Curriculum Training

Session 1: Who Am I Today?

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Program Manager

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Senior Coordinator

Zoom Webinar

- Use the Q & A feature to ask questions.
  - We'll pause to answer every so often.

Ten Tips for Fostering Scholar Engagement

1. **Know Your Stuff**
   - To effectively lead True2U activities, you need to know them inside and out.
   - **Preparation is key**: The better you prepare, the more confident and engaging you'll be.
   - Whether it's your first year or your sixth, review the materials closely. Please reach out to True2U staff with any questions or if you would like to set up a time to meet. We're here to help.

2. **Attention Grabbers**
   - Have a consistent phrase or routine to quickly refocus scholars. You can also ask the teacher if they already use one that the class knows.
   - Examples: *"5...4....3...2...1...,", "Everyone put your eyes on me", "Clap once if you hear me, clap twice if you hear me."*

3. **Less is More**
   - If scholars are off-task, don't point them out or call them out loudly. Instead, move closer to the scholar or group without touching or interrupting the flow. Proximity often corrects behavior without disruption.

4. **Wait…**
   - Don't compete with side conversations. Use a calm phrase that signals you won't continue until you have everyone's full attention.
   - Examples: *"I'll wait…", "When everyone is quiet, we'll continue", "It needs to be quiet in, 5,4,3,2,1…"*
   - Be patient and consistent, it may take some repeating.

5. **Choose Your Battles**
   - If a scholar is disengaged (head down, withdrawn, etc.) decide whether it's worth the effort at this time. Sometimes it's just not their day. Quietly check in with the teacher (either during or after the session) to ensure support. Save your energy to re-engage with them next time.

6. **Transitions, Transitions, Transitions**
   - In order to help with the chaos that can sometimes accompany transitions, give all directions before scholars begin to move. A simple trick:
   - Start with *"When I say go, you will…" → give directions → then say "Go."*
   - If anyone moves early, pause, regroup, and reset expectations.

7. **Remember Scholars' Names**
   - Nothing makes a scholar feel more valued than hearing their name.
   - Use memory strategies, name tents, work with your mentor partner (if applicable), and practice regularly.
   - Showing that you care enough to remember builds trust and engagement.

8. **Don't Make Assumptions**
   - Get to know each scholar as an individual rather than making assumptions about their gender, interests, abilities, background, or experiences.
   - Use the name and language a scholar uses for themselves, and avoid gendered language when it isn't necessary.
   - When you're unsure, ask respectfully rather than assuming.

9. **Equality for All**
   - Avoid favoritism, stereotyping, or labeling ("troublemaker," "the smart one"). Scholars notice quickly when they're treated unfairly, and it can undermine your ability to lead. Show equal respect and encouragement to ALL.

10. **Show Excitement!**
    - You get to see your scholars once a month, make it count! Bring energy through your tone, body language, and presence. Let them know that you are excited to see them and spend time with them.
    - Ask them about things they mentioned during your last session. *"How was that math test?" "How's your basketball team doing?"* Remembering what scholars have told you can go a long way.

11. **On Your Feet, Not in Your Seat**
    - Stay standing and moving throughout the session, this can help the scholars be engaged.
    - If you're not leading an activity, stay engaged by circulating the room, supporting scholars and your mentor partner (if applicable).
    - Leading by example, your presence sets the tone.
    - Avoid cell phone use to show you are present and they have your full attention.

Remember, have fun, be authentic & be True2U!

True2U Program Overview

Session 1
Who Am I Today?
Oct. 20th - 23rd

- Welcome to True2U/Activity: My Name Tent
- My Strengths
- This or That: Decision Making for High School Activity
- Future-Focused Reflection: Opportunities and Obstacles

Session 2
My Career Exploration
Nov. 17th - 20th

- Icebreaker: Name Game
- Career Clusters Inventory
- Career Clusters Exploration: Posters
- Career Clusters Exploration: Presentation/Gallery Walk
- Future-Focused Reflection: High School Matching

Session 3
My Personality Type
Dec. 8th - 11th

- Icebreaker: Notecard Basketball
- Practicing My Personality Type
- Personality Type Inventory
- Personality Bingo and Future-Focused Reflection: Personality Strengths

Session 4 My Values & Choices Jan 12th - 15th	• Icebreaker: This or That • Making Good Choices • Personal Values • Future-Focused Reflection: Decisions and Values
Session 5 My Learning Style Feb. 16th - 19th	• Practice Your Learning Style • Learning Styles Inventory • Future-Focused Reflection: Understanding Your Learning Style • **7th Grade Advising: Letter to My Future Self**
Session 6 Preparing for My Future Mar. 16th - 19th	• Icebreaker: Jolly Rancher • Impressions • My Brag Sheet • Mock Interviews • Future-Focused Reflection: Preparing for High School
Session 7 My Year Reflection Apr. 27th - 30th	• My Career Exploration • True2U/ CMSD End of Year Wrap Up • Future-Focused True2U Reflection • High School Visions

Spotlights & Objectives

Session Spotlights

- Group Connection
- Self-Advocacy
- Self-Knowledge
- Social Awareness

Learning Objectives

- Get to know the mentors and learn more about their peers
- Review, understand, and practice group guidelines
- Investigate their strengths and how those strengths can support career exploration
- Reflect on opportunities, obstacles, and personal identity

SESSION 1: Timing and Materials

Session Activities	Time
Welcome to True2U! (10 minutes) • Session 1 PowerPoint • True2U Trackers • Permanent Marker(s) • Pencils • Welcome to True2U! info sheet (Curriculum Guide pg. 1.7, Tracker pg. 1) **Activity 1(a): My Name (20 minutes)** • My Name template (Curriculum Guide pg. 1.8, Tracker pg. 2) • Name Tents • Markers	30 minutes
Activity 1(b): My Strengths • My Strengths Inventory (Curriculum Guide pgs. 1.10 - 1.11, Tracker pgs. 4 - 5)	20 minutes
BREAK • Snacks	5 minutes
Activity 1(c): Practicing My Strengths • My Strengths worksheets (Curriculum Guide pgs. 1.14 - 1.15, Tracker pgs. 6 - 7) • Timer	25 minutes
Activity 1(d): This or That - Decision Making for High School • Questions in Curriculum Guide pg. 1.17	25 minutes
Future-Focused Reflection: Opportunities and Obstacles • Questions (Curriculum Guide pg. 1.18, Tracker pg. 8)	15 minutes
Total Time	**120 minutes**

Thank you Caroline and Kristen!



	True2U Session Materials
Included in this box are:	**Approximate Quantity**
Goldfish	1 bag per scholar per session
	for sessions 1, 2, and 3
Materials for:	
All Sessions:	
Year-Round Materials Bag (pencils, markers, tape, etc.)	1 per class
Trackers	1 per scholar
SESSION 1	
Name Tents	1 per scholar
SESSION 2	
Career Cluster Poster Boards (Blank)	1 set per class
Career Cluster One-Pagers	2 sets per class
SESSION 3	
Notecards	1 per scholar

Welcome to True2U! and Activity 1(a) My Name (30 minutes)

Curriculum Guide pages 1.5-1.8

Welcome to True2U!
(10 minutes)

- Welcome scholars to True2U!
- Distribute Trackers, pencils, and permanent markers.
- Have scholars write their name on the cover of their Tracker.
- Review the Session 1 agenda and Welcome to True2U! info sheet
- Share why mentoring matters to you and have a brief discussion about the program.

Welcome to True2U

This year, you'll be asked to think about where you're interested in attending high school. It's important to start thinking about what you want for yourself – for this year, high school, and beyond. Your True2U mentors are here to help you with that.

This year, we'll focus on learning more about:

Who you are.	What you're interested in.	Careers you might want to pursue.

You'll meet with your mentors, typically **one day a month for two hours**.

This is a program about you and your future.

During your sessions, you'll do activities and have discussions that will help you think more about yourselves and your interests. The goal of True2U is to think about who you are, who you want to be, and what steps you need to take to get there. Your mentors want you to think about your strengths and interests and how those things factor into your plans for high school and beyond.

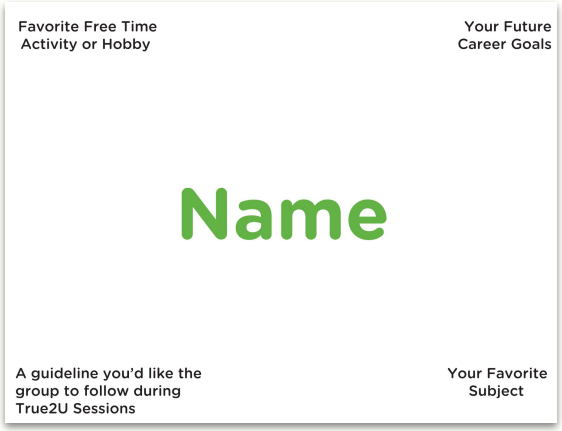
True2U started with a Program Kickoff to help you learn more about what to expect during the program. You'll participate in 7 sessions throughout the school year. Each session will focus on a topic related to your future. We hope you'll take this journey with us to learn more about your high school options and the opportunities in your career pathway exploration.

Most things we do in life are as rewarding and fulfilling as we make them, we get out of them the effort and dedication that we put in.

We can't think of anything more important, so we're going to put in the effort and dedication, and we hope you will too, because this is all for you.

Activity 1(a) My Name Tent
(20 minutes)

- Explain the My Name Tent Activity.
- Review My Name poster as a class.
- Mentors introduce themselves to the class using their My Name Tent.
- Have scholars create their My Name Tents.
- Have scholars share their name and one or two corners of their name tent with the whole group.



Curriculum Guide pages 1.6 - 1.8

My Name Tent Example

Mentor Pre-Work

Complete your My Name Tent prior to your session.





Activity 1(b) Strengths Inventory (20 minutes)

Curriculum Guide pages 1.9-1.11

Part 2 - Who Are You? Strengths Inventory (20 minutes)

***Mentor Pre-work:**
Complete the Strengths Inventory*

- Introduce and review the Strengths Inventory
- Have scholars complete their Strengths Inventory and tally up their results
  - As scholars complete the inventory and have questions, feel free to pause and explain a statement if multiple scholars have questions
- Lead a wrap up discussion

Strengths Inventory

Check the box if the statement is true for you. Then, total up the number of checks per row.

1	I enjoy trying new things and also thinking up new ways of doing things. ☐	I enjoy learning about subjects or topics that are unfamiliar to me. ☐	I'm not afraid to ask questions and will do so until I understand. ☐	I can easily adapt to new or different situations. ☐	Self-expression is important to me. ☐	**Total checks in this row:** _____
2	I find it helpful to receive constructive criticism. ☐	I am open to new ideas, even when they're different from my own. ☐	When working on a team, I focus more on the team's success than my own. ☐	I often celebrate the achievements of my friends and peers. ☐	If someone is different from me, I work hard to try and understand them. ☐	**Total checks in this row:** _____
3	I can inspire others to see my vision or understand an idea I have. ☐	I take responsibility when an idea I have doesn't quite work out. ☐	I enjoy making decisions based on feedback from multiple people. ☐	I work hard to communicate clearly and openly, especially about problems. ☐	My family/friends often look to me to solve problems. ☐	**Total checks in this row:** _____
4	I enjoy listening to and hearing about the lives of others. ☐	I offer help and support without the expectation of getting anything in return. ☐	I am polite and respectful to others, regardless of who they are or who's watching. ☐	When listening to someone, I am patient and try to give them my full attention. ☐	I am not quick to judge others and instead seek to understand. ☐	**Total checks in this row:** _____
5	I enjoy finding ways to apply things I already know to new situations. ☐	I ask a lot of questions or do research to understand things better. ☐	I look at all the available information before coming to my own conclusions. ☐	I adjust my conclusions when I get new or different information. ☐	I reflect on how my biases and experiences shape my thinking. ☐	**Total checks in this row:** _____

Curriculum Guide
pages 1.10

6	I tend to think about what I'm going to say before I say it, both in person and online. ☐	When getting to know someone, I ask them questions about themselves. ☐	I am honest and authentic and don't lie or misrepresent the truth when communicating. ☐	I respond to communication promptly and clearly, whether verbal or written. ☐	I can debate my ideas with another person without getting upset or being rude. ☐	**Total checks in this row:** _____
7	I will take a stand on the issues and ideas that are important to me. ☐	I can clearly identify my values and try to act in ways that are true to them. ☐	I embrace challenges and the opportunity for self improvement. ☐	I'm not afraid to be wrong and will openly admit when I've made mistakes. ☐	I tend to face issues head-on, rather than shy away from them. ☐	**Total checks in this row:** _____
8	Once I start something, I'm determined to finish it. ☐	I often set goals for myself, sometimes years into the future. ☐	I'm not easily discouraged by setbacks, instead seeing them as opportunities for growth. ☐	I can change gears quickly when my plans don't go as intended. ☐	I can stay focused on my goals even when faced with distractions. ☐	**Total checks in this row:** _____

Tally up all your checks in each of the rows. Which 3 rows have the most checks?
One or two with few or no checks can be obstacles to work on.

1. Creativity - using your imagination to come up with new and original ideas.	2. Collaboration - working well with a partner or group to reach a shared goal.
3. Leadership - guiding and motivating a group of people in a positive way.	4. Kindness - treating others with respect, care, and empathy, especially in sensitive situations.
5. Critical Thinking - carefully analyzing and evaluating information, topics, or problems to make good decisions.	6. Communication - clearly sharing and explaining your thoughts and ideas while also listening well to others.
7. Self-Advocacy - understanding yourself, knowing what you need, and clearly communicating those needs to others.	8. Adaptability - adjusting how you handle a task or challenge and continuing to try, even if your first attempt doesn't work.

Facilitate a break for you scholars

- Pass out snacks
- Allow scholars to talk quietly with each other
- Teachers may want to facilitate scholar bathroom breaks

Activity 1(c) Practicing My Strengths
(25 minutes)

Curriculum Guide pages 1.12 -1.13

Practicing Your Strengths (25 minutes)

- Introduce the activity
  - Explain one activity at a time
  - Each activity lasts about 4 minutes with one minute for debrief
  - Set a timer for each activity
- Answer scholars questions, but encourage them to try to work through the activities.
- After each activity do a quick check in question.
- It's okay if scholars do not finish an activity, the goal is practicing strengths.

Curriculum Guide pages 1.12 - 1.13

Activity 1: Logic Puzzle

- Have scholars turn to page 6
- Scholars should read the clues to figure out which pet belongs to which person and what place each pet came in.
- Give scholars 4 minutes to work through the puzzle.
- When the 4 minutes are up, review the answers as a class.
- Lead a brief discussion.

The Pet Race

Four children (Jay, Kay, Leon, and Mark) enter their pets (rabbit, frog, turtle, and puppy) into a race. Use the clues below to figure out which child has each pet and what place each pet finished in the race.

	Rabbit	Frog	Turtle	Puppy	First	Second	Third	Fourth
Jay								
Kay								
Leon								
Mark								

Clues:

1. Jay's rabbit did not win the race.
2. Kay finished right after Jay.
3. Leon does not have a frog and did not finish second.
4. Mark's pet finished right after the puppy.
5. Kay does not own a reptile or amphibian. Her pet finished in 3rd place.

Answers:

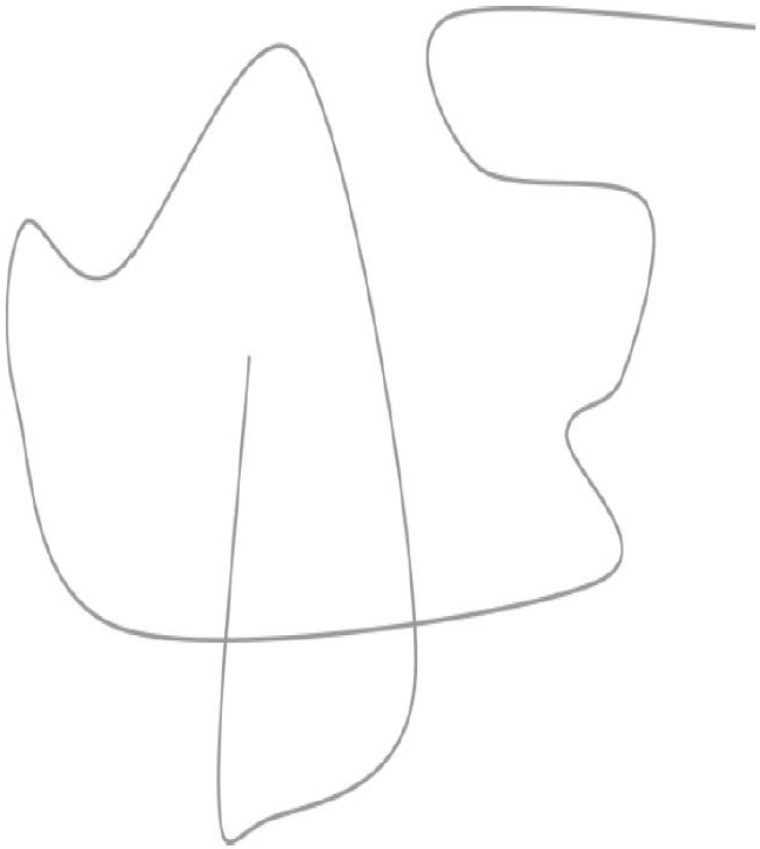
Jay's pet is a _____ and finished in ____ place.
Kay's pet is a _____ and finished in ____ place.
Leon's pet is a _____ and finished in ____ place.
Mark's pet is a _____ and finished in ____ place.



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Curriculum Guide pages 1.11 & 1.14

Activity 2: Squiggle Drawing



- Have scholars turn to page 7
- Tell scholars their task is to turn the squiggle into some sort of picture.
  - Their picture has to be school appropriate.
- Set a timer for 4 minutes.
- When 4 minutes is up, have scholars hold up their drawings and look around at their peers drawings.
- Lead a brief discussion.

Curriculum Guide pages 1.12 & 1.15

Activity 3: Silent Line Up

- Divide the class into 2 teams
- Instruct scholars to line up in order of your birthdays—month and day.
- Silent activity, no words or sounds to communicate.
  - They CAN use non-verbal communication.
  - Example: January 2, January 11, January 23
- Set timer for 3 minutes
- After time is up lead a brief discussion.
- Have a final debrief after all 3 activities are completed.

Curriculum Guide pages 1.12 - 1.13

Activity 1(d) This or That: Decision Making for High School (25 minutes)

This or That: Decision Making for High School (25 minutes)

- Mentors will read each pair of choices to the group.
  - Be sure to designate which side of the room is for which choice.
- After the prompt is read, allow a few moments for scholars to move and then ask a few scholars to share their thoughts.

This or That Activity Questions

1. Would you rather stay in a CMSD (public school in Cleveland) **OR** go to another school district outside of CMSD (this would include private schools)?
   Discussion prompt: *"Is this a family decision? What programs or supports matter most to you?"*

2. Sports/athletics/clubs are a big factor in my decision **OR** sports/athletics/clubs are not a big factor in my decision?
   Discussion prompt: *"What is the most important for you when choosing a high school?"*

3. You would like a high school that is close to your home **OR** traveling, transportation, and distance do not matter to you.
   Discussion prompt: *"Do you feel more comfortable in a neighborhood that is more familiar to you? If you are concerned about getting to school, CMSD partners with RTA and offers bus/rapid passes."*

4. You want people you trust to help you make a high school choice **OR** you want to make a high school choice mostly on your own.
   Discussion prompt: *"Is there anyone you can talk to about planning for your high school choice? Who is your support system? Can you provide reasoning and information about why you may want to go to a school that is other than what your family thinks?"* Self Advocacy

5. Do you plan to visit or shadow a high school that you are interested in **OR** you are not interested in visiting and shadowing at a high school.
   Discussion prompt: *"What research do you need to do to visit a high school? Research the school's website, ask a Teacher, or your school's Say Yes Family Support Specialist for more information. Seeing a school in person can help you picture yourself there, it may change your mind or confirm your choice."*

6. You prefer to go to a high school where you know people **OR** you are okay going to a high school where you don't know anyone.
   Discussion prompt: ***"****Does making new friends come naturally to you? When is a good time to be a leader or follower? Can high school be a fresh start/beginning?"*

Future-Focused Reflection: Opportunities and Obstacles (15 minutes)

Future-Focused Reflection: Opportunities and Obstacles (15 minutes)

- Give scholars time to complete the reflection worksheet in their Tracker
- Feel free to share your own reflections and ask if any scholars have anything they'd like to share

Reflection Questions

1. What is your top strength?
2. How can your top strength help you in the future when thinking about:
   - your 8th grade year?
   - high school?
   - your career?
3. For strengths that were not in your top 3, which would you like to work on or get better at and why?
4. What steps can you take to improve on the strength(s) you listed in question 3?
5. You've completed your first session of True2U. What are your thoughts?

Mentor Materials & Reminders

2025 - 2026 True2U Program Calendar

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	**24**	25	26	**27**
28	29	**30**				

Welcome to True2U!
Mentor Orientation
Required to attend one
In person at NLI Office
- Wed. Sept. 24th at 6 pm
- Sat. Sept. 27th at 10 am

Virtual via Zoom
- Tues. Sept. 30th at 12 pm

October (Session 1)

S	M	T	W	T	F	S
			1	2	**3**	4
5	**6**	**7**	**8**	**9**	10	11
12	13	**14**	**15**	**16**	**17**	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Mentor/Teacher Meet & Greet
- Oct. 3rd -9th

Exact date and time will be assigned

Session 1 Curriculum Training
- Tues. Oct. 7th at 6 pm at NLI
- Thurs Oct. 9th at 12 pm via Zoom

In-School Session 1
- October 14th - 17th

Day and Time based on your school

November (Session 2)

S	M	T	W	T	F	S
						1
2	3	**4**	5	**6**	7	8
9	10	11	**12**	**13**	**14**	15
16	17	**18**	19	20	21	22
23	24	25	26	27	28	29
30						

Session 2 Curriculum Training
- Tues. Nov. 4th at 6 pm via Zoom (Election Day)
- Thurs. Nov. 6th at 12 pm via Zoom

In-School Session 2
- November 12th -14th, 18th

(Regularly scheduled Tuesday session will take place on 11/18 due to Veterans Day)

Day and Time based on your school

December (Session 3)

S	M	T	W	T	F	S
	1	**2**	3	**4**	5	6
7	8	**9**	**10**	**11**	**12**	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Session 3 Curriculum Training
- Tues. Dec. 2nd at 6 pm at NLI
- Thurs. Dec 4th at 12 pm via Zoom

In-School Session 3
- December 9th - 12th

Day and Time based on your school

January (Session 4)

S	M	T	W	T	F	S
				1	2	3
4	5	**6**	7	**8**	9	10
11	12	**13**	**14**	**15**	**16**	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Session 4 Curriculum Training
- Tues. Jan. 6th at 6 pm at NLI
- Thurs. Jan 8th at 12 pm via Zoom

In-School Session 4
- January 13th - 16th

Day and Time based on your school

February (Session 5)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	**10**	11	**12**	13	14
15	16	**17**	**18**	**19**	**20**	21
22	23	24	25	26	27	28

Session 5 Curriculum Training
- Tues. Feb. 10th at 6 pm at NLI
- Thurs. Feb. 12th at 12 pm via Zoom

In-School Session 5
- February 17th - 20th

Day and Time based on your school

March (Session 6)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	**10**	11	**12**	13	14
15	16	**17**	**18**	**19**	**20**	21
22	23	24	25	26	27	28
29	30	31				

Session 6 Curriculum Training
- Tues. March 10th at 6 pm at NLI
- Thurs. March 12th at 12 pm via Zoom

In-School Session 6
- March 17th - 20th

Day and Time based on your school

April (Session 7)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	**21**	22	**23**	24	25
26	27	**28**	**29**	**30**	**1**	

Session 7 Curriculum Training
- Tues. April 21th at 6 pm at NLI
- Thurs. April 23rd at 12 pm via Zoom

In-School Session 7
- April 28th - May 1st

Day and Time based on your school

True2U in-school session weeks are listed in calendar months above and occur according to your school's assigned day and time. *Program schedule subject to change*

Mentor Materials

- Can always be accessed at:
  https://www.neighborhoodleadership.org/true2u-mentor-materials
- Mentors receive:
  - Curriculum Guide
  - My Name Tent
  - True2U T-shirt
  - Program Calendar
  - True2U Pen
  - USB flas

Mentor Materials Webpage



Visiting the Schools In-Person

When you arrive:

1. Enter the school building with:
   a. Legal form of ID
2. Go through Security
3. Enter the Main Office
   a. Identification – Always have your ID and present it to school office staff. Let staff know that you are a **True2U Mentor** and "CMSD Community Partner" and not a "Community Volunteer."
   b. School Staff will confirm in RAPTOR System - Your information is located under the Contractor Portal.
   c. School Staff will print a badge, please wear the badge while in the school building.
4. When your session is over, please check out at the office.

Mentor Guidelines

- No sharing of contact or social media info
- No photos of scholars or sessions
- No contact with scholars outside of program sessions
- If you feel that a student needs more support than you are able to provide during your session:
  - Discuss with teacher privately
  - Contact program staff for follow up

Be Prepared

Session One Prep-Work

- Thoroughly review Session Curriculum
- Know the material
- Check-in with Mentor Partner & Determine Roles
  - Who will lead the different activities?
  - You are co-facilitators
- Develop Talking Points / Personal Examples
- Review Activities / Worksheets
- Create your My Name Tent
- With partner, determine 2-3 group guidelines ahead of time
- Complete the Strengths Inventory in your Curriculum Guide
- Update Session PowerPoint
- ARRIVE EARLY FOR YOUR SESSION!

Communicate

Keep us informed

- Your schedule (please mark your calendar with session dates and time)
- Challenges
- Triumphs
- Feedback survey
- How we can better support you



Primary Contact for Mentors

Laura Huffman

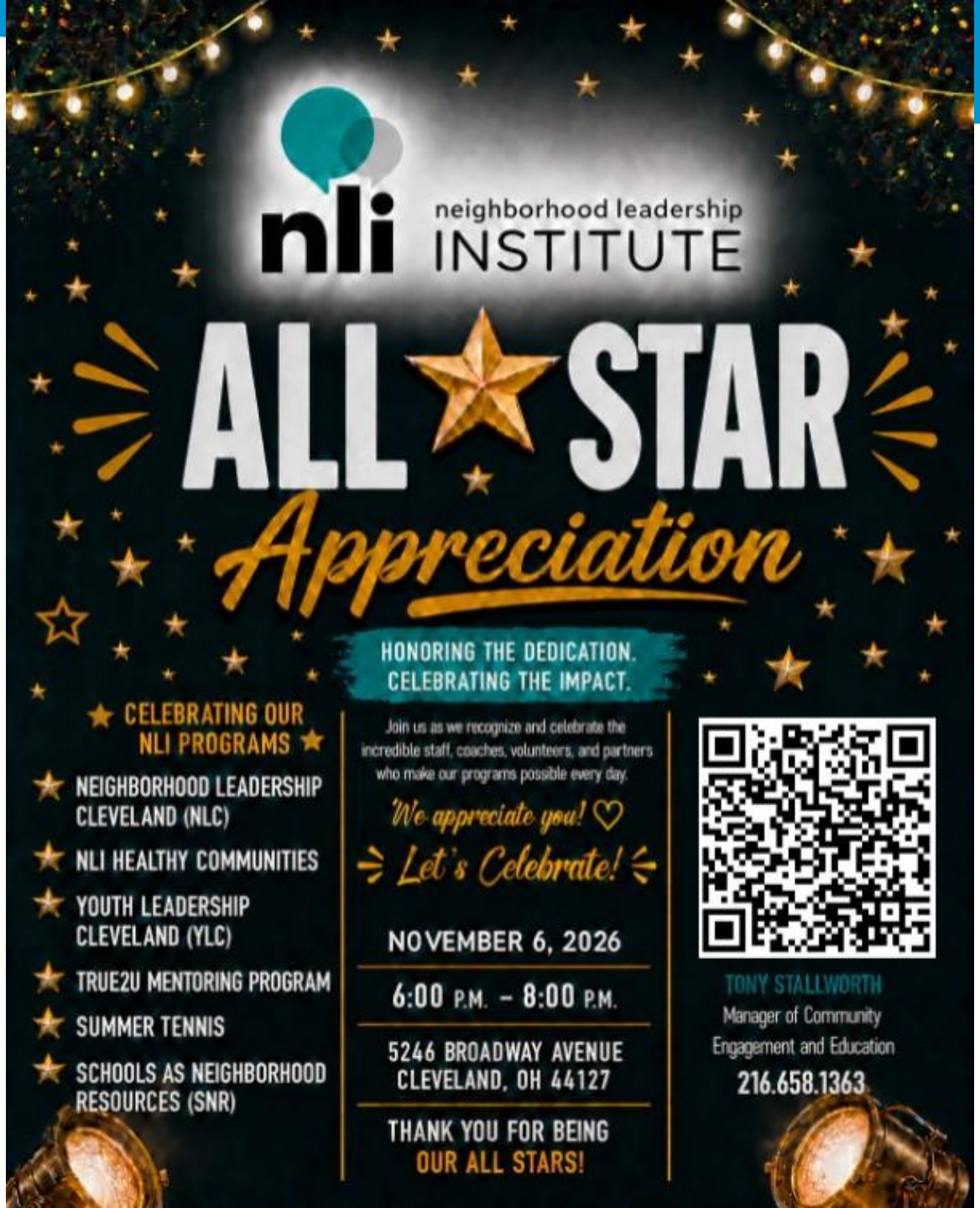
Program Manager, True2U

Neighborhood Leadership Institute

laura@neighborhoodleadership.org

Office: 216-658-1351

Text reminders sent from Levitate: 216-243-2903


nli
neighborhood leadership
INSTITUTE
ALL STAR
Appreciation
HONORING THE DEDICATION.
CELEBRATING THE IMPACT.
CELEBRATING OUR NLI PROGRAMS
NEIGHBORHOOD LEADERSHIP CLEVELAND (NLC)
NLI HEALTHY COMMUNITIES
YOUTH LEADERSHIP CLEVELAND (YLC)
TRUE2U MENTORING PROGRAM
SUMMER TENNIS
SCHOOLS AS NEIGHBORHOOD RESOURCES (SNR)
Join us as we recognize and celebrate the incredible staff, coaches, volunteers, and partners who make our programs possible every day.
We appreciate you!
Let's Celebrate!
NOVEMBER 6, 2026
6:00 P.M. – 8:00 P.M.
5246 BROADWAY AVENUE
CLEVELAND, OH 44127
THANK YOU FOR BEING
OUR ALL STARS!
TONY STALLWORTH
Manager of Community Engagement and Education
216.658.1363

True2U

Questions?

Cleveland Foundation

Cleveland Metropolitan School District

nli neighborhood leadership INSTITUTE