NFTE: Go Big or Go Home
By the Biz Kid Cowboys

Shayna Keller, Katy Mixter, John Endicott & Alex Romano
NFTE: impressive success to date & transformational vision for empowerment of inner-city youth

**VISION**

- Provide transformation and empowerment to at-risk youth and teachers through training and practice of entrepreneurship

**HOW**

- Participants develop tools to regain control of their future

**IMPACT**

- 1,405 students served in 1990
- 141% growth in students served in 3 yrs of operations
- Revenue increased 7.5 times in first 2 years
Systemic disparity within entrepreneurship between dominant players & communities supported by NFTE

- While Whites and African Americans were equally likely to be entrepreneurs at the turn of the century, today (1990s), African Americans are only 1/3 as likely to own their own businesses\(^1\)
- VCs and Angels disproportionately fund white-male owned businesses\(^2\)

Economic justice relies on inclusive support for diverse entrepreneurs
NFTE is uniquely positioned to radically change the entrepreneurial landscape in America

All growth goals for NFTE must maintain a commitment to:
- Empower at-risk youth
- Power the economy
- Build entrepreneurial ecosystem
- Continue relationship-orientation to student engagement

Growth suggestions
- Focus on partnerships
- Build earned-income entrepreneurial education program
- Streamline operations
Focus on Partnerships
Recommend scaling most viable current programs regionally, with ultimate aim of national expansion

Criteria used to vet viability of programs for scale potential

1. Does NFTE have a willing and active partner with existing infrastructure and access to high-risk constituents? Do their goals align with ours?
2. Can this program garner sustained interest and commitment from new foundations, individual funders, and corporate sponsors?
3. Can NFTE maintain quality controls and track key success metrics?

Recommend sustaining & scaling these current programs

- Master Teacher & Junior Teacher Program
- Boys & Girls Club of Newark & Madison Square
- Incarcerated youth programs
- University business school summer programs

Recommend cutting these programs

- Governor Kean’s Entrepreneurial Education Program
- Physically Challenged Entrepreneurs
Revise finances to reduce program expense and increase revenue

CONSOLIDATE FUNDRAISING
NFTE can reduce inefficiencies to free program managers up do what they do best: teach.

ELIMINATE COST-PROHIBITIVE FUNDRAISING
Physically Challenged programing cost up to 8x as much per student, and is 42% of total programming costs. Eliminating this program will improve our operational efficiencies, reduce fundraising costs, and allow NFTE to focus on high-risk inner city youth.

LEVERAGE BOARD MEMBER CONNECTIONS
Bringing on board members with fundraising experience can reduce our dependence on restricted grant funding and allow NFTE to tailor and scale programs.
Projected revenue and expenditure shifts

Revenues
- 1990 - $560k
- 1991 - $552k
- Corporations
- Foundations
- Federal Grants
- Individuals
- Interest and Other

Expenditures
- 1990 - $584k
- 1991 - $550k
- Program
- General & Admin
- Fundraising
Launch Earned-Income Program

BizKids Program
Launch new program “BizKids” to generate earned income & support growth

Empower successful alumni to give back

- Transform more high-risk individuals into successful high achievers
- NFTE program graduates teach entrepreneurship curriculum in private schools and companies willing to pay for the module
- Generate unrestricted revenue to support expansion of core programs
- Utilizing this new income, NFTE develops new programs and partnerships and expands operations

Program Ideation and Expansion
Streamline Operations

Rearrange organizational structure to match employee strengths
Shift composition of Board of Directors
### Team shifts support new program & ongoing partnerships

#### ROLE & RESPONSIBILITY CHANGES

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<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td>TBH</td>
<td>CEO</td>
<td>To be hired to run all administrative and major fundraising strategies for organization.</td>
</tr>
<tr>
<td>Steve M.</td>
<td>Chief Program Innovator</td>
<td>Steve’s role shifts to be focused on curriculum development, piloting new and expanding programs (such as Columbia/Berkeley expansion of summer-intensive)</td>
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<tr>
<td>Russell</td>
<td>Manager Teacher Training</td>
<td>Shift Russell’s role to be full-time. Greater emphasis on teacher training as our programs expand and we bring alumni of NFTE’s program into the fold as teacher’s for next generation.</td>
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<tr>
<td>Michelle</td>
<td>Full-time Operations</td>
<td>Hire Michelle on full-time to focus on moving offices and oversee all office operations and logistics.</td>
</tr>
<tr>
<td>TBH</td>
<td>Finance Manager</td>
<td>Full time finance manager hired to organize and support more effective financial operations, freeing up others’ capacity to focus on program development and growth.</td>
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#### HEADCOUNT CUTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Notes</th>
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<tr>
<td>Kevin</td>
<td>(cut PCEP)</td>
</tr>
<tr>
<td>Mike C.</td>
<td>(new CEO takes over fundraising)</td>
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Build effective fundraising Board to support programmatic and regional growth

• Expand Board of Directors to include those well-versed in funding and sustaining entrepreneurship
  — Focus primarily on recruiting venture capitalists

• Develop a 100% Give/Get policy on Board; aim for $100,000 annual revenues generated through Board contributions

• Include constituents and student program alumni on Board of Directors

• Cultivate Board members from target expansion regions to test the philanthropic waters within new communities
NFTE invests in feedback mechanisms to ensure quality control

To maintain a commitment to those being served as the company grows, we recommend NFTE adopt a ‘learning organization model’ to formalize feedback loops.

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<th>Employee-Supervisor Feedback</th>
<th>Participant Surveys</th>
<th>Track Impact Data / Metrics</th>
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Impact metrics focus on student retention, economic empowerment, and entrepreneurial achievements

# students who have completed NFTE programs

% high-risk students who graduate high school & attend college

% students who graduate from college

# student-operated businesses started through our programs

# alumni who now educate current NFTE students
Thank You

1. Immigrant and Minority Entrepreneurship: The Continuous Rebirth of American ... edited by John Sibley Butler, George Kozmetsky, http://books.google.com/books?id=qvt45YSkVtoC&pg=PA3&lpg=PA3&dq=minority+entrepreneurship+1990s&source=bl&ots=kGMS4Xs392&sig=Drmk3SuM3jjw4tT88TvRSMm4AL&hl=en&sa=X&ei=TOhSVijy7AvSlsQSIsqoD4DQ&ved=0CDkQ6AEwAw#v=onepage&q=minority%20entrepreneurship%201990s&f=false


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