



## Helping Our Youth Achieve, Inc.

EXECUTIVE SUMMARY

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## I. SUMMARY

### a. *Mission Statement*

Our mission is to inspire youth to pursue academic achievement and behavioral development by unlocking their latent potential through social-emotional learning.

### b. *Vision Statement*

Helping Our Youth Achieve, Inc. youth mentorship organization is dedicated to empowering wayward and middle school males to overcome academic and behavioral challenges by teaching them to process and manage their social and emotional shortcomings.

### c. *Goals*

Our primary goals are to assist these young individuals in becoming the best versions of themselves by fostering competencies in four key areas: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. We believe that by committing to growth in these areas, our youth will become valuable contributors to their families, communities, and society.

## II. ORGANIZATION OVERVIEW

### a. ORGANIZATION BACKGROUND

Helping Our Youth Achieve Inc. was established on December 18, 2014, by founder Khalfani A. Ajamu, driven by his passion and commitment to aiding troubled youth in changing the course of their lives. The organization began its services in 2013 at Wexler Grant Middle School in New Haven, CT. Initially, He managed the Positive Behavior and Intervention Supports Program (P.B.I.S) and served as a Therapeutic Mentor on the student care team, collaborating with the principal, social worker, clinician, and other staff.

Following this, behavior and academic support programs have been implemented in various middle schools. In the 2018 academic year, curriculum development included a behavior and academic development program called, “The ABCs Of Our Youth Today,” based on the neuroscience quadrant. This program, which stands for Attitudes, Behavior, and Consequences, highlights their interconnections.

Since its inception, we have provided these services to multiple middle schools and consulted on student behavior intervention processes.

## III. MANAGEMENT TEAM AND KEY PERSONNEL

The table below shows the organization’s lead team members and the function of each member.

TABLE: LEAD TEAM MEMBERS

| TEAM MEMBER  | FUNCTION   |
|--|--|
| Board of Directors<br>President<br>Vice President<br>Secretary – Treasurer | Operates as governing body ensuring that all organizational goals and objectives are being carried out.  |
| Executive Director   | Responsible for guiding the organization towards fulfilling its mission, fostering positive community impact, and ensuring organizational sustainability.                |
| Graphic Designer   | Responsible for creating and managing visual concepts that communicate the goals, objectives, and programs of the organization.  |
| Peer Mentors   | Ambassadors of the organization tasked with the role of empowering the students they engage with the tools to overcome their respective social and emotional challenges. |
| Clinician  | Perform academic and behavior assessments.   |
| Training Facilitators  | Training mentors on restorative and emotional intelligence practices.  |

**IV. PROGRAM OFFERINGS**

*a. Self-Awareness*

- Identify Feelings: Students will learn to recognize and articulate emotions towards staff and other students.
- Understand Emotions: Explore the origins of feelings and what triggers them.
- Emotional Insight: Comprehend how emotions influence attitudes and behaviors.
- Mindfulness: Awareness of emotional state.

*b. Self-Management*

- Emotion Regulation: Assess ability to control negative emotions.
- Learning Control: Develop techniques to manage and regulate negative feelings.
- De-Escalation: Practice methods to deescalate intense emotional situations.

*c. Social Awareness*

- Classroom Dynamics: Understand the attitudes of classmates, and their impact on the classroom environment.
- Response to Negativity: Learn how to respond constructively to a negative environment.
- Positive Influence: Recognize how behavior can positively affect a negative classroom setting.

*d. Relationship Management*

- Interpersonal Skills: Evaluate interaction with classmates and teachers.
- Importance of Relationships: Reflect on the significance of building positive relationships with peers and educators.
- Attitude Towards Relationships: Gain perspective on the importance of getting along with others and its implications.

*e. Peer Mentor Training*

- Trust building activities: Icebreakers and group discussions.
- Emotional Intelligence development: Self-awareness, self-management, social awareness and relationship management.
- Goal setting and problem solving: Setting and implementing goals.
- Positive role modeling and mentoring:
- Cultural sensitivity and diversity training: Maintenance of a culture where differences are celebrated rather than ignored or marginalized. By enhancing awareness, knowledge, and skills related to diversity and inclusion, mentors can cultivate an environment that is innovative, collaborative, and supportive of all students.
- Restorative practices and mindfulness: Introduction of meditation and restorative circles to manage emotions and build community.
- Family and community engagement: Incorporating participation of parents, students, guardians, teachers, and community members to provide a comprehensive support system.
- Individualized action plan: Action plans will be implemented according to the specific social emotional needs of the student.
- Evaluation: Periodic reviews to gauge progression of training.

**V. ORGANIZATION OBJECTIVES AND SUCCESS INDICATORS**

We are thrilled to empower each student by addressing their social-emotional needs, equipping them to excel academically and make better decisions. The success of our program will be evident through a significant reduction in student truancy, behavior referrals, both in-school and out-of-school suspensions, as well as noticeable academic progress and improved behavior.

TABLE: GOALS AND SUCCESS INDICATORS

| KEY GOAL – OBJECTIVE   | SUCCESS INDICATOR   |
|--|---|
| <p>To help students better manage and overcome the negative emotions that influence their behavior.</p>  | <p>Students will demonstrate the ability to effectively manage and control negative emotions, which in turn will foster a learning environment that is caring, safe, well-managed, cooperative, and interactive. This means that students will not only be able to regulate their own emotions, reducing instances of disruptive behavior, but they will also contribute to a positive classroom atmosphere. This supportive environment will enhance mutual respect among students and staff, promote collaborative learning, and ensure that the classroom remains a safe space where all students feel valued and are able to engage fully in their educational experiences.</p> |
| <p>Empower students to understand the intricate relationship between their emotions, how these emotions influence their behavior, and the subsequent consequences. By recognizing these connections, students will be better equipped to make informed decisions, leading to more positive outcomes in their academic and personal lives. This understanding will also enhance their ability to self-regulate, fostering a more conducive learning environment and promoting overall well-being.</p> | <p>Students will develop into consequential thinkers, meaning they will learn to anticipate the potential outcomes of their actions and decisions. This skill will enable them to evaluate situations more critically, consider the broader implications of their behavior, and make more informed and responsible choices. By becoming consequential thinkers, students will be better prepared to navigate challenges, achieve their goals, and contribute positively to their communities.</p>   |
| <p>Empower students by actively assisting them in developing critical life skills, thereby fostering a positive and engaging learning experience.</p>  | <p>The presence of students/mentees in the classroom contributes significantly to creating a vibrant and enriching learning environment. It embodies the essence of what a learning environment should be: a dynamic space where knowledge is shared, ideas are explored, and growth is nurtured. Their active participation and engagement elevate the classroom atmosphere, fostering curiosity, collaboration, and a deeper understanding of the subject matter.</p>   |
| <p>Peer Mentor Instruction</p>   | <p>Instructions on the most effective way to organically build the mentor-student relationships through social emotional engagement concept.</p>  |

**VI. MARKET AND INDUSTRY ANALYSIS**

To effectively address the challenging behaviors exhibited by 9–12-year-old males who struggle with maintaining positive focus in the classroom, our program integrates the Social Emotional Learning (SEL) pedagogy into the teacher-student engagement process. Research underscores that when educators adeptly address students' social-emotional needs, they can better tailor their approach to everyone, fostering competencies in both academic and behavioral realms. By embedding SEL practices into their teaching models, teachers have consistently observed improvements in academic performance and notable enhancements in behavioral outcomes. This approach equips students with essential skills to navigate life’s complexities with resilience and adaptability, thereby preparing them more comprehensively for future challenges.

TABLE: TARGET MARKET SEGMENTS

| SEGMENT         |  |
|-----------------|--|
| GENDER          | Boys   |
| AGE             | 9 – 12   |
| EDUCATION LEVEL | Middle School  |
| INCOME LEVEL    | Dependents   |
| INTERESTS       | To provide students with a process driven framework that will enable them to overcome social and emotional barriers. |
| BEHAVIORS       | Measurable improvement in academic and behavior performance.   |

**VII. MARKETING PLAN**

Our marketing plan targets middle school principals, introducing them to our organization, its mission, and our extensive track record in delivering impactful services. We will initiate direct outreach to principals, detailing our program's comprehensive lesson plans, overarching goals, and the proven measurable outcomes achieved in previous school partnerships. Each principal will receive a professionally crafted pamphlet that succinctly outlines how our program aligns with their school's needs, highlighting our expertise and commitment to enhancing student outcomes through tailored Social Emotional Learning (SEL) interventions. This approach aims to establish trust and credibility while clearly demonstrating the tangible benefits of partnering with our organization to support their students’ academic and social-emotional development.

TABLE: MARKETING GOALS AND TIMELINE

| MARKETING INITIATIVE                | GOAL   | IMPLEMENTATION |
|-------------------------------------|--|----------------|
| Curriculum Development              | <ul style="list-style-type: none"> <li>• Student</li> <li>• Peer Mentor</li> </ul>   | Fall of 2024   |
| Marketing Materials                 | Website and Social Media Development.  | Fall of 2024   |
| Targeting Middle Schools Principals | Initiate direct outreach to principals, detailing our program's comprehensive lesson plans, overarching goals, and the proven measurable outcomes achieved in previous school partnership. | Fall of 2024   |

**VIII. OPERATIONS PLAN**

a. SHORT – TERM

To further enhance the program services provided to middle schools throughout the academic year. This will enable us to expand our social and emotional support offerings into an after-school program format. Additionally, we aim to secure funding to hire a staff member who can conduct academic and behavioral assessments.

b. LONG – TERM

Our objectives include identifying and securing funding to purchase a building, develop proprietary software based on the ABCs mentor-mentee engagement model, expand peer mentor training and recruitment, and acquire necessary equipment to enhance our services.

**IX. FINANCIAL PLAN**

FUNDRAISING

To create an atmosphere of awareness regarding the goals and objectives of The ABCS Of Our Youth Today program (Attitudes-Behaviors-Consequences), offering social emotional supports to disadvantaged male inner-city youth. Attendees will have a chance to hear from the program staff members, school administrators, parents and students concerning the efficacy of the program. Credible institutions, such as The Collaborative for Academic, Social and Emotional Learning (CASEL), The American Psychological Association (APA), The National Association of School Psychologists (NASP), and The Center for the Study of Boys and Girls all firmly agree that

## Helping Our Youth Achieve, Inc. – Executive Summary

providing social emotional supports to middle school boys can have a positive impact on their behavior and academic development. Moreover, it increases the probability of an accomplish life as a teenager into adulthood.

By conducting informed based events, the prospective donors will feel socially responsible to fund our youth engagement mission. Show the need for social and emotional support, qualitative measure about need.

TABLE: FUNDRAISING

| EVENT TYPE   | ANTICIPATED FUNDING |
|--|---------------------|
| Promotional book event: An autographed copy of “Real Estate Grind: The Inner City’s Goldmine,” by Khalfani Ajamu. A call to community investment and development action.   | \$5,000.00          |
| Community fundraisers: Organize a car wash event where 9–12-year-olds can wash cars in exchange for donations. Host a spelling bee tournament for middle school boys. Create a crowdfunding campaign online and request donations from those who would like to support the program. Host a basketball tournament and charge teams an entry fee to participate. Host a pancakes for breakfast, where attendees can purchase tickets for a meal prepared by the boys in the program. | \$1,000.00          |
| Social Media Campaign: Testimonials of participants on the efficacy of established programming offered.  | \$3,000             |
|  |                     |
| <b>TOTAL AMOUNT</b>  | <b>\$9,000.00</b>   |



**X. FUNDING**

TABLE: FUNDING SOURCE AND USE OF FUNDS

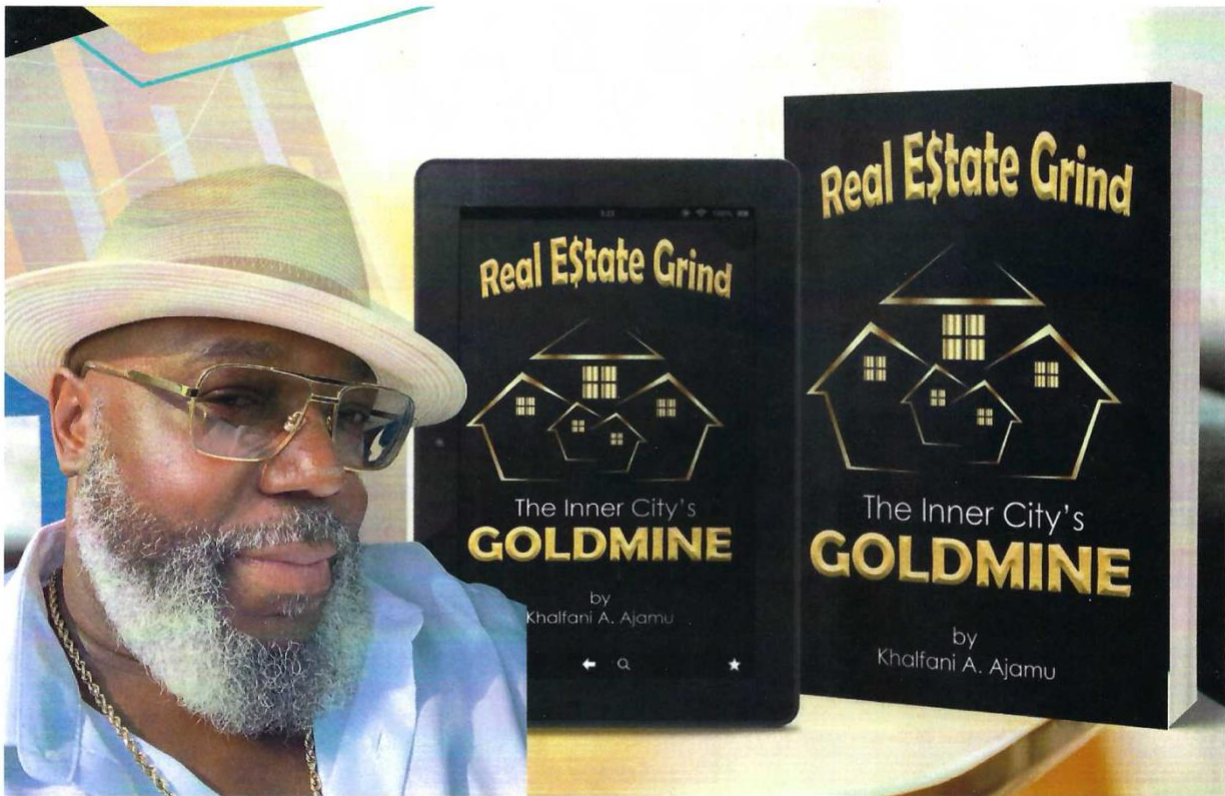
| SOURCES OF FUNDING   | USE OF FUNDS   |
|--|--|
| Sponsorship contributions: Funding from corporate and business entities.                             | Defray marketing cost and reward incentives for students, i.e., book bags, scholarships.               |
| Grant Funding: Apply for Federal, Municipal, and Foundation grants.                                  | Rental space, furniture acquisition, computers, technical equipment, and software management programs. |
| Annual Open House: Host annual event demonstrating Social Emotional Learning (SEL) program’s impact. | Donations received will be used for general operating costs.   |

**XI. FINANCIAL STATEMENTS**

TABLE: PROJECTED Expenses

| ANNUAL PROJECTED EXPENSES |                |
|---------------------------|----------------|
| ANNAL SALARY              |                |
| Executive Director        | 60,000         |
| Secretary - Treasurer     | 20,000         |
| Mentors                   | 5760           |
| Technician                | 14400          |
| Graphic Designer          | 900            |
| Clinician                 | 7200           |
| ADMINISTRATIVE COST       |                |
| Accountant                | 640            |
| Insurance                 | 2400           |
| Office Supplies           | 5000           |
| Office Equipment          | 10000          |
| Rental Space              | 18000          |
| Marketing & PR            | 20000          |
| Website Manager           | 5000           |
| Website Fee               | 600            |
| Social Media Manager      | 5000           |
| Consultant                | 15000          |
| <b>TOTAL</b>              | <b>189,900</b> |

**APPENDIX A – REAL ESTATE GRIND**



**About:**

Join the local and National movement for change. Khalfani Ajamu's book delivers a poignant message on the importance of inner city residents becoming proactive in the investment and development of community properties.

In "Real Estate Grind: The Inner City's Goldmine," Khalfani Ajamu issues a national call to community action, urging residents to invest in and develop the communities they call home. It's time to take back control of our communities from foreign infiltration and government gentrification that threaten the fabric of our neighborhoods.

**Author's Expertise:**

Khalfani also has a real estate investment consultant business where he empowers his clients with insightful strategies on what's a go and what's a no. His motto is "Before you invest, make sure that it can pass the qualifying test"!

**Get The Book:**

Copies of the book are available at Amazon.com, Barnes and Noble, as well as other major bookstores. You can also directly purchase a copy of his book on his website, in the contact section.

# Client Testimonials

**Real Estate Grind the Inner City's GoldMine** ...  
 Mar 8 · 🌐

Good day Khalfani. Just finished your book. 3 highlighters later. I have never heard or thought of the inner city's properties the way you describe it. I checked out Waterbury with the websites you provided and i found so much information. I'm going to study your method in detail more. It's different but very interesting and a different way to look at inner city's properties. Never read or heard of real estate taught like this. This is a first for me. Just want you to know your book is very well written and very informative. Have to really study this book in more detail. Thanks

**Jadin Fransis**  
 Awesome, changing lives



1d Like Reply

**Nicole Mangum**  
 He is so great at what he does!!!

1h Like Reply

**Khalfani Ajamu**  
 Nicole Mangum ❤️

1h Like Reply

**DrCelestine Reams** ...  
 Sep 21, 2022 · 🌐

It has been several days since I completed reading your book Real Estate Grind the Inner City's Goldmine by Khalfani A. Ajamu. I have been working steadily on this new income venture. I must say I was most impressed throughout the reading of your book. I especially appreciate the way you defined various words for individuals they may not understand what those terms meant. Although your concept applies to the inner city, I have been able to tweak quite a bit of the information in your book to apply to the rural area in which Ricky and I live. I'm so excited! I've already started the process of contacting the Section 8 manager and we had a very positive and potentially lucrative monthly income projections (of course after applying your property equity niche investment approach) LOL. I have some figures we are now anticipating the environmental health to come out in a few days and do the inspection of land to determine how many mobile houses I can setup. I will be using single wide mobile homes. I'll only be paying between \$1,100.00 to no more than 3,000.00 per unit with an anticated monthly return of \$1,000.00 to \$1,200.00 for 12 months per unit. I anticipate purchasing 6 mobile units. Yes, do the math for the "Rural Country Goldmine" The need for housing is massive down here. Can you say CASH COW?????? Thanks for the book. We'll keep you updated.



Buy Now



Greetings Khalfani. Your message about empowering communities to invest in their own development resonates deeply.

I fully understand the importance of proactive community investment to prevent gentrification and exploitation by outside interests. It's crucial to empower individuals within communities to take ownership of their surroundings and foster sustainable growth.

I'm committed to helping you effectively convey this message to your audience and navigate the technical aspects of your campaign. With your dedication to promoting community development, I'm confident we can work together to achieve your goals as your Public

I loving this Book Family !!

You DID THIS !!!! That's Not a question it's a STATEMENT 🙌🏾

& thank you for imploring that I read you book. Others how would I have known. Love you Back ...



**Shalonda Mitchell...** 12:22 PM 🌐  
 to me ~

Thank God for Khalfani walking into my job even though I already had the mindset of wanting to buy property but never took steps to do anything he really motivated me just talking with me , I bought his book now I'm really pushing myself , buy his book you'll learn so much. Rating 10/10 I would say higher than that