from historic and structural conditions of racism, disenfranchisement, and isolation in urban communities. Through comprehensive programs and initiatives, we empower individuals to reclaim their agency, cultivate resilience, and lead fulfilling lives.

Our approach is grounded in the principles of empowerment, independence, and leadership. We believe that true healing and transformation require individuals to reclaim their power, agency, and voice in shaping their own lives and communities. Through our programs and initiatives, we provide individuals with the tools, resources, and support they need to cultivate resilience, develop essential life skills, and pursue their aspirations with confidence.

The purpose is to empower families within our community by addressing systemic challenges and disparities that hinder their ability to access resources and support. Through a family-driven system of care, we aim to equip parents with the knowledge, skills, and support networks necessary to advocate for their children and families effectively.

OUR APPROACH IS GROUNDED
IN THE PRINCIPLES OF
EMPOWERMENT,
INDEPENDENCE, AND
LEADERSHIP.

GUIDING FOUNDATION

Our unique aspects of our approach that directly address the impact of trauma on families and communities:

- Trauma-Informed Approach: We integrate a deep understanding of racial equity and urban trauma into curriculums. This means recognizing the specific challenges that parents in urban settings face, such as exposure to violence, systemic inequities, and the impacts of adverse childhood experiences (ACEs).

- Holistic Support: The trainings go beyond typical leadership skills by providing parents with tools to navigate and heal from trauma and become better advocates.

- Culturally Relevant Content: The programming incorporates culturally relevant teachings and acknowledges the historical and structural factors that contribute to urban trauma.

- Community-Centric Empowerment: Unlike standard leadership programs, our training emphasizes the importance of community healing and collective action. Parents are equipped to not only lead their families but also advocate for systemic changes that address the root causes of urban trauma, such as advocating for safer neighborhoods, better schools, and equitable access to resources.

- Focus on Advocacy for System Change: Recognizing that trauma is often perpetuated by systemic issues, your training prepares parents to become advocates for broader change. This might involve teaching them how to engage with policymakers, participate in community organizing, or lead initiatives that directly address urban trauma.

ROADMAP FOR CHANGE



The Roadmap for Change for Leadership Inc. is centered around the belief that empowering families, particularly within BIPOC communities, to take leadership roles and engage in civic actions can transform their lives and their communities.

The organization's approach is built on several key components:

****Empowerment through Leadership Training**:** By providing leadership training programs like the Parent Leadership Training Institute (PLTI) and the People Empowering People (PEP) Program, Leadership Inc. aims to equip participants with the knowledge, skills, and confidence needed to advocate for themselves and their communities. The focus is on developing civic leadership and advocacy skills that enable individuals to become active change agents.

****Community-Driven Engagement**:** Leadership Inc. operates on the principle that community-driven efforts are the most effective way to address systemic issues such as urban trauma, violence, and disenfranchisement. Programs are designed to be responsive to the specific needs of the communities served, fostering a sense of ownership and collaboration among participants.

****Addressing Structural Barriers**:** The organization acknowledges the impact of historical and structural racism, disenfranchisement, and isolation on BIPOC communities. Through its programming, Leadership Inc. seeks to dismantle these barriers by promoting equity, inclusion, and access to resources, and by supporting families in navigating systems that have traditionally marginalized them.

****Peer-Led Support and Advocacy**:** Recognizing the power of shared experiences, Leadership Inc. incorporates peer-led support and advocacy in its programming. This approach not only provides a safe space for participants to share and learn from each other but also strengthens the community's capacity to address issues collectively.

****Focus on Policy and Systems Change**:** A critical aspect of Leadership Inc.'s Roadmap is the emphasis on engaging families in policy and decision-making processes. By training participants to understand and influence policies that affect their lives, the organization aims to create lasting change at the systemic level, ensuring that community voices are heard and considered in governance and policy formulation.

****Reducing Violence and Promoting Safety**:** Leadership Inc. is dedicated to violence intervention and prevention, particularly as it affects women and families. Programs are designed to provide tools and resources that help individuals recognize and address violence in their lives and communities, thereby fostering safer, more resilient environments.

URBAN TRAUMA***

Urban Trauma is a framework to identify, reclaim and heal from structural racism. Key components contributing to its development are the foundational pillars of Urban Trauma: history, biology and environment.

The Urban Trauma Informed course was developed by a Yale-trained psychologist, best-selling author, and healer Dr. Maysa Akbar.

This framework does not require past education or experience in mental health. It was specifically created for all professionals, educators, nonprofit and faith leaders, law enforcement, corrections officers, child protective services, mental health and community service providers.

HISTORICAL RACISM

The history of racism is crucial to gaining insight about Urban Trauma - multigenerational and chronic exposure to racialized trauma from the period of the enslavement of Africans to modern-day mass incarceration to implicit and unconscious bias. An essential aspect of antiracism work is learning about the lasting and detrimental psychological effects of racism.

BIOLOGY/ EPIGENETICS

Constant exposure to certain traumas over time becomes integrated in our genetic makeup. Epigenetics has identified a marker for traumatic stress in our DNA, generated by daily exposure to both subtle and explicit forms of racism. Inherited trauma, often passed down one generation after another, can cause devastating effects in physical and mental health.

TOXIC ENVIRONMENT

We are an extension of our environment. Nurture plays a vital role in our development, including how we handle our challenges and successes. Inequities in urban environments can make Black, Indigenous, and People of Color (BIPOC) more susceptible to developing urban trauma.

URBAN TRAUMA IS A DEEP-ROOTED PSYCHOLOGICAL AND GENETIC
CONDITION THAT IS CAUSED BY

RACIALLY

MOTIVATED TOXIC STRESS IN URBAN SETTINGS.

***IN PARTNERSHIP

URBAN TRAUMA***

TLI plays a vital role in supporting communities by enhancing the quality of services for Black, Indigenous, Latinx, youth, and children of color. Through targeted training and capacity-building initiatives, TLI empowers local members with tools and capacity building to address urban trauma effectively, foster inclusivity, and strengthen community resilience.

Focus Training Areas

Justice, Equity, Diversity, Accessibility,
Belonging and Inclusion (DEIJAB)
Racial Trauma Education
Service Quality Improvement

Key Indicators of Success

- Training Reach: Number of participants trained in Urban Trauma and Racial Equity models.
- Capacity Building: Number of participants receiving sustainability consultations.
- Service Quality Improvement: Number of projects and improvement for participants.
- Data Utilization: Implementation of data surveys and quality improvement measures.

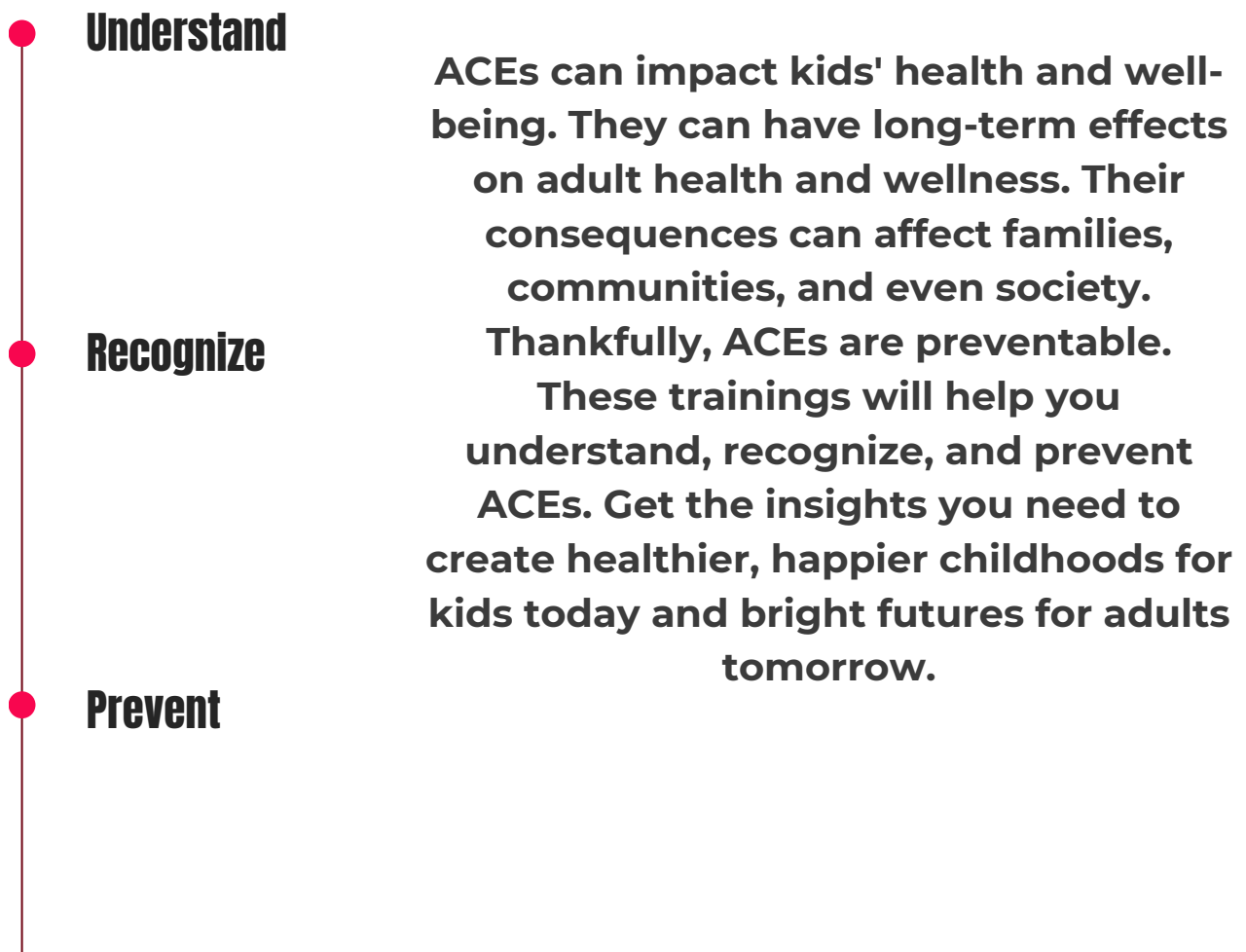
Outcomes

- Increased Organizational Capacity
- Enhanced Service Quality
- Sustainability and Growth
- Data-Driven Impact



ADVERSE CHILDHOOD EXPERIENCES

Adverse childhood experiences (ACEs) are negative experiences that happen between the ages of 1 and 17 years. These experiences are usually traumatic events. ACEs can affect a person's health throughout their lifetime.



Training Modules

Learn about risk and protective factors for ACEs, their outcomes, and strategies you can use to reduce childhood adversity and stop it in the first place.

PROGRAMMING & PROGRESS



Programming

Initiative	Description	IMPACT
PLTI & CLTI	20 week Parent Leadership Training providing tool kit for parents to become better advocates	Enhancing the civic climate of community life.
Parent CANS & CDT's	Parent Led Collaborative to provide support and engagement	Enhance the practices that positively influence outcomes for children, youth, and families
Professional Development	Workshops and Learning on DEIAJ& B building and empowerment	Lead to new ways of solving problems, developing services, and understanding community
Women Empowerment	Women empowerment enables women to take control of their lives and make impactful decisions.	Empowered women drive community growth and inspire change
Beyond The Step-Blended Parenting Education	Parenting Education Cohort for Blended Families to enhance the wellbeing of families	Learn the tools and strategies to provide a positive and nurturing home environment where their children will thrive physically, emotionally, and cognitively.
DV Awareness	Connect and unite individuals experiencing or inquiring about domestic violence issues while raising awareness for those issues.	Help victims find professional counseling and prevent more people from getting hurt while educating communities on identifying abuse
CRP***	Citizens Review Panel analyzing policies to implement change in child welfare systems	Region 5 reporting to DCF Commissioner
RJC***	Restorative Justice Circles	Region 5 reporting to DCF Commissioner
Financial Literacy	Financial Education	fosters economic stability, leading to stronger, more resilient communities.

WOMEN EMPOWERMENT

WOMEN IN LEADERSHIP INITIATIVE

WILI is an educational opportunity for Women to advocate for themselves and their families by building self-sufficiency, and leadership, and regaining their power. The initiative develops community leaders who educate their peers about their rights and available services, particularly those around family violence issues.

Women in Leadership Alumni members often appear before policy makers and were active in ensuring protection for women in the landmark federal Violence Against Women Act of 1994.

15-week hybrid certification program with two tracks—Leadership and Community Advocacy—designed to cater to BIPOC women at various stages of their careers:

- Leadership Track: Focuses on building technical, managerial, and strategic leadership skills.
- Advocacy Track: Emphasizes public policy, social justice, and community engagement skills.

Expected Outcomes:

- Increased representation of BIPOC women in leadership positions.
- Enhanced skills in networking, public speaking, and strategic decision-making.
- Development of a robust support network among participants and mentors.

WOMEN EMPOWERED

Women Empowered (W.E.) Group in Connecticut, began as a peer-led support group for women with lived experience of Intimate Partner Violence were at risk of losing (or have lost) their children to foster care. The group focuses on a woman's whole life, addressing her experiences with domestic violence or sexual abuse and seeing how these issues are connected to her parenting, her substance abuse, her self-image, and her economic and educational opportunities. Healing is thus only one outcome of W.E.'s work.

The support group wanted to move beyond healing toward action and transformed itself into a grassroots organizing effort to promote, advocate, and work towards preventing domestic violence and changing the family court system.

The group also works with the child welfare, family court, and systems, which has led to changes in the system's response. Because of W.E.'s advocacy, the system now allows these women to have a voice in the types of services they feel are helpful, to submit their own reports to court, and to provide support to other members at court hearings. Additionally, W.E. members provided testimony to the state legislature's Human Services Committee and the State Probation Officers Association, sharing their experiences as women facing abuse, fighting addiction, and or identifying the barriers in the human services system that thwart their efforts to regain control of their lives.

They strives to bring community members and parents together with representatives of child welfare agencies, domestic violence programs, and other service providers to build neighborhood-based networks that reduce child abuse, support healthy, nurturing families, and build communities

WOMEN IN LEADERSHIP SUMMIT

Women In Leadership brings a mix of entrepreneurship & and entertainment to urban communities. Our goal is to help Women elevate & succeed. through professional development on building wealth, personal growth, entrepreneurship, technology, and career building. We anchor the event by presenting powerful inspirational speakers and LEADERS from across the U.S. who share their personal stories and how they overcame challenges, and barriers while breaking glass ceilings. It's a conglomerate of sisters with exceptional networking opportunities pulling each other up. It's a VIBE that brings supreme energy, music, and food. Since 2020 is the fastest growing of its kind in New England and an attractive draw for sponsors and exhibitors who support women empowering women.



3/2024 WIL Summit

Our Mission

Gather and Recognize leaders and entrepreneurs through Mindset, Business & Finances.

01

Inspiration & Empowerment

uplift and empower women leaders by showcasing the journeys, achievements, and challenges overcome by influential women in various fields. Attendees will leave inspired and motivated to take bold steps in their own leadership journeys

02

Networking & Collaboration

offers a valuable space for women leaders to connect, share experiences, and build lasting relationships with peers, mentors, and potential collaborators. This networking aspect fosters a strong sense of community

03

Learning & Skill Development

engage in workshops, panel discussions, and interactive sessions that focus on key leadership skills, personal development, and strategies for overcoming obstacles in the workplace.

These benefits make the Women in Leadership Summit an impactful and transformative event for women looking to enhance their leadership skills and make a difference in their fields.

PARENT POWER



Parent Leadership Training Institute PLTI

The Parent Leadership Training Institute enables parents to become leading advocates for children. Parents' opinions are often unheard. They lack advocacy skills, but not the motivation or will to change their children's lives. The PLTI teaches parents, who wish to improve the lifelong health, safety and learning of children, how to become practiced change agents for the next generation.

The PLTI program is a two-generation strategy to bolster parental involvement while promoting the lifelong health, safety and learning of children. The program integrates child development leadership and democracy skills into a parent curriculum. Parents attend a 20-week program. The application process is competitive. Family supports such as child care, meals and transportation are provided. Each class mentors the next, creating a pyramid effect of community caring and a developing coalition of parents. The classes are evaluated by parents for both short and long-term outcomes.

Parents are offered four phases of training built on interactive adult learning practices:

1. A retreat to develop group and define mission;
2. 10 weeks on parent leadership with focus on voice, difference, values and problem definition;
3. 10 weeks on how change occurs for children including best practice, data analysis, model policy;
4. A community project to practice the learning within a community context.



CHILDREN'S LEADERSHIP TRAINING INSTITUTE (CLTI)



INTRODUCTION:

CLTI is a vibrant and enriching initiative designed for children aged 3 to 12. As a parallel course to the Parent Leadership Training Institute (PLTI), CLTI provides a unique opportunity for children to engage in civic education alongside their parents, fostering a family-centric and multi-generation approach to community involvement and leadership.

Cultivating Young Civic Minds

Embracing Diversity and Intelligence

Shared Experiences, Shared Growth

A Parallel Learning Journey

CLTI mirrors the PLTI class format, offering a tailored curriculum that allows children to explore civic topics through carefully selected children's literature. This approach not only enhances their understanding of civic responsibilities but also nurtures a love for reading and learning.

Building a Family Legacy of Learning

In various PLTI sites, children have the opportunity to bring books home, creating a family library that grows with each session. Alternatively, some sites introduce children to the resources available at their local town or regional library, instilling lifelong library usage habits.

Celebrating Achievements Together

Children culminate their CLTI experience with a graduation ceremony, attended by family and friends, paralleling their parents' PLTI graduation. This shared milestone is a testament to the family's collective growth and commitment to civic engagement.

Multiple Intelligences in Action

CLTI mirrors the PLTI class format, offering a tailored curriculum that allows children to explore civic topics through carefully selected children's literature. This approach not only enhances their understanding of civic responsibilities but also nurtures a love for reading and learning.

Guided by Experts

children have the opportunity to bring books home, creating a family library that grows with each session. Alternatively, we introduce children to the resources available at their local town or regional library, instilling lifelong library usage habits.

Culturally Rich Curriculum

Children culminate their CLTI experience with a graduation ceremony, attended by family and friends, paralleling their parents' PLTI graduation. This shared milestone is a testament to the family's collective growth and commitment to civic engagement.

CLTI is more than just an initiative—it's a shared experience that bridges the gap between parents and children. As they journey through the parallel learning journey together, they reinforce the belief that ideas and tools belong to the entire community.

C.O.L.E

COMMUNITY ORGANIZING LEADERSHIP EDUCATION



About Our Class

COLE is dedicated to advancing community justice by equipping new and experienced organizers with high-quality training and accountability structures. The program focuses on building community power through storytelling, healing, and skill enhancement, preparing participants to lead transformative change in their communities.

COLE Offers

Comprehensive Training:
Core Skills
Community Power Building
Internal Revolution



Program Highlights

- Structure: Four virtual sessions, concluding with a four-day in-person session.
- Professional Coaching: Receive coaching between sessions to enhance learning and application.
- Alumni Network: Graduates join a distinguished alumni network with access to ongoing professional development and the COLE Resource HUB.



Building Sustainable Organizing Capacity

COLE addresses the gap in training and development for parent organizers within education organizations, offering essential professional development to build resilient, empowered communities. Unlike one-time mobilizations, COLE emphasizes continuous development in organizing principles and practices, ensuring sustainable impact.

PEP PEOPLE EMPOWERING PEOPLE



The UConn People Empowering People Program is an innovative personal, family, and civic leadership development program with a strong community focus. The UConn PEP Communities Program is for adults and older teens. The program is designed to build on the unique strengths and life experiences of the participants and emphasizes the connection between individual and community action.

Because the UConn PEP Communities Program is adaptable to a variety of settings, the program is offered throughout the state in schools, at family resource centers, community agencies, and faith-based communities.

GOALS

Goal: Greater understanding of personal strengths.

Objective: By the end of their participation in UConn PEP, participants will be able to:

- State their personal values or what is important to them.
- State personal changes in knowledge, attitudes, skills and aspirations.

Goal: Significant increase communication skills.

Objective: By the end of their participation in UConn PEP, participants will be able to:

- Use "I" statements to express thoughts, feelings and ideas.
- Able to express opinions when others disagree.
- Use one or more strategies to prevent children's misbehavior.

Goal: Significantly increase their understanding of and involvement in the community.

Objective: By the end of their participation in UConn PEP, participants will be able to:

- Know what to do to make the community a better place.
 - Work as a group to complete one or more projects.
 - Volunteer to assume a new leadership position.
- individual and/or group project (s) that benefit the community

OVERVIEW

Trained facilitators guide participants through 10 educational sessions plus additional weeks for completion of individual or group projects before graduating from the program. Cherry Czuba, a retired Extension educator, started the program 25 years ago. The program was revised and updated while Dr. Cathleen Love was coordinating the program.

Over 3,110 participants have graduated from UConn People Empowering People programs located in three states.

CAN - COMMUNITY ACTION NETWORKS

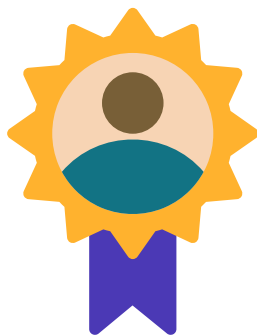


* Civic Design Team (CDT): Involved in promoting civic engagement and leadership within the community. focus on providing training, resources, and opportunities for community members to participate in local governance, policy-making.

* Women's Group: Focus on supporting and empowering women through various activities, including leadership training, advocacy, social support, and professional development. These groups may address specific issues affecting women, such as economic empowerment, health, education, and community engagement.



* Parents of Meriden: Aim to empower parents through education, support, and advocacy. They work on initiatives that improve local schools, address community needs, and provide a platform for parents to voice concerns and collaborate on solutions.



* Parent Ambassador: parent leaders who represent and advocate for other parents within the community. They work closely with schools, local organizations, or government entities to ensure that parents' perspectives and needs are considered in decision-making processes. They play a crucial role in bridging the gap between families and institutions.

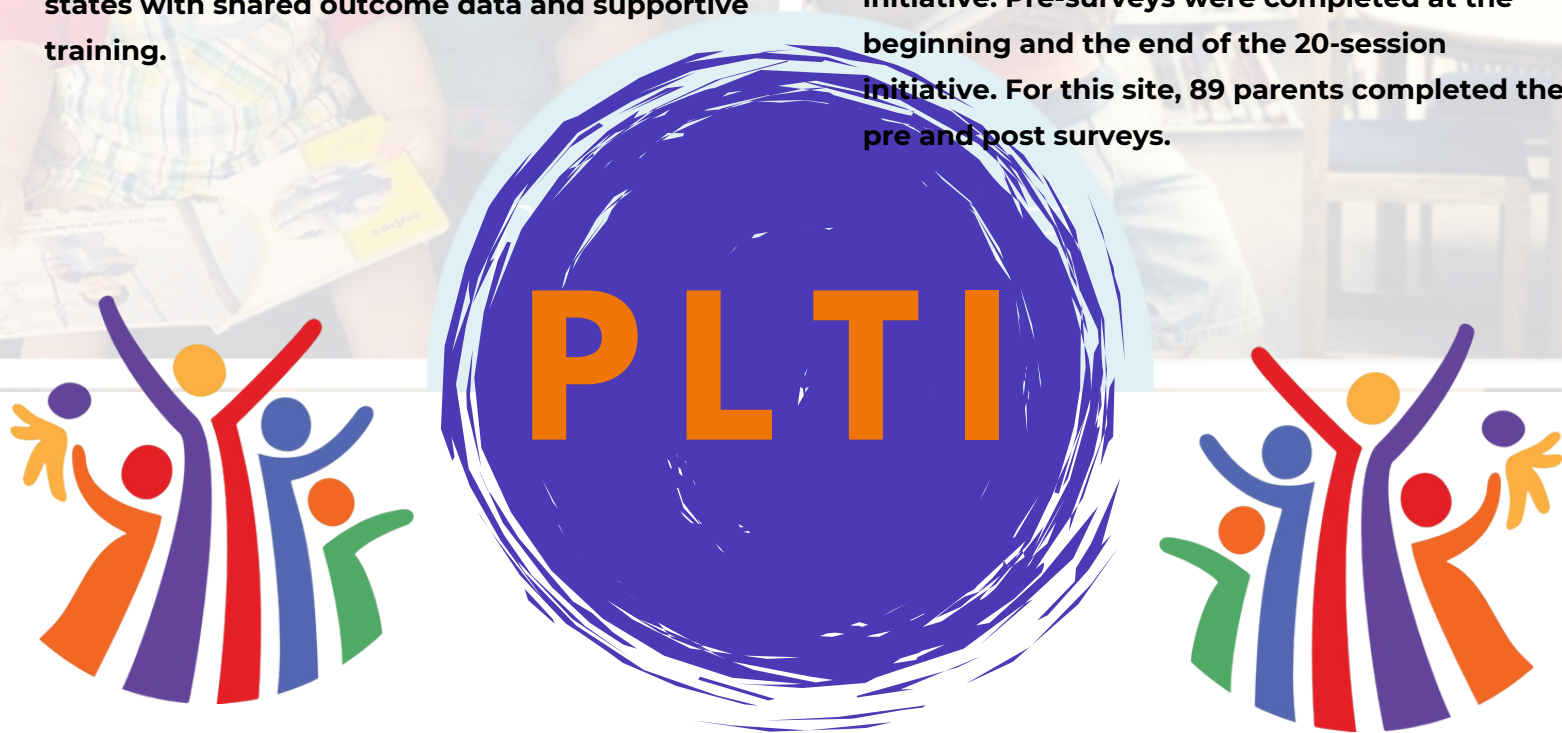
OUTCOMES & MEASURES



Photo: National PLTI Training 2024

When the outcomes revealed strong civic skill development, significant increases in parent leadership within communities, and diversity in participants across education levels, culture and race, national interest in replication took hold. The Connecticut PLTI grew a National Parent Leadership Institute to provide the tested model in other cities and states. In 2012, The Kellogg Foundation offered a three-year grant to test a national structure and network. PLTI is now in 15 states with shared outcome data and supportive training.

NYU Metro Center was hired by NPLI as an independent, outside evaluator to assess outcomes of the PLTI program, including conducting a parent survey. NYU Metro Center conducted and assessed survey results in PLTI sites across the country and created individual site reports for each of those sites. The parent survey measures the impact of the initiative on parents' civic skills, engagement, and knowledge, as well as their experiences with the initiative. Pre-surveys were completed at the beginning and the end of the 20-session initiative. For this site, 89 parents completed the pre and post surveys.



PLTI exists to coordinate and increase the civic skills and impact of diverse parents to improve child and community outcomes as they build caring communities. We believe that families, communities, and our democracy are strengthened when all parents have the leadership skills to maximize child outcomes at home, in the neighborhood, and in public policy. PLTI started in Connecticut in 1992 with the Commission on Women, Children Seniors, and Equal Opportunity and has expanded Internationally.

THIS EVALUATION REFLECTS A HIGH DEGREE OF STATISTICAL RIGOR, FOR THE FOLLOWING REASONS:

The survey consisted of constructs. A construct is a collection of survey questions that all measure the same underlying belief or behavior (in this case, "civic confidence" or "civic knowledge," for example). Self-reported beliefs and behaviors are difficult to measure accurately with only one question. Therefore, the most statistically rigorous surveys ask multiple questions, phrased in different ways, to more reliably capture beliefs and behaviors.

In calculating construct scores, each question was statistically weighted, with questions that more closely measured a given construct weighted more heavily than other questions. This helps to ensure that the outcome scores capture the construct as accurately as possible.

Parent Leadership Training Initiative 2023

Measures

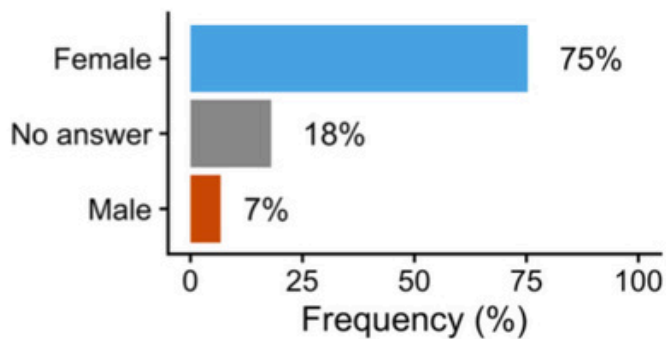
The following table shows how many questions made up each construct, and a few sample questions. For a full list of questions, please see the appendix.

Table: Summary of Constructs

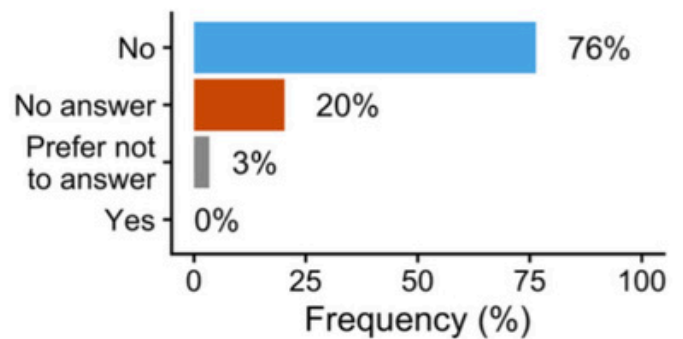
Construct	# of questions	Response scale	Sample questions
Civic confidence	6	1=Never; 5=Always	Please tell us how frequently you believe or do the following: I know what to do when problems arise in my community; I voice my opinions about what my community needs; I do something about problems in my community; etc.
Civic actions	12	Yes or No	Have you done the following in the past year? Attended a public meeting where there was a discussion of policy or community issues; Signed a petition; Served on a committee or as an officer of an organization; etc.
Social media and e-mail use for civic or political purposes	5	1=Never did this; 5=At least once a week	In the past year, how often did you use e-mail or social networking sites to: Express my opinions about policy or community issues; encourage others to take action on political or social issues; encourage others to vote, etc.
Knowledge about elected officials and community leaders	6	Yes or No	Do you know?... Who are your elected representatives for the U.S. Senate in Washington D.C.; Who is your elected representative for the State House of Representatives in your State capital? Who is your school district's superintendent or leader?
Civic knowledge	7	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? I know how state government budgets are made; I know how local laws are made; I know how schools are funded in my area, etc.
Sense of community within program (post-test only)	5	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? It is very important to me to be part of this community of parent leaders; I expect to be part of this community for a long time; I feel hopeful about the future of this community, etc.
Peer connection within program (post-test only)	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? In this initiative, it is easy to discuss difficult issues and problems; Even in difficult situations, people in this initiative can depend on each other; etc.
Leadership within program (post-test only)	4	1=Strongly disagree; 5=Strongly agree	How much do you agree or disagree with the following statements? The initiative provides the resources and support we need to be leaders; I have an impact on decisions made in this initiative; etc.
Cultural responsiveness of initiative (post-test only)	8	1=Strongly disagree; 5=Strongly agree	How much do you agree that the parent leadership initiative has emphasized the following? Developing skills to work with people from various backgrounds; recognizing how your own beliefs and attitudes affect your behavior; discussing issues of equity or privilege
Diversity and inclusion (post-test only)	7	1=Strongly disagree; 5=Strongly agree	How much do you believe that the initiative has provided an inclusive environment for the following? Racial/ethnic identity; gender identity; economic background; political affiliation; religious affiliation; sexual orientation; disability status

Demographic Data (n=89)

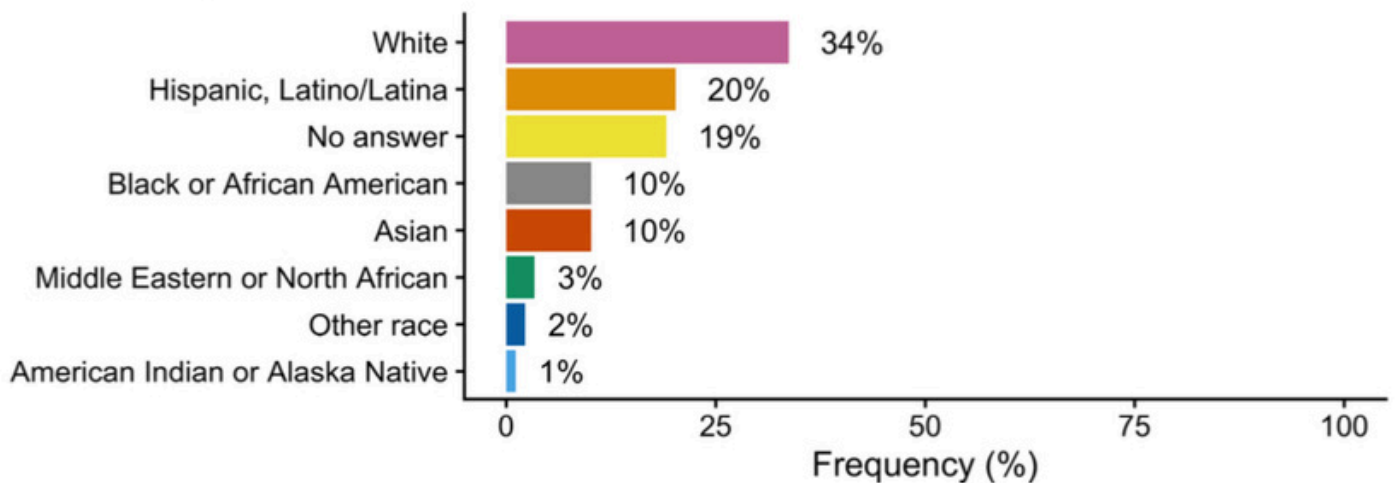
Gender



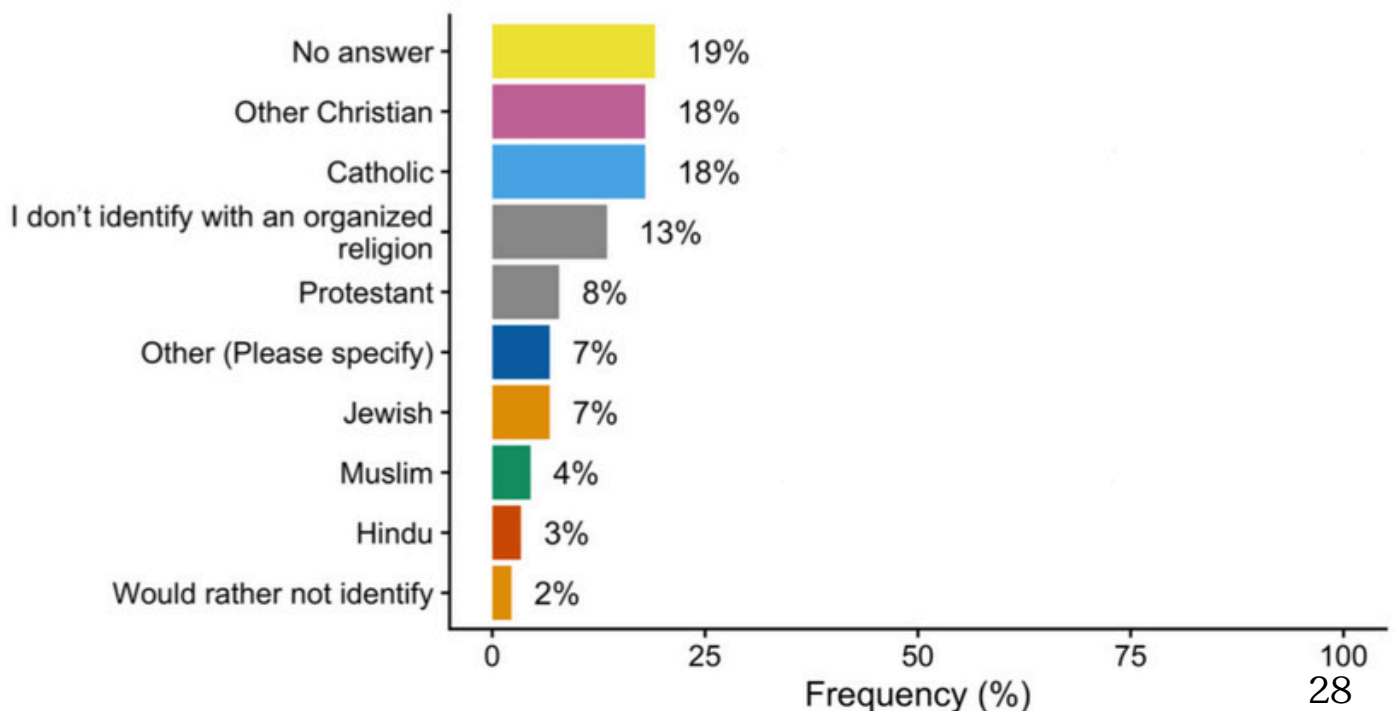
LGBTQ



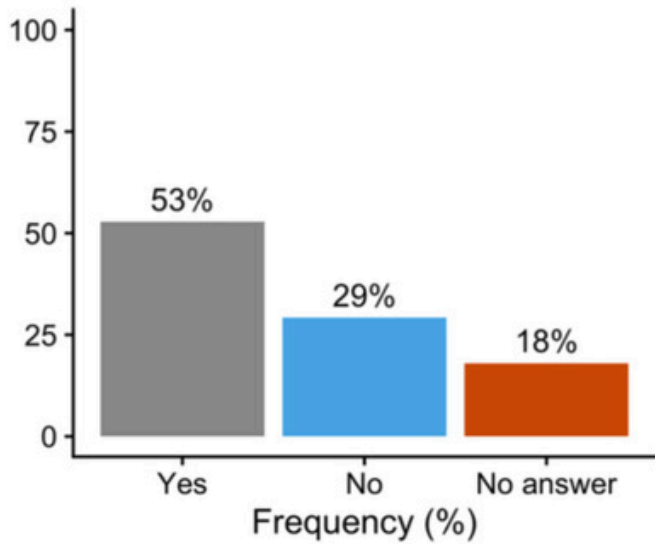
Race/Ethnicity



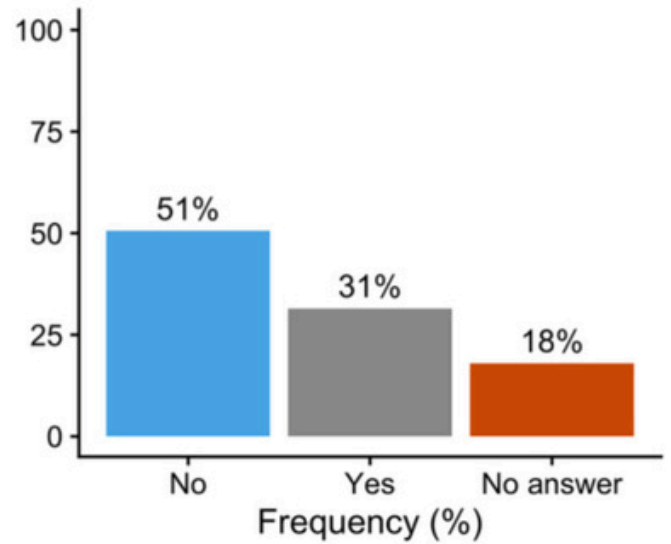
Religion



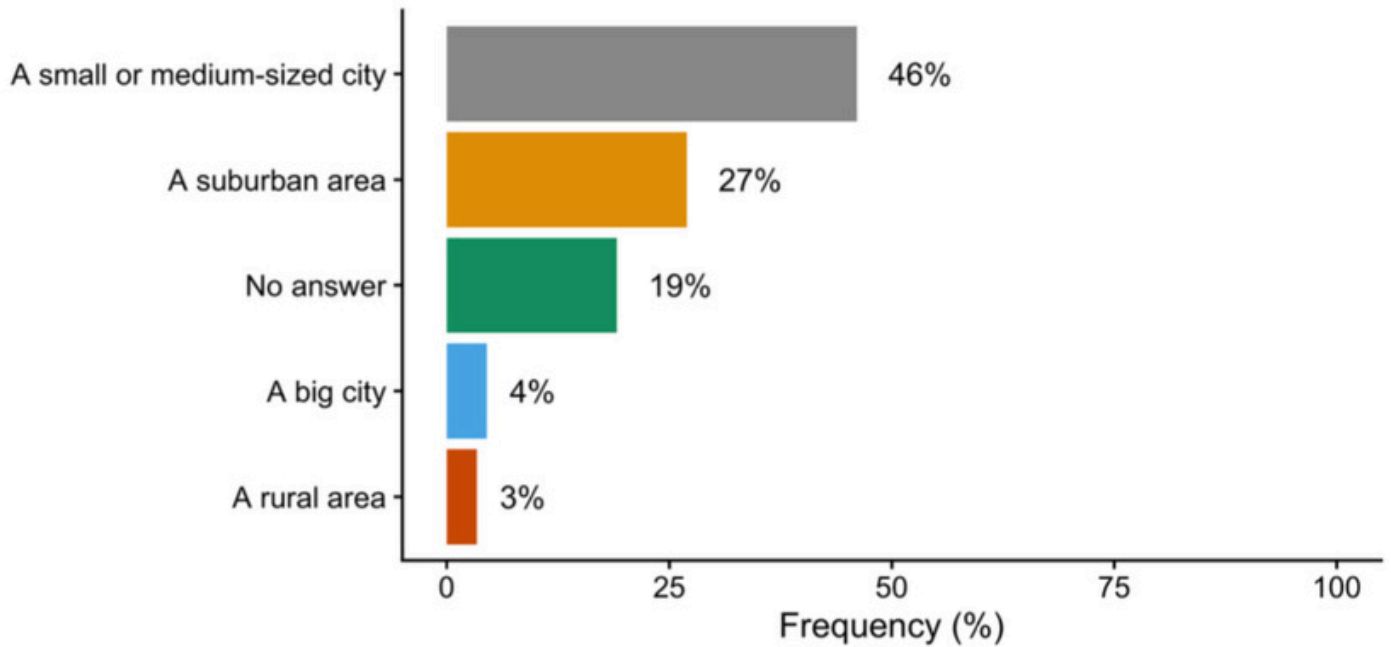
Born in the U.S.



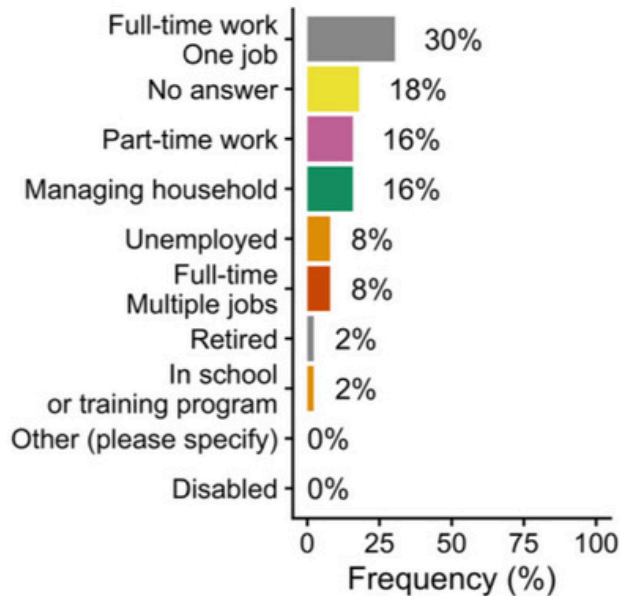
Home Language Not English



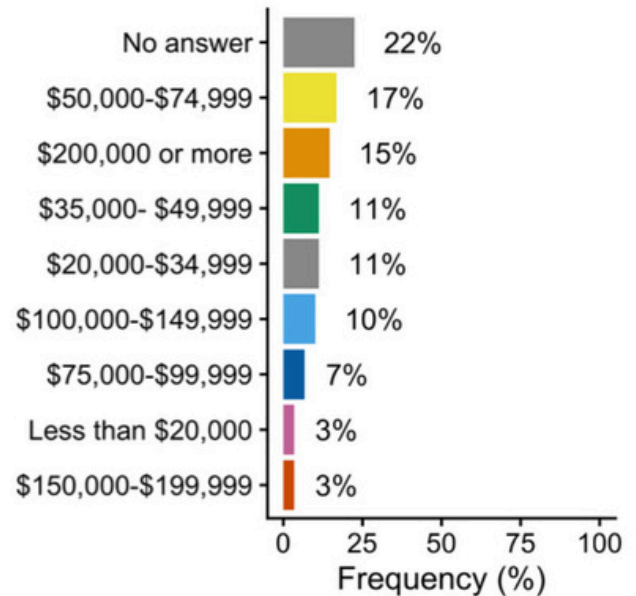
Residential Area



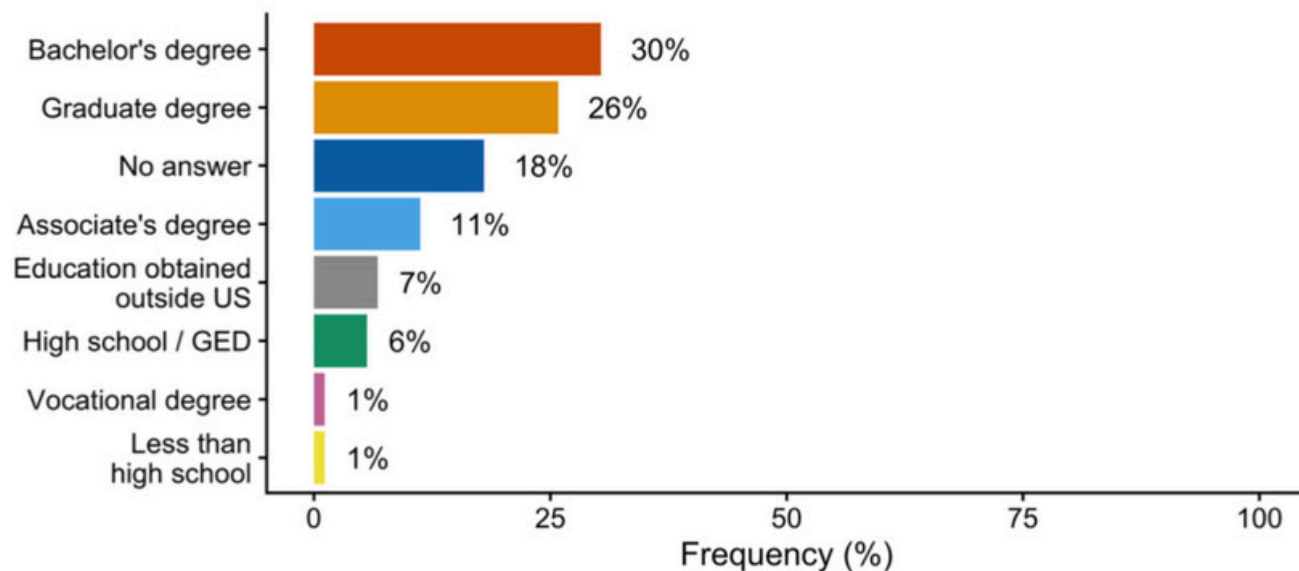
Employment



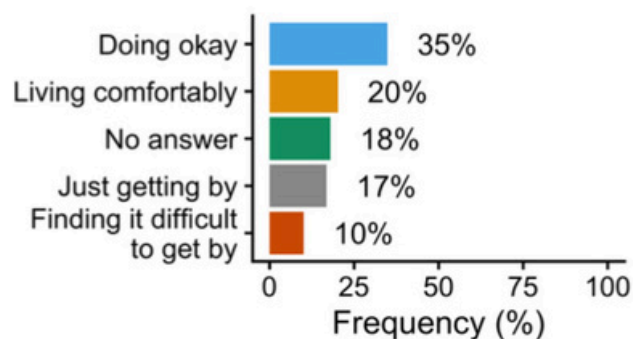
Income



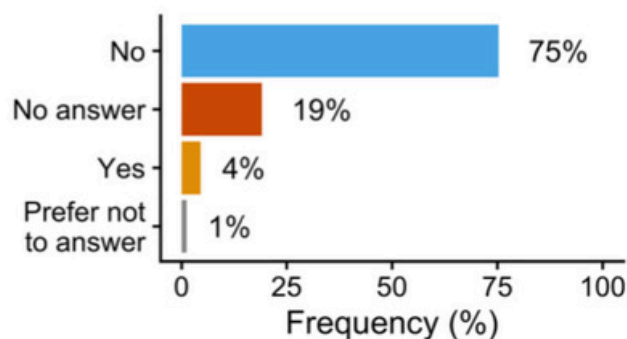
Education Level



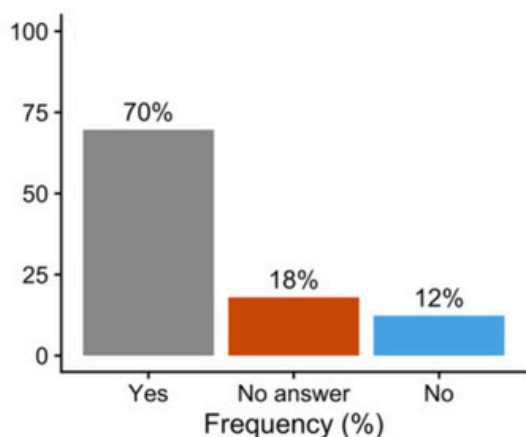
Economic Situation



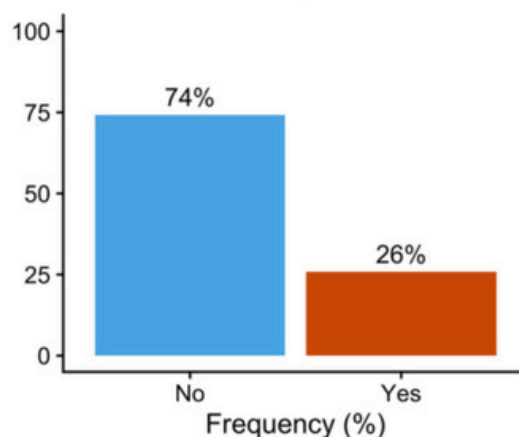
Disabled



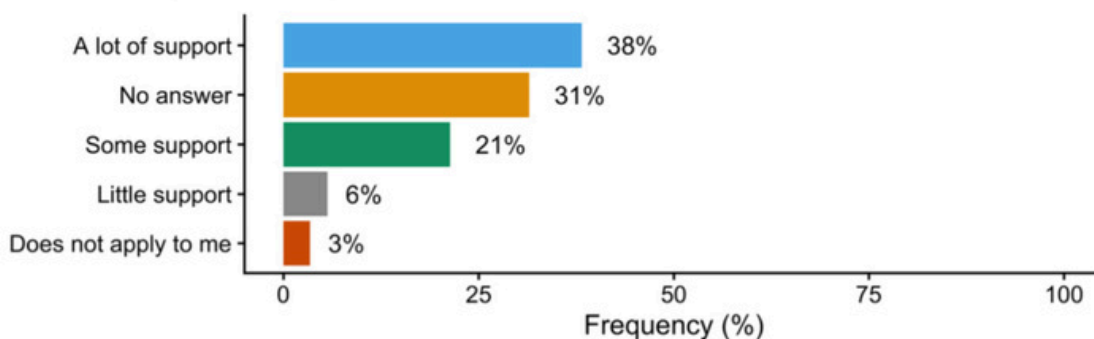
Parent or Caregiver



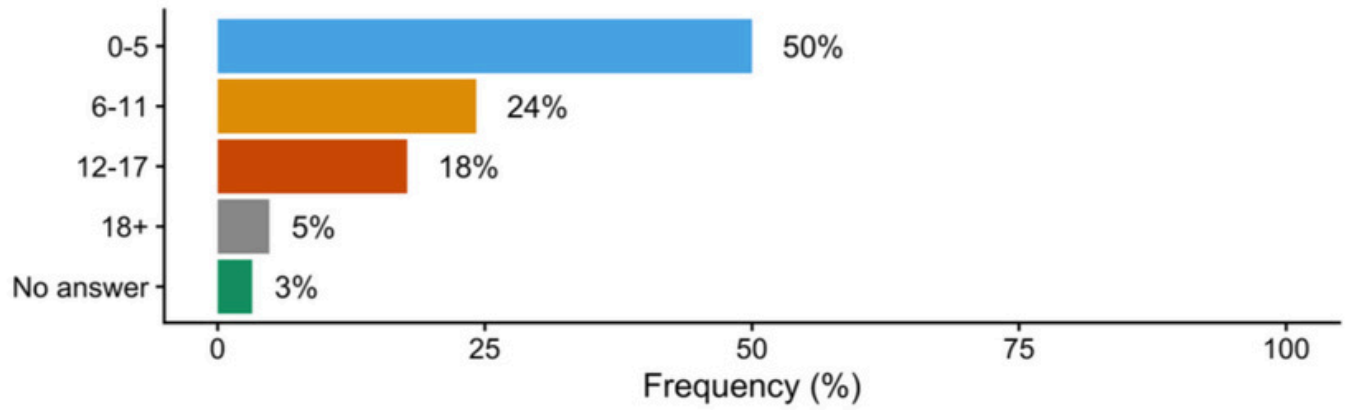
Single Parent or Caregiver



Level of Caregiving Support from Others

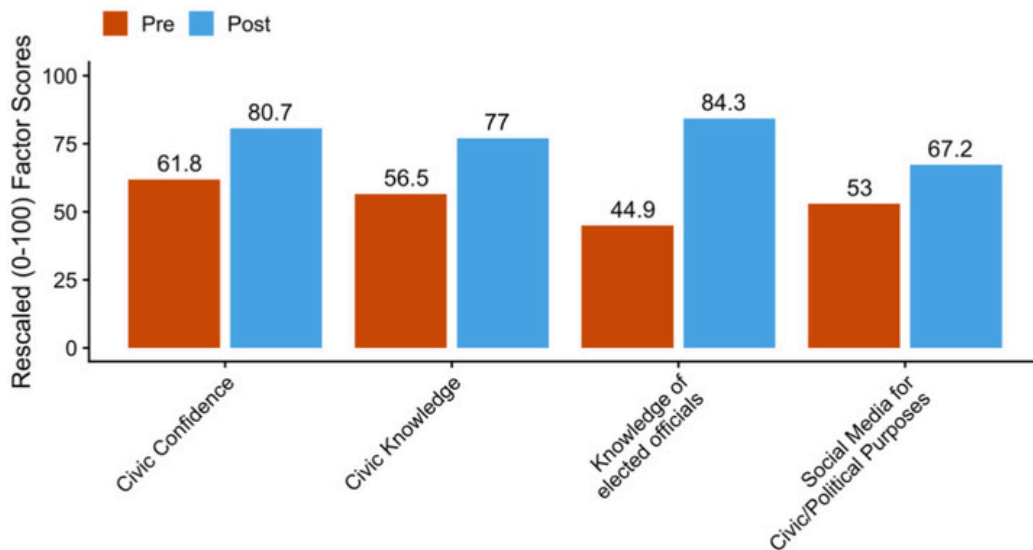


Ages of Children



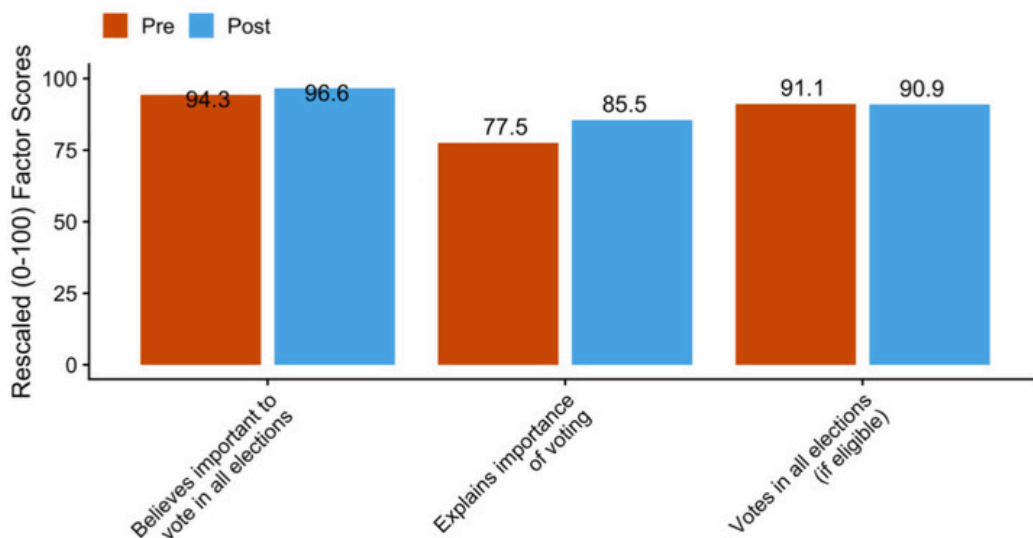
Results: Civic Outcomes (n=89)

The graph below shows the pre and post score for each construct. Original scores have been weighted and converted to 0-100 for easier interpretation and comparison between constructs.



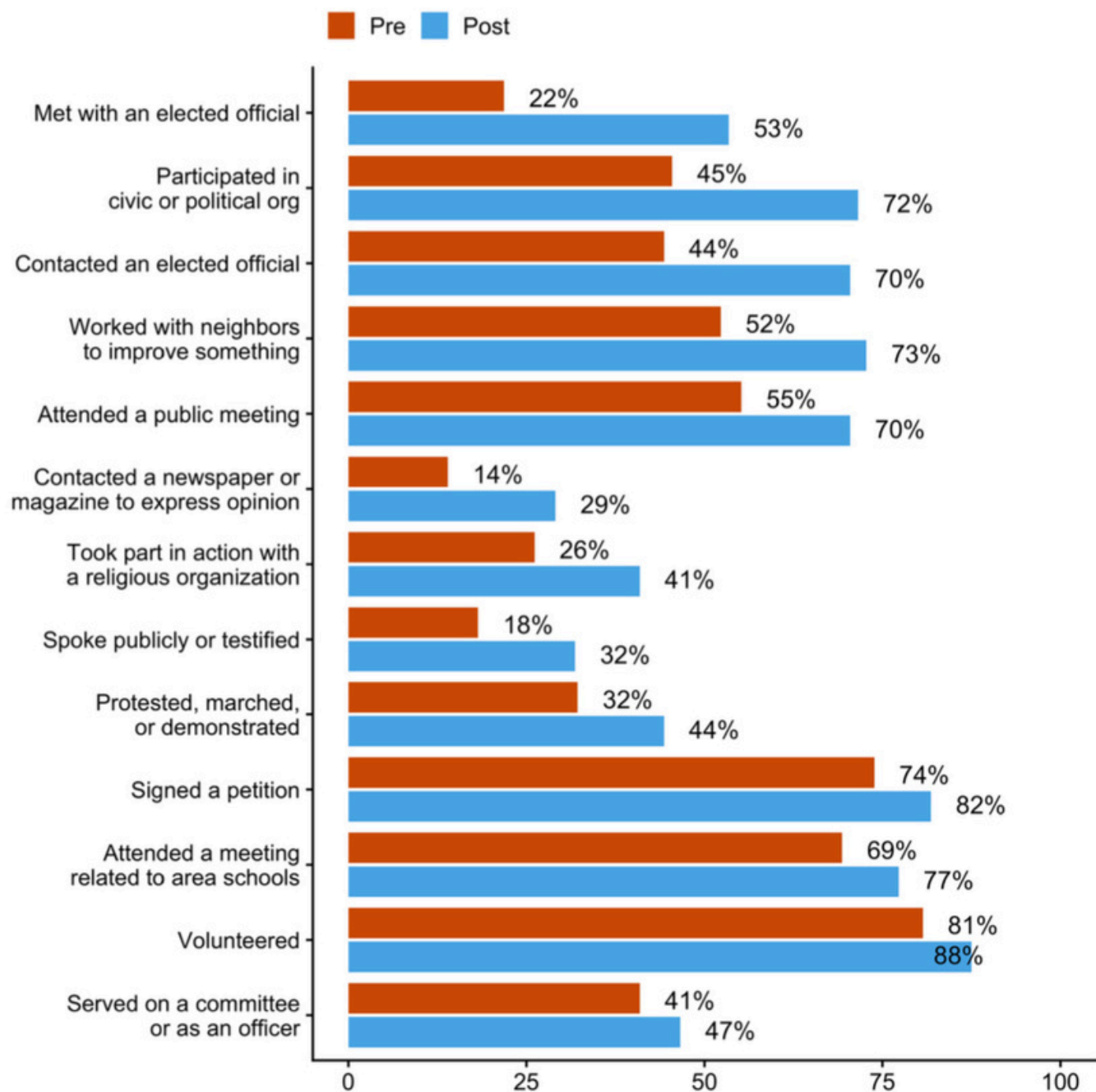
Parents showed growth in 4 of the 4 civic outcome areas.

Voting Attitudes and Behaviors



Changes from Pre-Post on Civic Action Questions

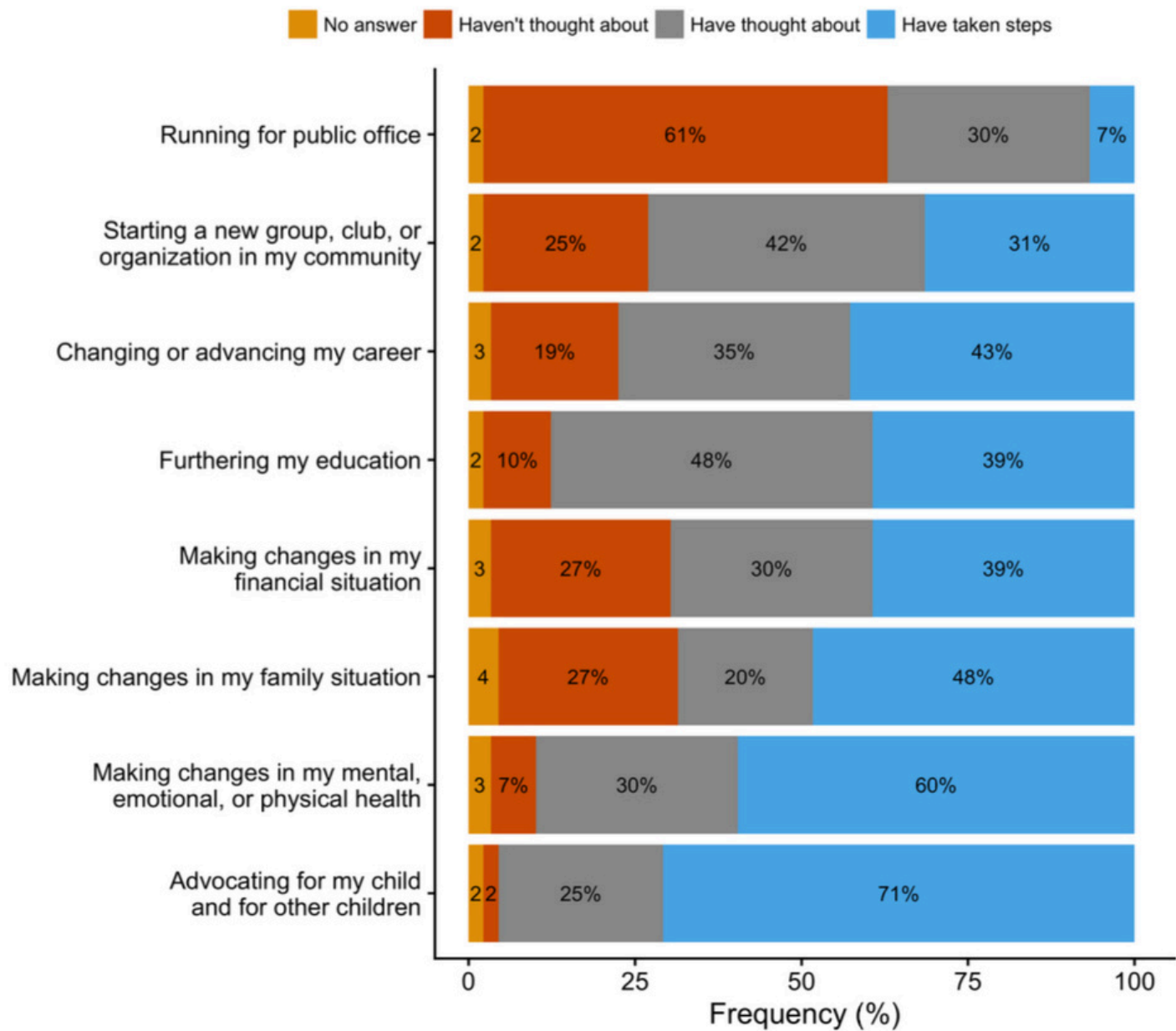
*Actions are shown in order from largest amount of change to least amount of change.



There was an increase in the percentage of parents who engaged in 13 of the 13 civic behaviors over the past 12 months.

Personal and Civic Action

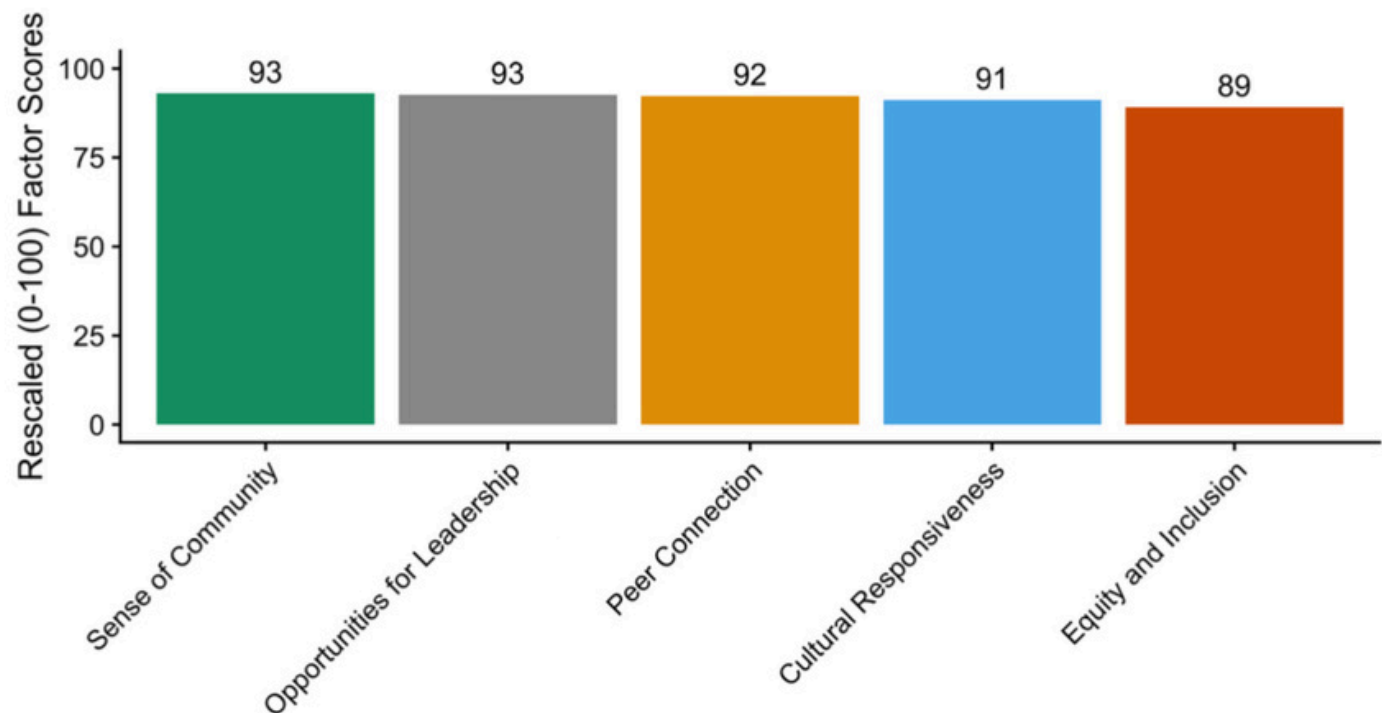
The overwhelming majority of parents reported that PLTI inspired them to think about or take steps to change their personal and civic lives.



Results: PLTI Experiences (n=89)

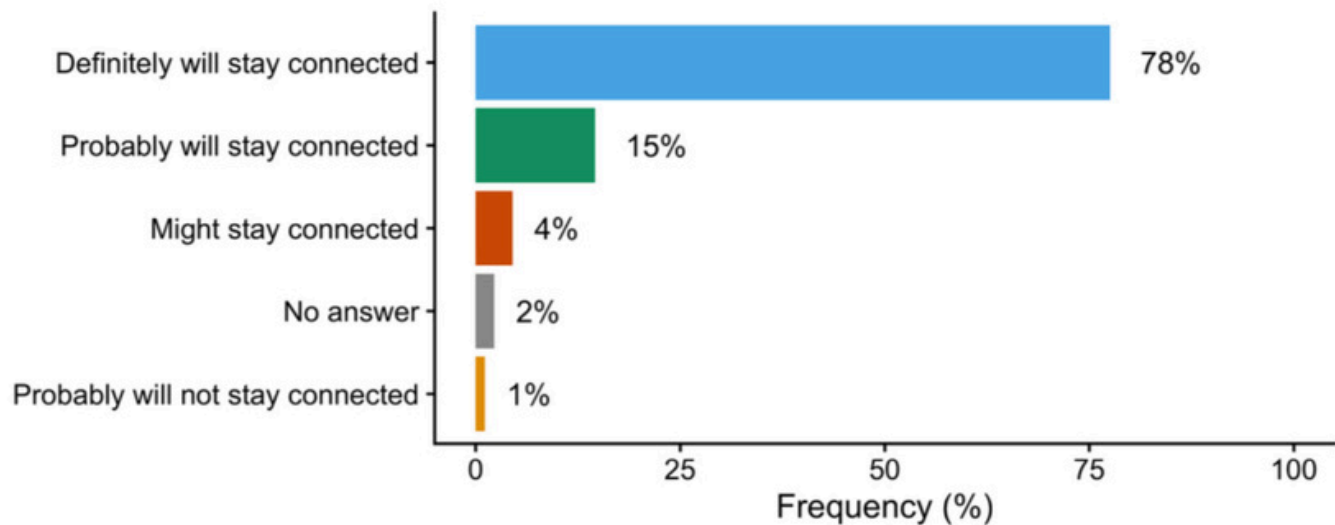
This graph shows how PLTI participants felt about the sense of community, opportunities for leadership, peer connection, cultural responsiveness, and diversity and inclusion within the program. Original scores have been converted to 0-100 for easier interpretation and comparison between constructs. Overall, scores of show that parents experienced a strong sense of community; developed

strong connection and trust with peers; had opportunities to become a leader; and believed that the initiative was culturally responsive and honored diversity and inclusion.



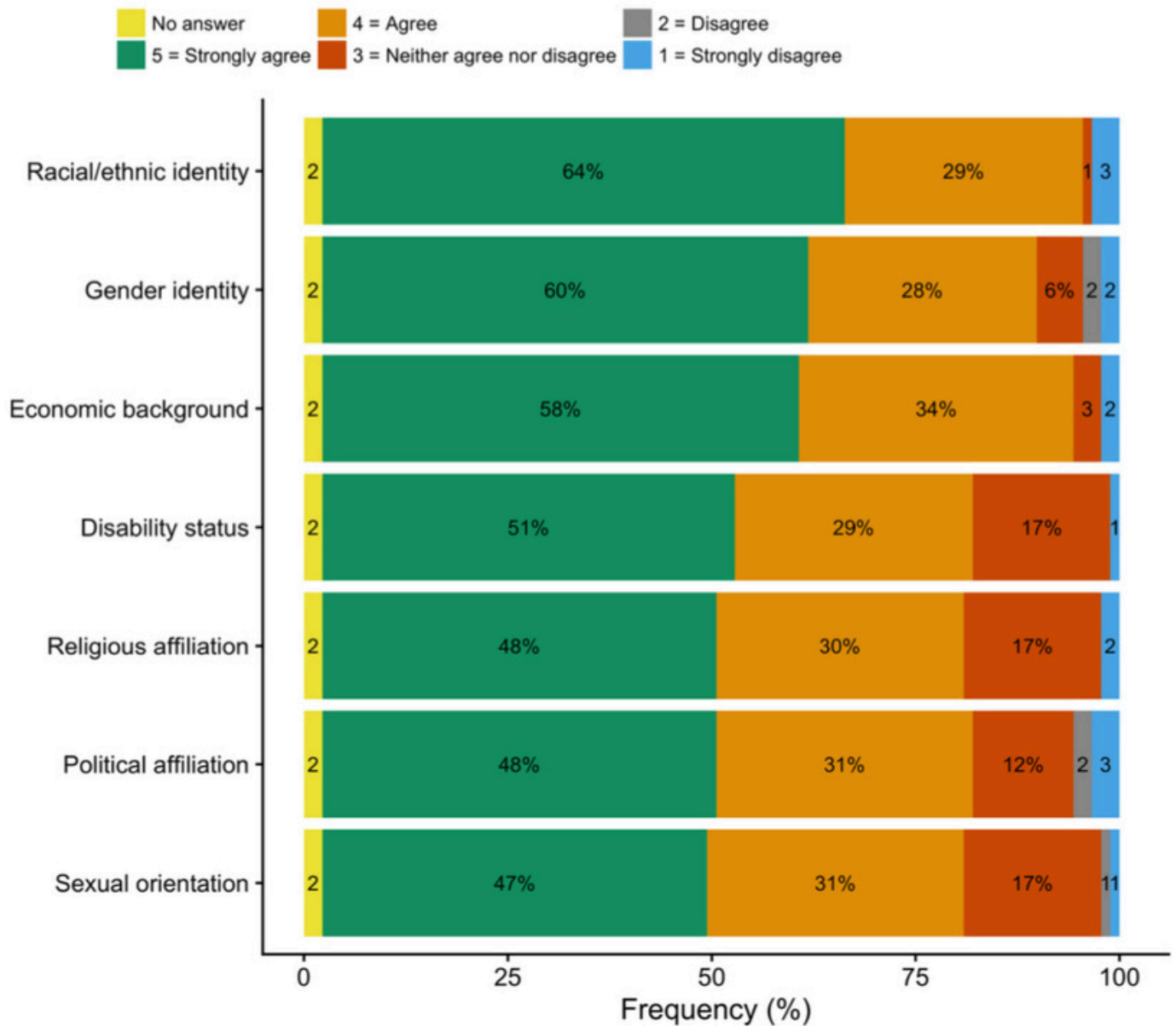
Staying Connected with Parent Leaders and Staff

Parents were asked how likely they were to stay connected with parent leaders and staff from this program/initiative.



Inclusive Environment

Parents were asked how much they agree that PLTI provided an inclusive environment for the following identities.



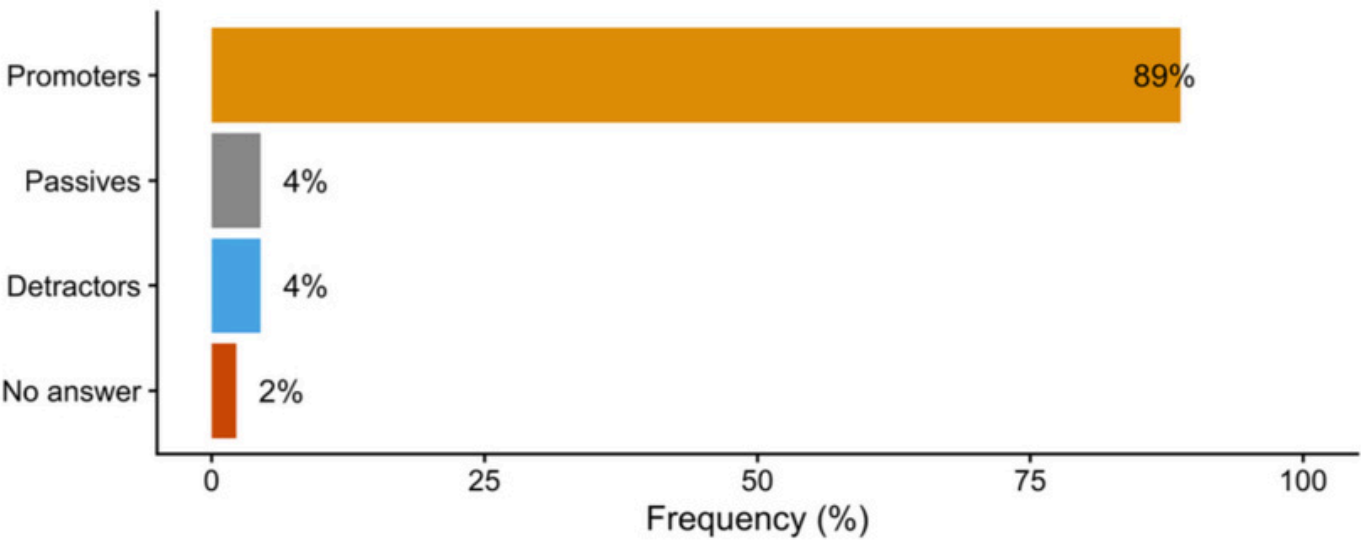
Net Promoter Score

Many companies use a “net promoter score” to understand how loyal their customers are. Respondents answer on a scale from 0 to 10 how likely they are to recommend the company to a friend. The Net Promoter Score is calculated by subtracting the percentage of detractors (those who scored between 0 and 6) from the percentage of promoters or ambassadors (those who scored a 9 or 10).

This score may be applied to PLTI sites to understand the likelihood of participants talking up the program in the community or staying engaged through an alumni network, although this remains to be tested. Participants were asked how likely they would be to recommend PLTI to a friend or family member, with 0 being “not at all likely” and 10 being “very likely.”

Net Promoter Score: 84

Possible range = 0-100 Positive score = Good Score over 50 = Excellent

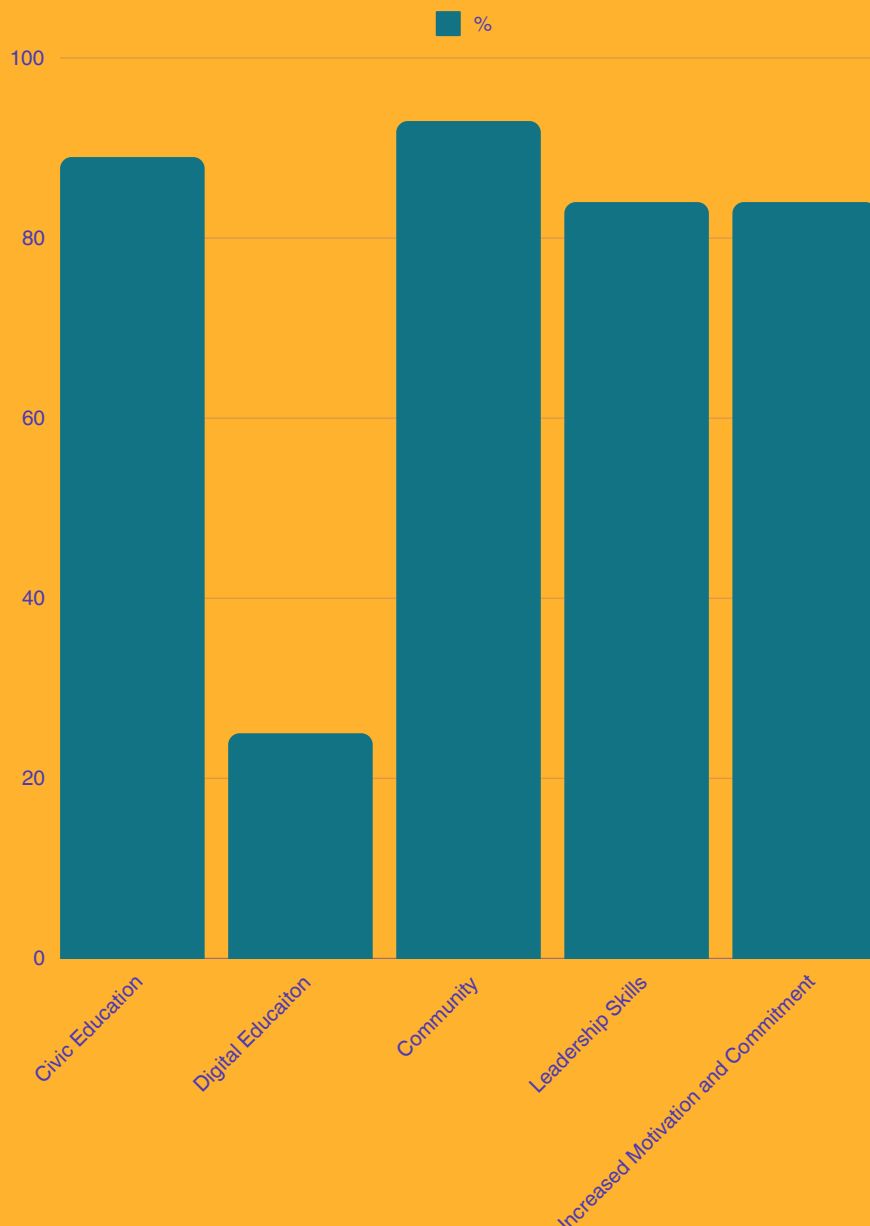


Conclusion

This pre-post survey shows that PLTI served a diverse group of parents. By the end of the program, parents reported engaging at a higher rate in a range of civic behaviors. In addition to changes in civic attitudes, knowledge, and behaviors, the majority of parents reported that as a direct result of PLTI, they had thought about or taken steps to make changes in their personal lives, such as furthering their education, changing/advancing their careers, and making changes in their emotional, social, or physical health. Furthermore, parents reported that they had positive experiences in the program, as evidenced by high ratings when asked about perceived sense of community, opportunities for leadership, peer connection, and likelihood to recommend PLTI to a friend.

Adult Capability Assessment

Purpose: To evaluate personal strengths, civic engagement, leadership skills, and sense of community among adults.



Parent Leaders Benefit from

Civic Education

89%

Digital Education

25%

Community

93%

Leadership Skills & Capacity Building

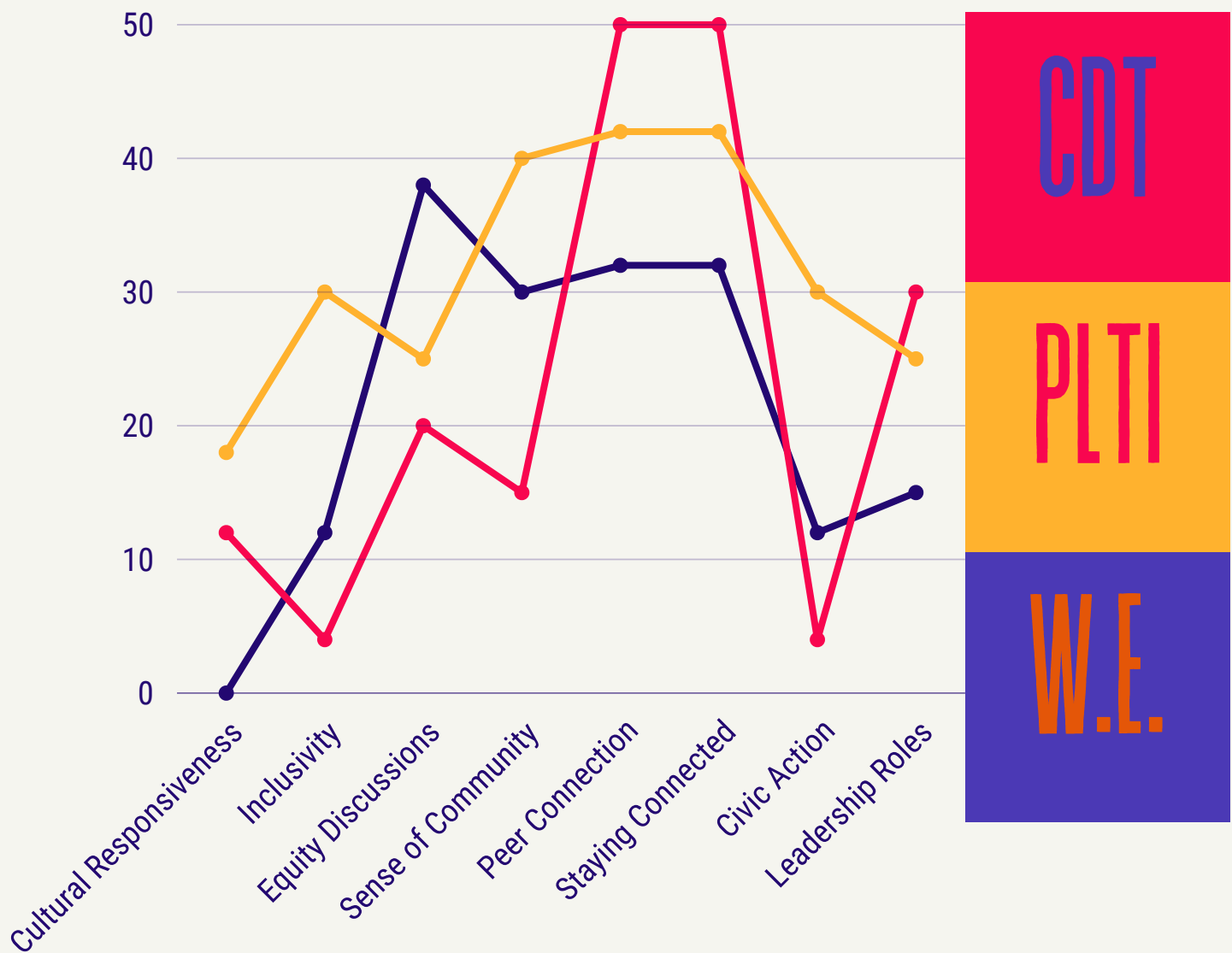
84%

Leadership Skills & Capacity Building

89%

ACA Increase of Benefits

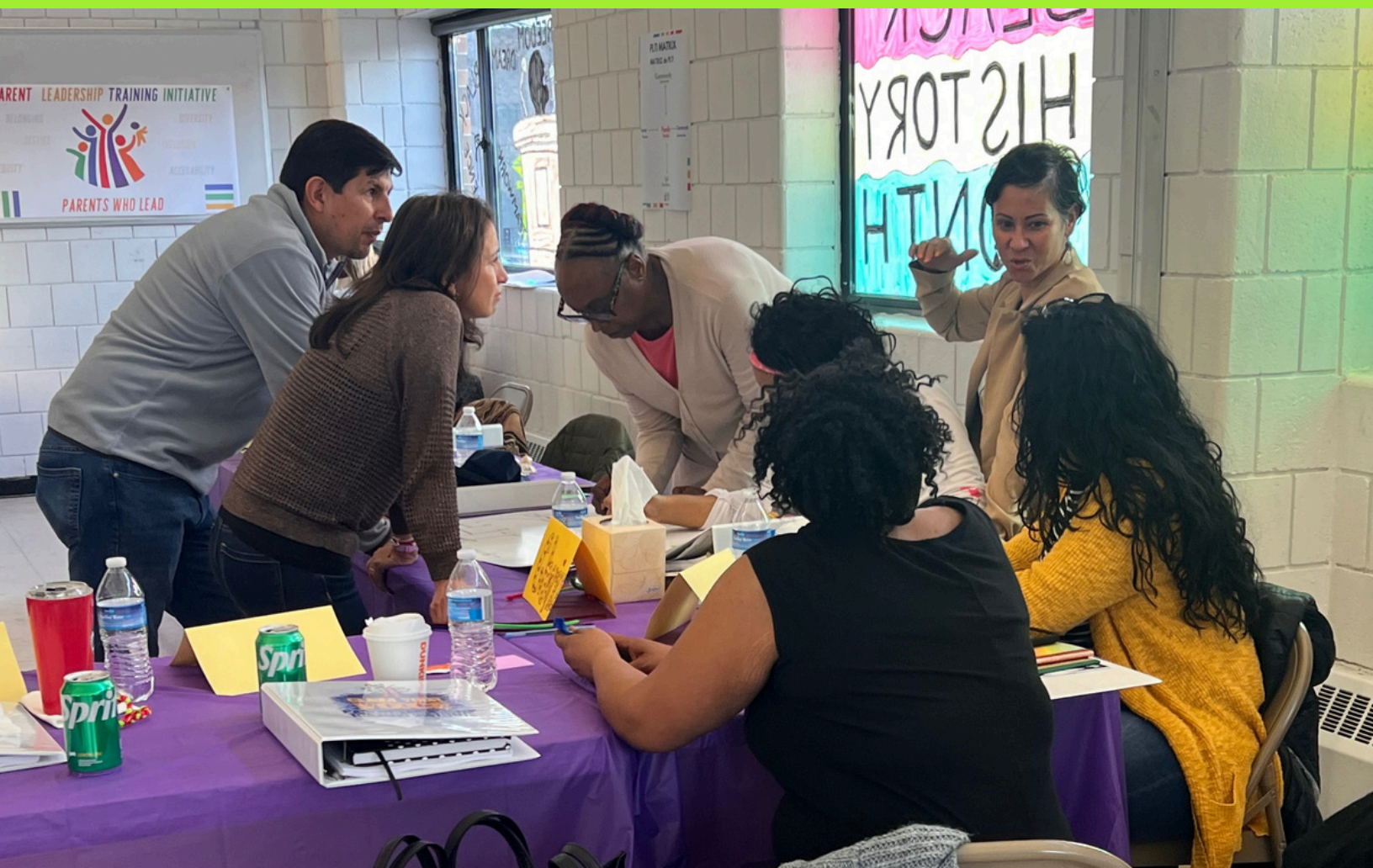
COMBINED POSITIVE OUTCOMES



Participant Demographics Summary:

- Age: Participants range from young adults to older adults, typically spanning ages 25 to 60.
- Gender: Majority female (about 70%), with a growing representation of male participants.
- Race/Ethnicity: Diverse racial and ethnic backgrounds, with significant representation from BIPOC (Black, Indigenous, and People of Color) communities.
- Socio-Economic Background: Participants come from varied socio-economic statuses, including low-income, working-class, and middle-income families.
- Education Levels: A mix of educational backgrounds, ranging from high school diplomas to advanced degrees, reflecting the inclusive nature of the programs.

PARTNERSHIPS & COLLABORATIVES



PARENT LEADERSHIP SUMMIT***

The Connecticut Parent Leadership Summit (CTPLS) is a free event designed by parents for parents and parent leader allies from across the state. It is an opportunity for parents to come together to network while they learn and grow together. Parent leaders will present the amazing things they are doing to improve the lives of families and children with partners in their communities and statewide. Come be a part of this dynamic and inspirational day. It won't be the same without you!



01

Inspiration & Empowerment

showcasing the successes and achievements of fellow parent leaders. By seeing the tangible impact that parent leadership can have on improving the lives of families and children

02

Networking & Collaboration

connect, share experiences, and build valuable relationships. This networking opportunity allows participants to collaborate, exchange ideas, and form partnerships

03

Learning & Skill Development

learn from parent leaders who are actively making a difference in their communities. Through presentations, workshops, and discussions, participants can gain new insights, strategies, and tools to enhance their own leadership skills and advocacy efforts

These benefits make the CTPLS a valuable experience for any parent looking to grow as a leader and advocate for positive change.

***IN PARTNERSHIP

CITIZENS REVIEW PANEL***



5/2024 National CRP Conference

Western Region 5 (Waterbury, Danbury, Torrington)
Towns Covered: Danbury Area Office: Danbury, Bethel, Bridgewater, Brookfield, New Fairfield, New Milford, Newtown, Redding, Ridgefield, Sherman **Torrington Area Office:** Torrington, Barkhamsted, Bethlehem, Canaan, Colebrook, Cornwall, Goshen, Hartland, Harwinton, Kent, Litchfield, Morris, New Hartford, Norfolk, North Canaan, Roxbury, Salisbury, Sharon, Thomaston, Warren, Washington, Watertown, Winchester **Waterbury Area Office:** Waterbury, Beacon Falls, Cheshire, Middlebury, Naugatuck, Oxford, Oakville, Prospect, Southbury, Wolcott, Woodbury

Goal

An In-depth review of a small number of cases or a broader review of cases, analysis of statewide data systems, review of agency policy and procedures, targeted surveys, quality assurance reviews, community forums or focus groups or interviews of staff, consumers, service providers, mandated reporters, foster parents, and others.

KEY INDICATOR	ACTIVITY / PROJECT	DATA / OUTCOME
Access to Services	The quality and continuity of VS programming, and how VS employees engage (treat & interact) with families is inconsistent across the State. From the initial call to VS programming and its menu of service options offered to families, in a choice-based approach, is inconsistent across the State.	Significant delays in response times, inconsistent service quality, and a lack of alignment between the services offered and the families' needs. Families reported feeling judged and unsupported, with some facing punitive measures rather than receiving the help they sought.
Racial Disparities in Service Utilization	CRP analyzed data on the racial breakdown of families accessing voluntary services versus those involved in child protection services and conducted focus groups and interviews	Substantial racial inequity in who accesses voluntary services. The findings suggest that BIPOC families face barriers to accessing these services, due to a lack of outreach or cultural sensitivity from providers.
Service Quality and Family Outcomes	CRP evaluated the quality and continuity of services provided through the voluntary services program by reviewing specific case studies, conducting interviews, and comparing outcomes across different DCF regions.	Services were inconsistent, with many families receiving redundant or inappropriate interventions not meeting their needs. This inconsistency negatively impacted family stability and child mental health outcomes, leading to recommendations for a more uniform and needs-based approach to service delivery.

RESTORATIVE JUSTICE CIRCLES***

Restorative Justice Conferences and Circles are highly structured processes that are based on and rooted in indigenous practices which provide an opportunity for community members to come together to address harmful behavior in a process that explores harms and needs and a path toward accountability and repair.

Who's involved?

Person(s) who caused harm—the individual(s) whose actions have harmed or affected others

Impacted People—those who were directly harmed or affected by what happened

Affected People—others who've been affected by what happened

Supporting People—people who would like to attend the circle to support one or more participants in the circle

Facilitators—trained OSCR professional or student staff who facilitate the process



Circle Process

- The facilitator sets a welcoming tone and organizes the space.
- Participants introduce themselves and state their connection to the incident.
- The person who caused harm shares their perspective on what happened, including before, during, and after the incident.
- Impacted and affected participants express their experiences and feelings, and may pose questions.
- Supporting participants may share their insights and emotions.
- Facilitators guide the conversation, ensuring balanced participation and helping the group explore options for making amends.
- Together, participants brainstorm and agree on actions to repair the harm. A written agreement may be created and signed by all.
- The process concludes with formal closure by the facilitators.

Benefits

- **Focus on Repair:** Unlike traditional disciplinary approaches, these circles emphasize understanding who was hurt and how to mend the damage.
- **Collaborative Resolution:** All participants contribute to creating a resolution agreement, ensuring that all voices are heard and consensus is reached.
- **Restoration and Healing:** Individuals who caused harm are given the opportunity to restore their place in the community, while impacted parties can directly address those who harmed them, influencing the process of making amends.
- **Holistic Support:** Supporting participants can share broader perspectives on the effects of the incident, offering a fuller picture of the impact.
- **Inclusivity of Absent Voices:** Those unable to attend can still have their perspectives included through impact statements read on their behalf.
- **No Disciplinary Record:** When restorative circles are successfully used to address complaints, it allows individuals to resolve issues without incurring a formal disciplinary record.

Restorative Justice Partnership

FOCUS	DETAILS
COMMUNITY GATHERING	Gathering where restorative justice leaders come together to collectively focus on RJC applications.
RESTORATIVE INQUIRY PARTNERSHIP	Train the Trainer and curriculum development team exploring restorative research methodologies and implementation.
RESTORATIVE JUSTICE RESEARCH AND DATA	Peer-review research , tools, and other resources of impact.

FINDINGS

Enhanced Community Cohesion:

Restorative Justice Circles strengthen relationships and build trust within the community by providing a safe space for open dialogue and mutual understanding. They promote a sense of shared responsibility and collective healing, reinforcing the idea that community members are interconnected.

Increased Accountability and Empathy:

The process encourages those who have caused harm to take responsibility for their actions in a supportive environment, fostering personal growth and accountability. Participants, including those harmed, gain a deeper understanding of each other's experiences and perspectives, which can reduce hostility and resentment.

Reduction in Recidivism:

By addressing the root causes of harmful behavior and focusing on repair rather than punishment, Restorative Justice Circles can decrease the likelihood of repeated offenses. Offenders often feel more connected to the community and motivated to change when they understand the impact of their actions on others.

Empowerment of Impacted Individuals:

Those who have been harmed are given a voice and an active role in the resolution process, empowering them and validating their experiences. Impacted individuals often experience a sense of closure and relief from being heard and involved in deciding how to make things right.

Conflict Resolution Skills Development:

Participants, including community leaders and facilitators, develop valuable conflict resolution skills that can be applied in other areas of their personal and professional lives. The process models effective communication, active listening, and collaborative problem-solving, which can be beneficial across various community settings.



OUTCOMES FOR COMMUNITY LEADERS

Strengthened Community Resilience:

Communities that regularly use Restorative Justice Circles often become more resilient in the face of conflict, as members learn to address issues constructively rather than avoiding or escalating them. Leaders can leverage this resilience to tackle other community challenges, knowing they have a proven process for conflict resolution.

Creation of Inclusive and Supportive Environments:

Restorative Justice Circles help create a culture of inclusivity where all voices are valued and differences are respected. This inclusivity can extend beyond the circle, influencing how community leaders design policies, programs, and other community initiatives.

Improved Community Relations with Institutions:

By offering an alternative to traditional punitive measures, Restorative Justice Circles can improve the community's relationship with schools, law enforcement, and other institutions. Leaders can advocate for and implement restorative practices within these institutions, promoting a shift towards more humane and effective responses to conflict.

Increased Capacity for Preventative Action:

Regular engagement in Restorative Justice Circles allows communities to address issues before they escalate into larger conflicts or crises. Leaders can use the insights gained from these circles to identify patterns of harm and proactively address underlying causes, such as social inequities or resource gaps.

Enhanced Community Leadership:

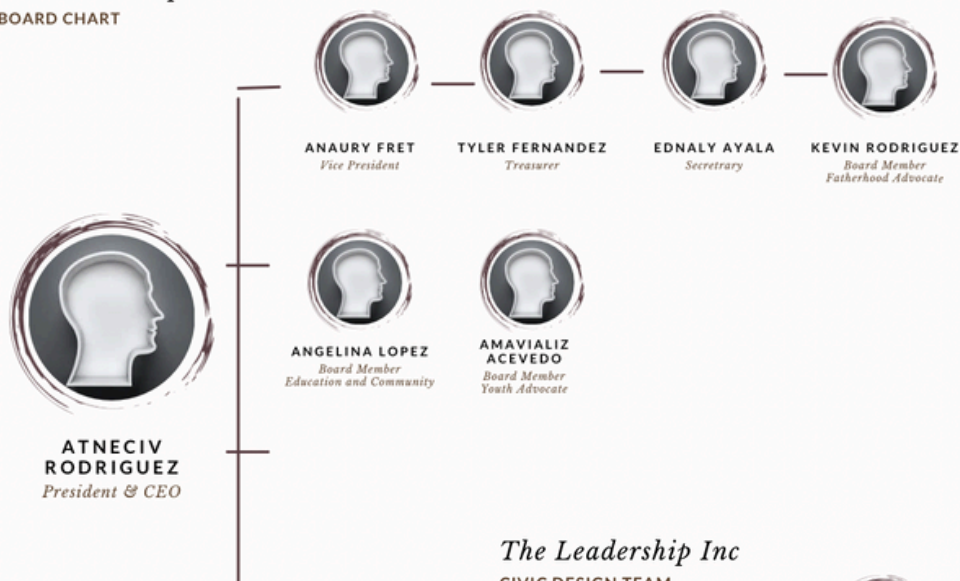
Leaders who facilitate or support Restorative Justice Circles often become seen as trustworthy and fair, enhancing their credibility and effectiveness within the community. This leadership can inspire others to take on more active roles in community engagement and restorative practices.

Policy and Systemic Changes:

Insights gained from Restorative Justice Circles can inform policy changes at the local level, advocating for a more restorative approach in various systems, including education, criminal justice, and social services.

The Leadership Inc

BOARD CHART



Board of Directors

The Leadership Inc

CIVIC DESIGN TEAM ORGANIZATIONAL CHART



Civic Design Team

The Leadership Inc

PARENT AMBASSADOR CHART



Parent Ambassadors

OUR 2025 GOALS

Leadership Inc can create a strong, inclusive, and sustainable organization that empowers community members, particularly parents, to take an active role in shaping their communities while making decisions grounded in evidence and collaboration.

1

Cultivate a Shared Vision with Community Members

Develop and implement strategies that engage community members in creating a shared vision for the organization's initiatives and outcomes.

2

Promote Evidence-Based Decision Making

Utilize data-driven approaches to inform decisions, enhance program effectiveness, and ensure accountability.

3

Inclusive Parent Involvement in Decision Making and Collaboration

Actively involve parents in the decision-making processes of the organization and create collaborative opportunities for their voices to shape programs and policies.

4

Ensure Investment and Sustainability

Secure financial stability and sustainable resources to support the long-term impact of programs and initiatives.



Photo: Cohort Facilitators



In Action

STRENGTHS AND CHALLENGES OF MAKING SERVICES AND INSTITUTIONS ACCOUNTABLE TO COMMUNITY NEEDS:

THIS APPROACH CREATES A POWERFUL VOICE FOR SOCIAL CHANGE, THE VOICE OF THOSE WHO ARE DIRECTLY AFFECTED BY ABUSE.

■ IT PROMOTES EMPOWERMENT AND LEADERSHIP DEVELOPMENT.

■ IT ENGAGES INSTITUTIONS IN CONSTRUCTIVE DIALOGUE WITH COMMUNITY MEMBERS ABOUT HOW CASES ARE AND SHOULD BE HANDLED.

■ A CHALLENGE IS FINDING PEOPLE WITHIN FORMAL INSTITUTIONS OR SERVICE-DELIVERY SYSTEMS WHO ARE WILLING AND ABLE TO INVEST THE TIME TO CHANGE THEIR SYSTEMS, PARTICULARLY WHEN ON THE SURFACE, IT OFTEN SEEMS LIKE THESE EFFORTS WILL ADD TO STAFF WORKLOADS.

■ THERE IS ALSO A DANGER OF INVOLVING COMMUNITY MEMBERS IN A TOKENISTIC MANNER, RATHER THAN TRULY INCORPORATING THEM INTO THE LEADERSHIP STRUCTURE AND DECISION-MAKING PROCESS.

■ SINCE SOCIAL SERVICE SYSTEMS HAVE NOT ALWAYS ACCEPTED COMMUNITY RESIDENTS AS LEADERS AND COLLABORATORS, THIS APPROACH RUNS THE RISK OF NOT BEING SUPPORTED BY THE SYSTEMS THEY HOPE TO CHANGE.

ACKNOWLEDGEMENTS

The Leadership Inc., focuses on collaboration with already existing agencies. Acknowledgements to our Partners, Sponsors, Members, & Affiliates.



We Thank you for your continued support in our programs