



**BOYS & GIRLS CLUBS**  
OF THE PENINSULA

## **CENTER FOR A NEW GENERATION YEAR END REPORT**

### **ACADEMIC YEAR 2008/09**

#### **Program Purpose**

CNG addresses 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. CNG provides its scholars with positive experiences through quality youth programming, academic support, and exposure to new opportunities. Scholars will have positive role models who will help them thrive.

#### **Vision**

CNG alumni will have a strong presence as leaders within our community. They will be teachers, bankers, police officers, politicians, business owners, homeowners, parents, politicians, and community activists. They will be connected to or invested in the success of the community in some way. As a result of their efforts, violence within the community will have decreased, family engagement within the schools will have increased, and many of the current challenges facing the youth in our neighborhoods will have discontinued.

#### **Measures of Success**

- 1. Average daily attendance:** ADA was 518 for all five sites combined, 93% of goal. Four of the five sites were within 85% of the targeted ADA
- 2. High school graduation rate:** Over the past 4 years, 76% – 94% of CNG alumni have graduated from high school
- 3. High school preparation**
  - a. 50% of 8<sup>th</sup> graders were accepted into private schools or selective after school programs
  - b. 69% of CNG 8<sup>th</sup> graders actively selected their high school because of their participation in CNG
- 4. Positive attitudes towards academics**
  - a. 56% strongly agree that school is relevant to future success
  - b. 80% agree that they can succeed academically
  - c. 63% agree that their teachers care about them
  - d. 66% report positive academic behaviors
  - e. 62% expect to graduate from a four year college
- 5. Homework completion**
  - a. 70% of members complete their homework regularly according to self reports
  - b. 81% of members complete their homework regularly according to teachers
- 6. Parent/guardian engagement and satisfaction**
  - a. 85% of members have a parent/guardian attend an orientation session
  - b. 82% of members have a parent/guardian attend at least one CNG/school event
  - c. 91% of parents report that CNG helped improve their child's attitude towards learning
- 7. Academic achievement in reading:** TBD

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*Note: This report does not include summer programming.*

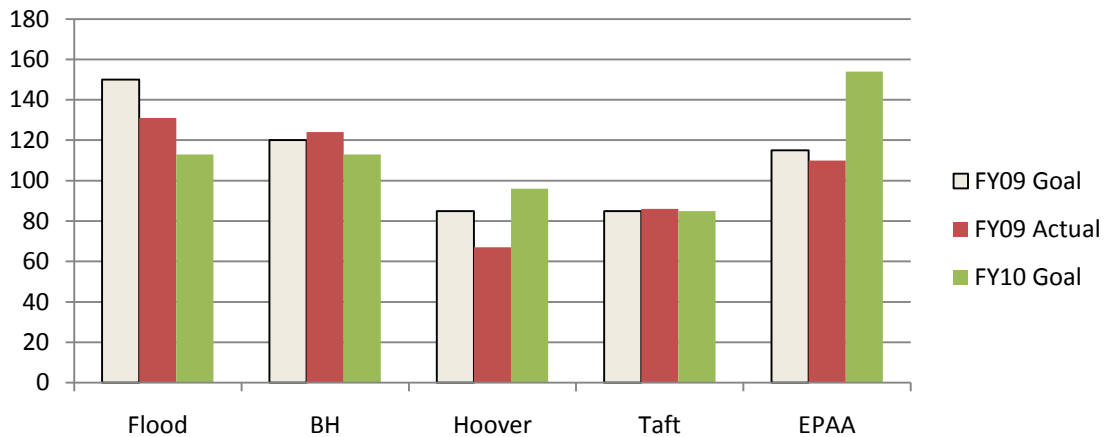
### School Abbreviations

- Flood = James Flood Magnet School, grades K-8, Ravenswood School District
- BH = Belle Haven Community School, grades K-8, Ravenswood City School District
- Hoover = Hoover Community School, grades 5-8, Redwood City Elementary School District
- Taft = Taft Elementary School, grades 1-5, Redwood City Elementary School District
- EPAA = East Palo Alto Academy School, grades K-2 & 7, Stanford New Schools

### Results

#### 1. Average Daily Attendance

ADA was 518 for all five sites combined, 93% of goal. Four of the five sites were within 85% of the targeted ADA. Only Hoover was significantly below goal at 79%. However, this was an increase of over 50% from last year, and the program ended the year close to goal.



#### Lessons learned

- Demand at BH exceeds capacity. A waiting list of at least 50 students was maintained throughout the year.
- Demand at Taft was strong, especially in the younger grades
- EPAA increased member attendance by implementing a monthly attendance awards for outstanding attendance.
- While total enrolment was high, Flood needs to put a stronger emphasis on family contract to ensure that they meet their minimum ADA.
- Hoover nearly doubled ADA due to several recruitment and retention strategies implemented throughout the year. However, many of these strategies did not significantly impact ADA until later in the school year.

#### 2. High School Graduation Rate

The generally accepted estimate for the graduation rate of all youth in our neighborhoods is between 30 and 40%. Over the past 4 years, 76% – 94% of CNG alumni have graduated from high school. Last year 79 – 92% of the alumni graduated. The range is large because we were unable to locate several of the students and therefore could not determine whether or not they had graduated. All of these alumni attended CNG@Flood as we didn't have any other sites prior to 2006.

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	<i>8th grade year</i>				
	02-05	2005	2004	2003	2002
Graduated from high school	29	11	10	4	4
Didn't graduate	2	1		1	
Unknown	7	2	2	1	2
Total CNG alumni	38	14	12	6	6
Graduation rate					
For known results	94%	92%	100%	80%	100%
If all unknowns didn't graduate	76%	79%	83%	67%	67%

### 3. High School Preparation

*Note: Taft and EPAA did not serve 8<sup>th</sup> graders in FY09 in CNG*

#### A. High school placement

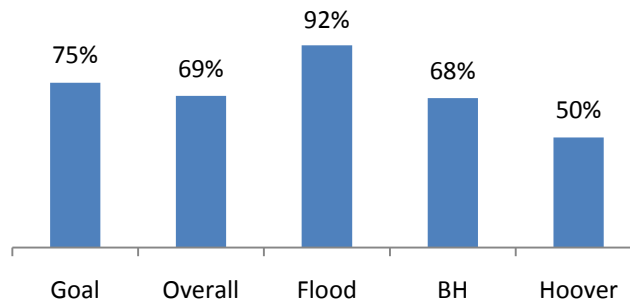
50% of 8<sup>th</sup> graders were accepted into private schools or selective after school programs. Flood had the greatest success with 84% doing so.

	Total	Flood	BH	Hoover
Total scholars	56	19	23	14
Scholars accepted into private schools	18	12	5	1
Not private school but selective after school program	10	4	2	4
Total private school or selective program	28	16	7	5
	50%	84%	30%	36%

*Please see Appendix A for more details*

#### B. Percent of 8<sup>th</sup> graders who say they actively chose their high school because of their participation in CNG

69% of CNG 8<sup>th</sup> graders actively selected their high school because of their participation in CNG.



#### Lessons learned

- Flood had a high impact on students because of the mentor, volunteer, and family support that all worked together to ensure that students had choices ahead of them.
- Hoover students applying to private schools seemed to receive more attention than those who were selecting from public schools. We hope to be more consistent with the advice and resources we make available to all 8<sup>th</sup> grade students as we improve the High School Prep program for all CNG 6<sup>th</sup>-8<sup>th</sup> graders.
- High School prep started off strong at BH, but momentum dwindled on the staff side in the spring, which led to high attrition, especially in 8<sup>th</sup> grade.

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**4. Positive Attitudes Towards Academics**

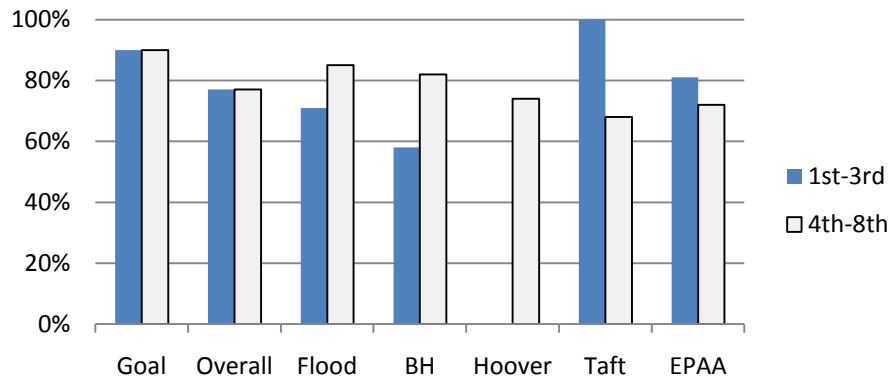
In the spring we surveyed the members 10 years old and older about their attitudes, behaviors, and experiences at CNG. The survey was developed in partnership with Stanford University School of Education and the Community Network for Youth Development. The tables below reflect the percent of members who met or exceeded the goal for the questions regarding academics. We are in process of developing a comparison group, created by surveying new members as they join CNG for the first time. We are also modifying the survey to make the questions easier for the students to understand.

<b>A. Relevance of school for future success</b>		
	<b>Goal</b>	<b>CNG Avg</b>
1. If I do well in school, it will help me have the kind of life I want when I grow up.	Strongly agree	62%
2. My chances of succeeding later in life depend on doing well in school.	Strongly agree	50%
3. Doing well in school improves my chances of having a good life when I grow up.	Strongly agree	56%
<b>Total school relevance</b>		<b>56%</b>
<b>B. Academic efficacy</b>		
	<b>Goal</b>	<b>CNG Avg</b>
1. I'm certain I can master the skills taught in school this year	Agree	76%
2. I can do almost all the work in class if I don't give up	Agree	80%
3. Even if school work is hard, I can learn it	Agree	84%
<b>Total academic efficacy</b>		<b>80%</b>
<b>C. Teacher caring</b>		
	<b>Goal</b>	<b>CNG Avg</b>
1. I feel like teachers in my school really care about students as individuals	Agree	63%
2. I feel like teachers in this school know me as a person	Agree	72%
3. I feel like teachers in this school respect my opinion	Agree	54%
<b>Total teacher caring</b>		<b>63%</b>
<b>D. Academic behaviors</b>		
	<b>Goal</b>	<b>CNG Avg</b>
1. I skip school	Never	78%
2. I try hard in school	All the time	61%
3. I am late for school	Rarely	72%
4. I finish and turn in my homework	All the time	53%
<b>Total academic behaviors</b>		<b>66%</b>
<b>E. Educational expectations</b>		
	<b>Goal</b>	<b>CNG Avg</b>
1. How far do you expect to go in school?	4 year college	62%

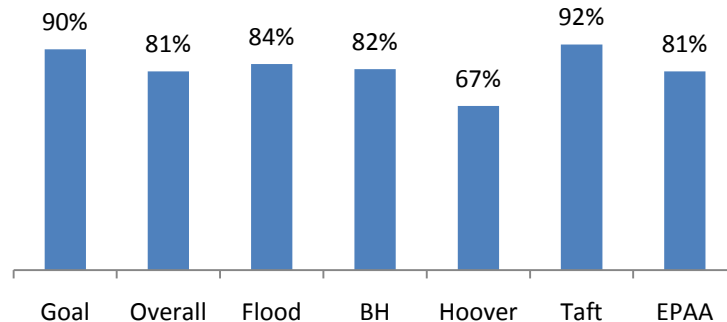
*Please see Appendix B for full results.*

## 5. Homework completion

### A. Percent of members who report that they complete their homework regularly, Monday – Thursday



### B. Percent of members who complete their homework regularly, according to teachers

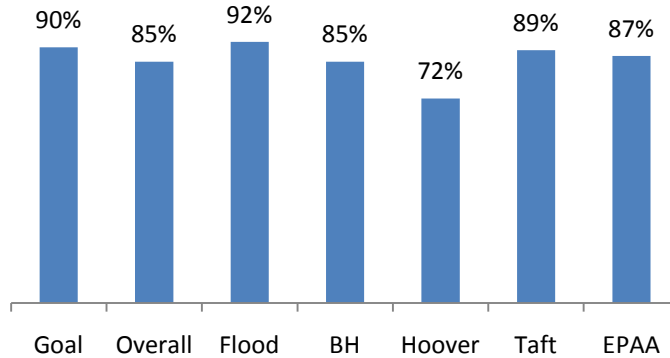


### Lessons learned

- Working closely with parents to ensure that they understand their role in the homework process is important. Parents are still very focused on homework completion as the sole reason for their students to participate in CNG and this belief needs to be changed through orientations and many conversations.
- It is essential for mentors to meet regularly with classroom teachers and get copies of assignments and to set clear expectations for homework assistance and completion.
- Flood will work with students to improve their organizational skills, so they know what they need help with in CNG and what they need to finish when they get home.
- Flood will work with teachers to design a homework completion form, to track students who don't finish homework versus those who don't turn it in
- At Taft, older members need more assistance and time with homework than younger members. Taft will implement a Homework Log system which will track completion of homework during program hours. This way when discrepancies are noticed, CNG can work with teachers and parents to develop an individualized solution.
- EPAA mentors will meet weekly with teachers in the future to determine homework assignments and class projects and provide more support with homework. They will track homework daily and compete with other classes on the highest percentage of homework and reading completed per month (except Kinder).
- Hoover staff will implement more homework completion incentives to increase time efficiency during homework hour and to eliminate the disconnect between completing homework and turning it in.

## 6. Parent/guardian engagement and satisfaction

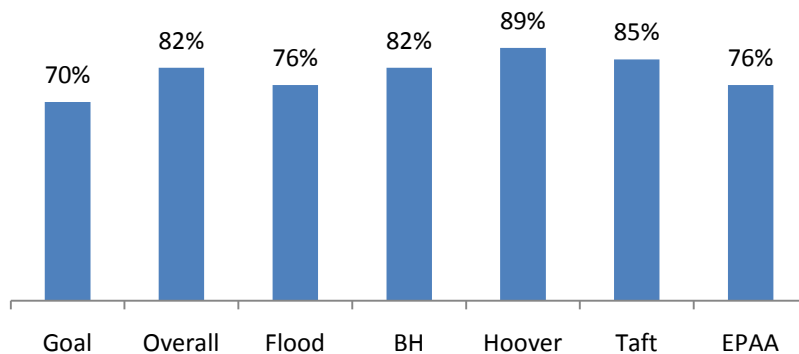
### A. Percent of members with a parent/guardian attending an orientation session



#### Lessons learned

- Parent orientations are imperative to the success of the program, meeting ADA and getting parents involved.
- Having a clear enrollment and registration process early on will help increase parent attendance at orientations.
- Spanish orientation sessions are imperative
- Although Taft had high enrollment from the beginning, there was a round of parents who missed the initial orientation. Making sure that one-on-one orientations are consistent and clear will help make sure they get all the information.
- Going forward families at Flood will not be able to start the program without going through an orientation.
- Formal parent orientations were difficult to conduct during the school year at Hoover. Because of this, we plan to conduct as many orientations as possible before school starts and do a better job of following up as students enroll throughout the year.

### B. Percent of members with a parent/guardian attending at least one CNG/school event



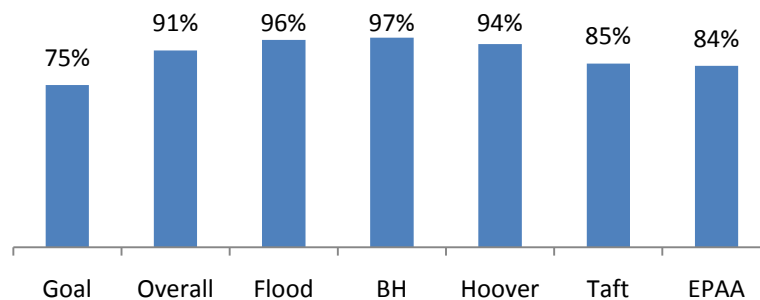
#### Lessons learned

- While many parents were involved in at least one CNG event, we believe we can do even better and that parents are a vital component of our program. Involving them in planning and organization of events helped them take ownership and increased attendance. We will also ensure that all families are informed of events and their child's role in them.

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- Taft's Family Night was a big success and very well received by families. Taft will plan to have two similar events next year.
- EPAA parents were very motivated and supportive at all program events.
- Flood will work with parent groups and the school to increase the parent involvement in CNG.
- Flood will add two performances to their school year schedule and start a parent volunteer form to know which parents can help in CNG and in the school.
- Belle Haven had a very motivated parent group this year, fundraising for and hosting the entire Achievement Matters ceremony.
- Hoover plans to work more closely with the Family Engagement Specialist at Hoover to better advertise and collaborate on school events.
- All sites will partner with the local BGC clubhouses to offer 3 parent workshops throughout the year.

### C. Parents reporting that CNG helped improve their child's attitude towards learning



### 7. Increase scholars' academic achievement in reading

Ultimately, we expect the CNG program to improve the academic results of its participants. However, we have not been able to prove this through test score results. The major obstacles to relying on test score results as a measure of impact are:

1. Selection bias. Who are the students in CNG? Are they average? On the one hand, many of the students are referred to us by the teachers and are well below average academically. On the other hand, perhaps it is the more motivated and committed students who choose to attend CNG, and these kids are above average. We have not created a control group.
2. Pin pointing causality. Students spend around 3 hours a day with CNG, 6 hours a day with their school day teachers, and a much greater amount of time away from school entirely. We do not know what the root cause of any increase or decrease in test scores is.

Despite these challenges, we will continue to explore ways to measure changes in academic performance due to the CNG program. Appendix C shows the data we have to date. While the results do not prove positive impact, we share them in the spirit of transparency.

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**APPENDIX A: FY09 CNG 8<sup>TH</sup> GRADE GRADUATES**

	<b>Total</b>	<b>Flood</b>	<b>BH</b>	<b>Hoover</b>
Total scholars	<b>56</b>	19	23	14
Scholars accepted into private schools	<b>18</b>	12	5	1
Not private school but selective after school program	<b>10</b>	4	2	4
Total private school or selective program	<b>28</b>	16	7	5
	<b>50%</b>	84%	30%	36%
<b>High schools chosen</b>				
<i>Private</i>				
Eastside	7	3	4	
Sacred Heart	4	3		1
Saint Francis	3	3		
Bellarmine	1	1		
Waldorf	1	1		
Woodside Priory	1	1		
Sub-total private	<b>17</b>	<b>12</b>	<b>4</b>	<b>1</b>
	<b>30%</b>	<b>63%</b>	<b>17%</b>	<b>7%</b>
<i>Sequoia Union</i>				
Menlo-Atherton	14	4	9	1
Sequoia	7			7
Carlmont	4		4	
Woodside	4	1	2	1
Sub-total SUHSD	<b>29</b>	<b>5</b>	<b>15</b>	<b>9</b>
	<b>52%</b>	<b>26%</b>	<b>65%</b>	<b>64%</b>
<i>Charter</i>				
Everest	4		1	3
Summit	2	1		1
Phoenix	1		1	
EPA High	0			
Sub-total charter	<b>7</b>	<b>1</b>	<b>2</b>	<b>4</b>
	<b>13%</b>	<b>5%</b>	<b>9%</b>	<b>29%</b>
<i>Other</i>				
	3		3	
<b>Selective after school program</b>				
College Track	6	4	1	1
AVID	3		2	1
BUILD	1			1
Upward Bound	1			1
Sub-total after school program	<b>11</b>	<b>4</b>	<b>3</b>	<b>4</b>
	<b>20%</b>	<b>21%</b>	<b>13%</b>	<b>29%</b>

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**APPENDIX B: YOUTH DEVELOPMENT SURVEY DETAILS**

	Goal	CNG Avg	Flood	BH	Hoover	EPAA	Taft
<b>ENVIRONMENT</b>							
<b>Safety (physical and emotional)</b>							
1. I feel respected by the staff & volunteers at the Club	Often	60%	59%	74%	64%	55%	48%
2. I worry about getting beaten up or hurt here	Rarely	30%	16%	32%	19%	36%	48%
3. I feel safe at the Club	All the time	51%	52%	56%	43%	55%	48%
4. If someone wanted to hurt me here, someone would stop them	Often	69%	71%	82%	67%	64%	64%
5. Kids bring weapons to the Club	Never	49%	59%	54%	60%	64%	8%
6. Rules about how to treat each other are enforced at the Club	All the time	35%	33%	38%	28%	45%	32%
7. How safe do you feel at the Club compared to other places you hang out?	More	28%	22%	12%	22%	36%	48%
<b>Total safety</b>		<b>46%</b>	<b>44%</b>	<b>50%</b>	<b>43%</b>	<b>51%</b>	<b>42%</b>
<b>Positive relationships</b>							
1. How many staff pay attention to what's going on in your life?	2	63%	69%	66%	60%	64%	56%
2. How many staff would say something nice to you when you do something good?	2	80%	84%	84%	87%	73%	72%
3. How many staff could you go to if you need advice about personal problems?	2	62%	57%	66%	70%	55%	60%
4. How many staff could you talk to if you were upset or mad about something?	2	54%	57%	62%	51%	64%	36%
5. The staff knows what is important to me	Agree	44%	60%	66%	48%	18%	28%
6. I feel respected by other kids at the Club	Agree	58%	59%	64%	52%	64%	52%
<b>Total positive relationships</b>		<b>60%</b>	<b>64%</b>	<b>68%</b>	<b>61%</b>	<b>56%</b>	<b>51%</b>
<b>Youth participation</b>							
1. How often have you helped plan activities or events?	Sometimes	57%	60%	70%	61%	36%	56%
2. How often do you feel like your ideas count at the Club?	Often	38%	43%	56%	39%	27%	24%
3. How often do people listen to you at the Club?	Often	55%	55%	64%	55%	55%	44%
4. How often do you get to decide which activities you're going to do at the Club?	Often	39%	48%	48%	28%	45%	24%
<b>Total youth participation</b>		<b>47%</b>	<b>52%</b>	<b>60%</b>	<b>46%</b>	<b>41%</b>	<b>37%</b>
<b>Skill building</b>							
1. How often do you get to do new things at the Club?	Often	50%	48%	64%	43%	55%	40%
2. How often do you get to learn things that you don't get to learn anywhere else?	Often	52%	57%	62%	42%	45%	52%
3. The staff challenges me to be my best at the Club	Often	60%	74%	68%	52%	55%	52%
4. I'm getting better at doing things I care about at the Club	Often	55%	64%	66%	51%	36%	56%
<b>Total skill building</b>		<b>54%</b>	<b>61%</b>	<b>65%</b>	<b>47%</b>	<b>48%</b>	<b>50%</b>
<b>ACADEMIC SUCCESS</b>							
<b>Relevance of school for future success</b>							
1. If I do well in school, it will help me have the kind of life I want when I grow up.	Strongly agree	62%	60%	52%	61%	73%	64%
2. My chances of succeeding later in life depend on doing well in school.	Strongly agree	50%	47%	50%	45%	55%	52%
3. Doing well in school improves my chances of having a good life when I grow up.	Strongly agree	56%	50%	54%	51%	73%	52%
<b>Total school relevance</b>		<b>56%</b>	<b>52%</b>	<b>52%</b>	<b>52%</b>	<b>67%</b>	<b>56%</b>
<b>Academic efficacy</b>							
1. I'm certain I can master the skills taught in school this year	Agree	76%	72%	76%	81%	73%	80%
2. I can do almost all the work in class if I don't give up	Agree	80%	81%	86%	76%	73%	84%
3. Even if school work is hard, I can learn it	Agree	84%	83%	88%	78%	82%	88%
<b>Total academic efficacy</b>		<b>80%</b>	<b>79%</b>	<b>83%</b>	<b>78%</b>	<b>76%</b>	<b>84%</b>
<b>Teacher caring</b>							
1. I feel like teachers in my school really care about students as individuals	Agree	63%	57%	58%	63%	64%	72%
2. I feel like teachers in this school know me as a person	Agree	72%	69%	78%	70%	73%	68%
3. I feel like teachers in this school respect my opinion	Agree	54%	53%	68%	54%	36%	60%
<b>Total teacher caring</b>		<b>63%</b>	<b>60%</b>	<b>68%</b>	<b>62%</b>	<b>58%</b>	<b>67%</b>

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		CNG Avg	Flood	BH	Hoover	EPAA	Taft	
<b>Academic behaviors</b>								
1.	I skip school	Never	78%	78%	90%	70%	82%	68%
2.	I try hard in school	All the time	61%	59%	68%	61%	64%	52%
3.	I am late for school	Rarely	72%	78%	80%	63%	82%	60%
4.	I finish and turn in my homework	All the time	53%	59%	66%	43%	45%	52%
<b>Total academic behaviors</b>			<b>66%</b>	<b>68%</b>	<b>76%</b>	<b>59%</b>	<b>68%</b>	<b>58%</b>
<b>Educational expectations</b>								
1.	How far do you expect to go in school?	4 year college	62%	72%	68%	60%	55%	56%
			0%	0%	0%	0%	0%	0%
<b>CHARACTER &amp; CITIZENSHIP</b>			0%	0%	0%	0%	0%	
<b>Social connectedness</b>			0%	0%	0%	0%	0%	
1.	People really listen to me at the Club	Agree	51%	59%	78%	52%	36%	32%
2.	Even around people I know, I don't feel that I really belong	Disagree	30%	16%	32%	19%	36%	48%
3.	I feel like I matter	Agree	65%	76%	74%	60%	55%	60%
4.	I do not have close relationships with my peers	Disagree	49%	66%	46%	42%	55%	36%
<b>Total social connectedness</b>			<b>49%</b>	<b>54%</b>	<b>58%</b>	<b>43%</b>	<b>45%</b>	<b>44%</b>
<b>Optimism</b>								
1.	I usually expect the best	Agree	68%	66%	76%	82%	55%	60%
2.	I don't count on good things happening to me	Disagree	27%	29%	28%	28%	27%	24%
3.	I'm always optimistic about the future	Agree	65%	79%	64%	55%	73%	52%
4.	I don't expect things to go my way	Disagree	37%	52%	38%	24%	45%	28%
<b>Total optimism</b>			<b>49%</b>	<b>56%</b>	<b>52%</b>	<b>47%</b>	<b>50%</b>	<b>41%</b>
<b>Self efficacy</b>								
1.	If I can't do a job the first time, I keep trying until I can	Agree	75%	84%	88%	79%	45%	80%
2.	I can depend on myself	Agree	84%	84%	86%	82%	82%	88%
3.	I give up on things before finishing them	Disagree	67%	74%	78%	67%	82%	36%
4.	If something looks too hard, I will not even bother to try it	Disagree	58%	67%	66%	64%	45%	48%
5.	When I fail at something, I just try harder next time	Agree	78%	90%	86%	79%	55%	80%
<b>Total self efficacy</b>			<b>73%</b>	<b>80%</b>	<b>81%</b>	<b>74%</b>	<b>62%</b>	<b>66%</b>
<b>Citizenship</b>								
1.	I have been able to do things to help people in my community	Agree	60%	86%	58%	57%	27%	72%
2.	At the Club, I've learned a lot more about things for young people to do in this community	Agree	66%	78%	74%	52%	45%	80%
3.	At the Club, I've learned about ways I can make things better in my community	Agree	65%	71%	80%	64%	55%	56%
<b>Total citizenship</b>			<b>64%</b>	<b>78%</b>	<b>71%</b>	<b>58%</b>	<b>42%</b>	<b>69%</b>
<b>HEALTHY LIFESTYLES</b>								
1.	In the past month, I have played sports or exercised	Often	70%	66%	84%	79%	45%	76%
2.	In the past month, I have drunk alcohol, smoked or used drugs	Never	82%	97%	88%	82%	64%	80%
<b>Total healthy lifestyles</b>			<b>76%</b>	<b>81%</b>	<b>86%</b>	<b>81%</b>	<b>55%</b>	<b>78%</b>

## APPENDIX C: GPA & TEST SCORES

### A. Percent of 6-8<sup>th</sup> graders with a GPA > 2.0

85% of students had a GPA >2.0. Our goal is 90%. Belle Haven and Flood exceeded the goal and Hoover was below it. The average GPA was 2.7.

### B. Ravenswood schools test scores

- i. **% Proficient on CST reading** (goal = 45%)
  - 1. Flood = 36% at Flood (school average = 36%)
  - 2. BH = 25% (school overall = 24%)
- ii. **% English Language Learners moving up 1 level on the CELDT exam** (goal = 52%)
  - 1. Flood = 59%
  - 2. BH = 37%

### C. EPAA test scores

- i. **% English Language Learners moving up 1 level on the CELDT exam** (goal = 75%): we have not obtained this data
- ii. **% K-3<sup>rd</sup> graders gaining 3 levels on the STEP scale** (goal = 75%): 65% (school overall = 57%)
- iii. **% 7<sup>th</sup> graders gaining 1 level on DRA:** 88% (goal = 75%)

### D. Redwood City test scores

- i. **% proficient on CST reading** (goal = 50%)
  - 1. Hoover = 29% (school overall = 35%)
  - 2. Taft = 15% (school overall = 47%)
- ii. **% English Language Learners moving up 1 level on the CELDT exam** (goal = 75%)
  - 1. Hoover = 47% (school overall = 43%)
  - 2. Taft = 64% (school overall = 64%)

## APPENDIX D: SCHOLARS OF THE YEAR



### Alyssa Nague, CNG@Hoover School

Alyssa's mother brought her children to the United States from the Philippines almost three years ago in search of opportunities and a better life for her family. At the time Alyssa was struggling with English, and her mother spoke only Tagalog. Alyssa served as translator to her mother, while she was still embarrassed over her own English speaking skills. At the time, most people saw her as a very shy and reserved young woman. However Alyssa did not give up. She enrolled in the Club's Center for a New Generation (CNG) program at Hoover School in Redwood City and a Spanish/English bilingual program at nearby Kennedy school. As she went along, Alyssa constantly challenged herself to speak up and be an active participant in discussions around her. She now speaks English fluently, and impressed the entire crowd when she delivered her Scholar of the Year speech last December.

This extremely driven young woman takes advantage of every opportunity her school and the Club have to offer. This fall, she will begin her freshman year at Sequoia High School in Redwood City. Though she will no longer be going to CNG, we will now see her at the Club's Mervin G. Morris Clubhouse as a member of *College Bound*. At school, she always tries to set a good example for her peers. At home, she takes care of her younger brother and sister while her mother works long hours to support the family.

### Tajianna Robinson, CNG@James Flood School



Tajianna is capable of doing anything she puts her mind to. Over the past year, Tajianna has participated in electives such as the CNG newspaper, dance team, martial arts club, math club, Smart Girls support group, cooking class, and CNG leadership group. In each of these activities, she has taken on a leadership role. In the classroom, she has maintained the highest GPA in her class throughout middle school, and this fall she will begin her freshman year at Sacred Heart Preparatory. Beyond that, her goal is to attend Cornell University and Harvard Law.

Tajianna's family is very important to her, and she dedicates most of her afterschool time to her younger siblings. During the Scholar of the Year process, tragedy struck; her youngest sister, Ale'Jah, only six years old, was shot and wounded during a drive-by in East Palo Alto. At the Scholar of the Year finals, Tajianna chose to open up about the experience in her speech. A small excerpt is below;

*My mentor, Sean Mendy, told me once that from every crisis comes an opportunity. I believe him, and that's why I chose to talk about this today. I want to take this opportunity to remind everyone here tonight how important it is to support my generation. I want all of you to think about how wrong it is for a 6 year old girl to be shot because adults have a disagreement.*

*I've thought a lot about the man who shot my sister, and I actually forgive him. I know that he is not the man he is today because he chose to be, he just didn't receive the guidance he needed when he was growing up. He wasn't supported, so he lost his way. Kids at CNG are supported. The kids in this room tonight are all supported. I want to thank everyone in this room who has ever supported me, or any of the other kids in this room tonight. We NEED people like you. Thank you so much, and God bless you.*

**Yodit Bitsuamlak, CNG@Belle Haven School**



Yodit came to the United States four years ago from Ethiopia to join her mother who had immigrated several years earlier hoping to earn money to make a better life for her and her family. Her father is currently in Eritrea, which neighbors Ethiopia. At present, the family does not know when they will be reunited.

Yodit did not speak English when she arrived and her mother was not able to help much because she works long hours and speaks little English herself. Though scared, Yodit pushed herself to learn English quickly in school by interacting with her peers and her teachers as much as possible. When the Club's CNG program opened at Belle Haven School in 2006, Yodit was one of the first students to sign up, and she never missed a day. Today she speaks English fluently, and graduated 8<sup>th</sup> grade with a 4.0 GPA.

Yodit will attend Palo Alto High School in the fall. From there she plans (not hopes) to attend and graduate from Stanford with honors. When asked why she is so driven, she says “I have examples all around me of people who didn't go to college, and their opportunities in life are so limited. That is not how I want my life to be”. Yodit understands that working hard while she is young and earning a degree will allow her to find a career later which will allow her to spend more time with her family. She also plans to further travel the world, and experience as many other cultures as possible.

**Bernardo Quevedo, CNG@McNair Academy**



Bernardo has been a Straight A student at McNair School in East Palo Alto, where he was consistently on the honor roll since he began attending CNG. He is extremely focused on his schoolwork, and always tries to get the highest grade in any class. He was the 2009 recipient of the INCH college scholarship, a scholarship program for talented but economically disadvantaged 8<sup>th</sup> grade students. Bernardo is also a passionate athlete. He was on the Ronald McNair Warriors basketball team, but his real passion is soccer. Bernardo is always encouraging his teammates on the sports field, and reminding them that practice makes perfect. He also volunteers at the Club coaching soccer and basketball for the younger members. Bernardo's family is very important to him. He works hard to be a good role model for his three younger siblings at home. He helps them with their homework and looks after them while their parents are at work. Bernardo will be the first person in the family to go to college, and he wants to be sure his siblings all follow in his footsteps. Someday, he hopes to be able to earn enough to take care of his parents.

Bernardo will begin his freshman year at Menlo Atherton in the fall, and he is already enrolled in the Club's *College Bound* mentoring program for high school students. His goal is to become a doctor, and the Club was recently able to arrange a meeting for him with the Director of the Stanford Youth Medical Science program.

**APPENDIX E: LETTERS OF SUPPORT**



## Sacred Heart Schools Atherton

Office of Equity, Justice and  
Multicultural Education

To Whom It May Concern:

As the Director of Equity, Justice and Multicultural Education at Sacred Heart Preparatory school, I am pleased to write this letter in support of Boys & Girls Clubs of the Peninsula's (BGCP) exemplary *Center for a New Generation (CNG)* academic after-school program.

It has been my honor these past four years to have worked with *CNG* staff and volunteers to help change the lives of under-served youth in our community and break the intergenerational cycle of poverty.

At Sacred Heart our admissions committee looks at the whole child when considering an applicant, including parent communication, teacher recommendations, shadow visit, grades, standardized tests, and how effectively applicants express their preference for our school. Through my position at Sacred Heart – established to actively promote the School's goal to recruit, retain, and support students from a variety of ethnic and socio-economic backgrounds – I've had the opportunity to see how effective *CNG* has been in supporting and preparing middle-school youth for success in their applications. Throughout their tenure at *CNG*, but particularly emphasized during the middle school years, *CNG* scholars have developed the attitudes, life skills, study skills, supportive peer groups relationships, and the ability to set and work toward goals – and they understand the importance of education for future success.

These successful *CNG* applicants are similarly well-prepared to thrive in high school when they arrive. *CNG* scholars continue to be supported for high school success by BGCP's innovative initiative, *College Bound*. *College Bound* provides high school scholars with one-on-one tutoring and mentoring, and intensive case management support essential for underserved youth.

It is with all sincerity that I invite you to visit *CNG*, tour Sacred Heart to see the *CNG* students thriving here, and contact me if you'd like any additional information or youth testimonials.

Best regards,

A handwritten signature in blue ink that reads "Dora Arrendondo-Marrón".

Dora Arrendondo-Marrón  
Director of Equity, Justice and Multicultural Education



**Center for a New Generation Year End Report – 08/09**



**Ravenswood City School District**

**James Flood**

**Science & Technology Magnet School**

320 Sheridan Drive • Menlo Park, CA 94025

(650) 329-2891 • Fax (650) 327-9163

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June 29, 2007

To Whom It May Concern:

Without question, The Center for New Generation is extremely fundamental to our instructional program. This after school program, managed by The Boys and Girls Club's quality staff, provides extended learning for students kindergarten through eighth grade. The Boys and Girls Club staff manages the well-run program and assists in activities during the regular school day. Children view the after school program and the staff as a part of the school. Nearly half of our student body was enrolled in the after school program.

In addition, the Center for New Generation uses curriculum that is aligned to the state standards and to the current instruction being provided during the regular school day. Students work in small groups focusing on literacy skills, self-esteem, and goal setting.

Our eighth graders received assistance in goal setting, shadowed high schools, and visited college campuses. Ten of the twenty-nine students were accepted into a private high school. This would not have happened without the assistance of Center for New Generation.

James Flood's staff supports the after school program and look forward to continuing our partnership.

Sincerely,

Cammie Harris  
Principal