



BOYS & GIRLS CLUBS
OF THE PENINSULA

CENTER FOR A NEW GENERATION

Center for a New Generation (CNG) is an after school academic enrichment program on school campuses for grades K – 8 in the low income neighborhoods of East Palo Alto, eastern Menlo Park, and Redwood City, CA, where approximately 80% of the students score below proficient on standardized reading and math exams and 60 – 70% do not graduate from high school. The program's purpose is to help students prepare to thrive in high school and beyond. CNG exists to address the opportunity gap and the cycle of poverty it perpetuates by developing a generation that possesses the necessary attitudes, life skills and academic skills to become community leaders. We do this by providing positive experiences through quality youth programming, academic support, and exposure to new opportunities. A community of learners is established, a culture where working hard and achieving goals is cool. Staff and volunteers act as positive role models, or mentors, a key component in accomplishing these goals. Students in CNG are referred to as scholars.

CNG is run by the Boys & Girls Clubs of the Peninsula (BGCP) in close collaboration with the host schools, Ravenswood City School District, Redwood City Elementary School District, Stanford New Schools, City of Menlo Park, City of Redwood City, University of Santa Cruz New Teacher Center, and other community based organizations.

CNG was founded in 1991 by Dr. Condoleezza Rice and Susan Ford Dorsey as an enrichment program for high performing 4th to 8th graders with an emphasis on the performing arts. CNG merged with BGCP in 1996. From 1991 to 2005 the program operated at a single site. Recently it has expanded at the request of the schools and now serves five schools during the academic year: James Flood Magnet School, Belle Haven Community School, Hoover Community School, Taft Community School and East Palo Alto Academy Elementary School. This summer CNG operated at Ronald McNair Academy, Taft and EPA Academy.

In 2006, BGCP partnered with Building Educated Leaders for Life (BELL), which runs nationally recognized after-school intervention programs in Boston, New York City, Washington, and Baltimore for students with similar needs, to use BELL's curriculum, staff training, and evaluation tools.

The long term aspiration is to be able to offer programming at every school in the Ravenswood and Redwood City school districts.

PROGRAM GOALS

1. Increase positive academic behaviors
2. Develop positive attitudes/youth development indicators
3. Provide positive supports and opportunities for members
4. Increase parent/guardian engagement and satisfaction
5. Guide scholars to actively select their high school and enroll in college prep classes
6. Increase scholars' academic achievement

TARGET STUDENTS

When the program was founded, it was designed to serve high potential students in grades 4 through 8. Over the past few years, however, the program has evolved based on the requests of the partner

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schools. Principals requested that CNG serve all grades and they needed an after school program that could serve all students. Staff believes that the current design is able to continue challenging the highest performing students while also benefitting those who are behind.

ENROLLMENT AND AVERAGE DAILY ATTENDANCE

School	Grades	Enrollment	ADA
Belle Haven	K – 8	174	150
Flood	K – 8	183	127
Hoover	5 – 8	90	59
Taft	K – 5	104	91
EPA Academy	K – 3, 7	128	88
Total		679	515

PROGRAM DESCRIPTION

For grades K-6, the primary purpose of the program is to reinforce core reading and math skills. For grades 7-8, the focus is on high school preparation. The daily program offerings are based on three primary components: academic enrichment, homework assistance, and additional enrichment or electives. Academic enrichment utilizes a few different curricula, depending on the recommendations of the school principal. The main offerings are Houghton-Mifflin After-School Achievers (BELL math and literacy), KidzLit, and KidzMath. Homework assistance generally follows the BGCA Power Hour model, with additional tutoring provided by volunteers in small groups and one-on-one. The electives tend to cater to the interests and talents of the youth and the staff. BGCA national programs are also integrated into the program through electives. Some examples of electives classes are tennis, basketball, soccer, yearbook, newspaper, SMART Moves, Passport to Manhood, SMART Girls, Torch Club, visual art, movie making, spoken word, drama, dance and cooking. Through this balance of academics and extra-curricular activities, CNG scholars are exposed to a variety of future career opportunities while being taught how to set and achieve goals.

DAILY SCHEDULE

The exact schedule varies by school site, but the following schedules are representative:

Grades K-6

	Monday	Tuesday	Wednesday	Thursday	Friday
	Snack/Check-In	Snack/Check-In	Snack/Check-In	Snack/Check-In	Snack/Check-In
Hour 1	Literacy Instruction	Reading Enrichment	Literacy Instruction	Reading Enrichment	Fun Friday: Field Trips, Assemblies, Tournaments, Leadership Clubs, Sports & Recreation
Hour 2	Power Hour	Power Hour	Power Hour	Power Hour	
Hour 3	Math Enrichment	Visual/ Performing Arts	Health & Life Skills Classes	Science Enrichment	

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Grades 7-8

	Monday	Tuesday	Wednesday	Thursday	Friday
	Snack/Check-In	Snack/Check-In	Snack/Check-In	Snack/Check-In	Snack/Check-In
Hour 1	High School Prep Workshops	Reading/Writing Enrichment	High School Prep Workshops	Reading/Writing Enrichment	Fun Friday: Field Trips, Assemblies, Tournaments, Leadership Clubs, Sports & Recreation
Hour 2	Power Hour	Power Hour	Power Hour	Power Hour	
Hour 3	Math Enrichment	Visual/ Performing Arts	Health & Life Skills Classes	Technology/ Media Enrichment	

STAFFING MODEL

For most CNG programs, the staff to scholar ratio is kept low, ranging from 1:10 to 1:15. Each school site has a full time director who is responsible for aligning the program with the school day, working closely with the principal and teachers. The rest of the staff are part time mentors, usually local college students.

TRAINING

CNG mentors are provided with a high level of training, both orientation before the program starts and in-service throughout the year. Training offerings include both BGCA and BELL training modules, as well as academically focused modules provided by the school districts. We also provide safety and youth development trainings through various community partners. This year over 140 hours of training will be made available to CNG mentors throughout the year.

FY09 FUNDING

Total expenses	\$1,570,000	
Funding sources		
21 st Century, Prop 49	\$531,000	34%
SES	\$139,000	9%
Foundations	\$200,000	13%
Individuals	\$700,000	44%

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SCORECARD

Objective	Goal
1. Average daily attendance	<ul style="list-style-type: none"> • Taft= 85 • Hoover= 85 • EPAA= 115 • Flood= 150 • Belle Haven= 120
2. Increase positive academic behaviors	<ul style="list-style-type: none"> • 90% of members report that they complete homework Monday-Thursday on a regular basis • Teacher surveys on homework completion and class participation • Attendance, unexcused absences, tardy and referrals (CNG scholars vs. Non-CNG students by school by grade)
3. Develop positive attitudes/youth development indicators	<ul style="list-style-type: none"> • Future expectations • Self-efficacy • Connectedness to adults and community • Social competency and conflict resolution
4. Provide positive supports and opportunities for members	<ul style="list-style-type: none"> • Relationships • Skill building • Community involvement • Safety • Youth participation
5. Increase parent/guardian engagement and satisfaction	<ul style="list-style-type: none"> • 100% of members will have a parent/guardian attend an orientation session • 70% of members will have a parent/guardian attend at least 1 CNG event • 75% of parents report that CNG helped improve their child's attitude towards learning
6. Guide members to actively select their high school and enroll in college prep classes	<ul style="list-style-type: none"> • 75% of eighth graders say that because of their participation in CNG they actively chose the high school that they will be attending in the fall • 80% of graduates will not need support classes for Algebra or English 1 in 9th grade
7. Increase Members' academic achievement in reading	<ul style="list-style-type: none"> • Taft: 50% proficient+ on CST reading; use Curriculum & Associates benchmark assessments 3x/year • EPAA <ul style="list-style-type: none"> ○ Add CST AYP goal (Nikki finding) ○ 75% of ELL students will move up one level of English language acquisition on CELDT exam ○ 75% of K-3rd students will gain 3 levels on the STEP scale ○ 75% of 7th graders will gain 1 level on the DRA • Flood, Belle Haven <ul style="list-style-type: none"> ○ 45% proficient on CST reading ○ 52% of ELL students will move up one level of English language acquisition on CELDT exam • Hoover <ul style="list-style-type: none"> ○ 46% proficient+ on CST reading; use Curriculum & Associates benchmark assessments 3x/year ○ 75% of ELL students will move up one level of English language acquisition on CELDT exam • 90% of 6-8th graders have a GPA > 2.0