



## CENTER FOR A NEW GENERATION YEAR-END SCORECARD ACADEMIC YEAR 2010/11

### Program Purpose

The Boys & Girls Clubs of the Peninsula's Center for a New Generation (CNG) is an intensive academic and enrichment after-school program designed and run in collaboration with schools, families, cities, and other community-based organizations. The purpose of CNG is to support students in resource-stressed communities—where fewer than 50% of young people graduate from high school—in achieving in school today as well as becoming prepared for high school success. The focus of CNG's caring, professional staff and trained volunteers is preparing young people to have the academic and life skills they need to successfully navigate the education pathway and to live personally fulfilling lives. CNG provides its scholars with academic enrichment and support, engaging electives, exposure to new opportunities, and chances to make meaningful choices about their own lives. Our core competencies lie in our abilities to motivate students, to help them and their families identify and access their options, and to give them opportunities to discover their individual talents and passions.

### Vision

CNG alumni will choose an education pathway that leads to high school graduation, college completion, and a career. In so doing, they will contribute to the future success of their community by both actively investing in the community and serving as positive role models for younger generations.

### Summary of Results

1. **High school graduation rate:** Over the past six years, 84% to 94% of CNG alumni have graduated from high school.
2. **On-track for high school graduation:**
  - a. Of our active CNG middle school members, by June 2011, 94 were on track.
  - b. 64% of CNG eighth graders identified being in CNG as influential on their choice of a high school
3. **Average daily attendance and active membership:** ADA was 532 for all four sites combined—91% of goal. All four sites were within 85% of the targeted ADA. 692 young people were “active” members in CNG—attending at least 50 times during the school year or 15 times in summer. 526 attended CNG, on average, at least three days per school week.
4. **Positive attitudes:**
  - a. The percentage of students who responded at or above the goal for positive attitudes toward academics and the future is higher for CNG students than for new students. On a range of questions, 10% to 37% more CNG students than new members responded at or above the goal.
  - b. 76% of fourth and fifth graders and 75% of middle school students believe they will finish high school, start college, and complete college.
  - c. 21% of first through third graders, 70% of fourth and fifth graders, and 73% of middle school students could name at least two colleges.
  - d. 53% of first through third graders, 54% of fourth and fifth graders, and 54% of middle school students identified a desired career. 42% of first through third graders, 41% of fourth and fifth graders, and 41% of middle school students identified two or more desired careers.

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### 5. School habits:

- a. According to teachers, 74% of members turn in their homework regularly.
- b. 90% of teachers think that CNG improved students’ rate of turning in homework over the past school year.
- c. 89% of members in fourth through eighth grades think that being in CNG has helped them turn in their homework more often.
- d. 95% eighth grade members think that being in CNG has helped them do better in school in other ways.

### 6. Parent/guardian engagement and satisfaction:

- a. 94% of parents/guardians report that CNG helped improve their child’s attitude toward learning.
- b. 85% of parents/guardians feel that CNG has helped them become more engaged in their child’s education.
- c. 86% of members had a parent/guardian attend at least one CNG/school event.

### 7. Summer achievement:

- a. The new CNG summer program model prevented summer learning loss for 81% of students in writing and 59% of students in math.
- b. 51% of students showed an increase in academic achievement in writing and 57% showed an increase in academic achievement in math.

## School Locations

Ravenswood City School District

- James Flood School (Flood), grades K-8
- Belle Haven Community School (BH), grades K-8

Redwood City School District

- Hoover Community School (Hoover), grades 4-8
- Taft Community School (Taft), grades K-5

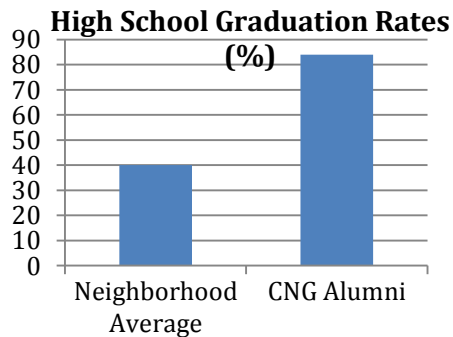
*Please see Appendix A for brief profiles of these schools.*

## Results

### 1. High School Graduation Rate

The generally accepted estimate for the high school graduation rate of all youth in our neighborhoods is well below 50%. Over the past six years, 84% to 94% of CNG alumni have graduated from high school. The range is the result of our being unable to locate all students. All the alumni attended CNG at Flood.

<i>8th grade year</i>	
	<b>02-07</b>
Graduated from high school	61
Didn't graduate	4
Unknown	8
Total CNG alumni	73
Graduation rate	
For known results	94%
If all unknowns didn't graduate	84%



*Please see Appendix B for the plans for what comes next of the CNG alumni who graduated from high school in 2011.*

## 2. On-track for High School Graduation

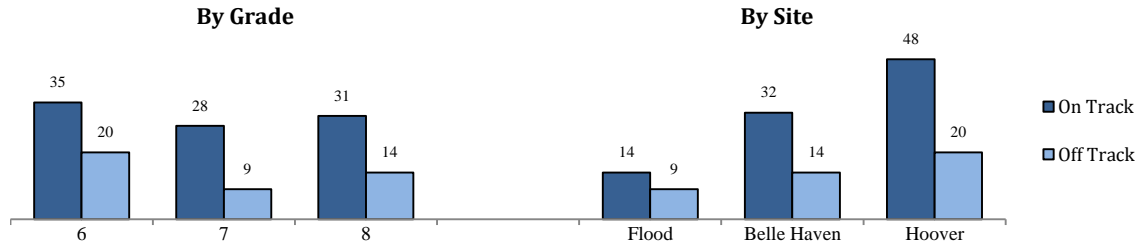
Note: Taft does not include a middle school and thus is not included in the results below.

### A. Number of middle school students “on track” for high school graduation

Our On-Track Indicator measures which members are likely to graduate from high school. We track this for both our middle and high school students. The indicator for middle school students identifies as “on track” students who:

- receive zero Ds or Fs
- receive no more than two principal referrals
- have school attendance of at least 90%
- receive no more than one suspension

Of active CNG middle school members, by June 2011, 94 were on track to graduate.

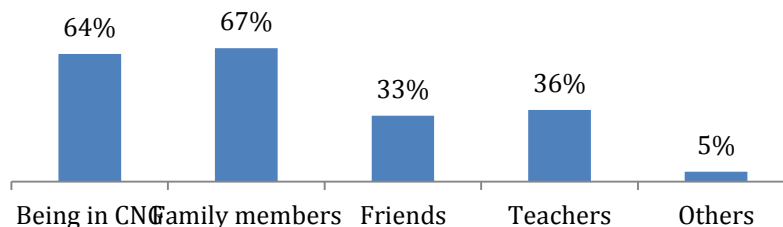


Because BGCP serves all students regardless of academic performance, we expect to always have a sizeable group of off-track students. A primary programmatic goal is to help off-track students attain on-track status and to support on-track students in staying on track. We had prior year’s status to compare against for 54 of the students (all in seventh and eighth grade). Of those, 28 stayed on track from last year to this year; 9 stayed off track from last year to this year; six moved from on track to off track; and 11 moved from off track to on track. As we add more one-on-one support options (such as mentoring and tutoring) for our students, we hope to see the already low rate of movement from on track to off track lessen further.

### B. Percent of eighth graders who identify being in CNG as influential on their choice of a high school

A key focus of CNG’s middle school programming is equipping eighth graders with the information and skills they need to actively choose their high school—that is, to *decide* to attend the public school to which they are assigned, transfer to another public school in the district, enter the lottery for a charter school, or apply to a private school. CNG helps students gain the necessary knowledge to make informed decisions about which schools best fit their needs. CNG also encourages students to apply to college-prep after-school programs to help them find various forms of support along their path to graduation.

Being in CNG was among the top two factors that CNG eighth graders identified as influencing their choice of a high school.



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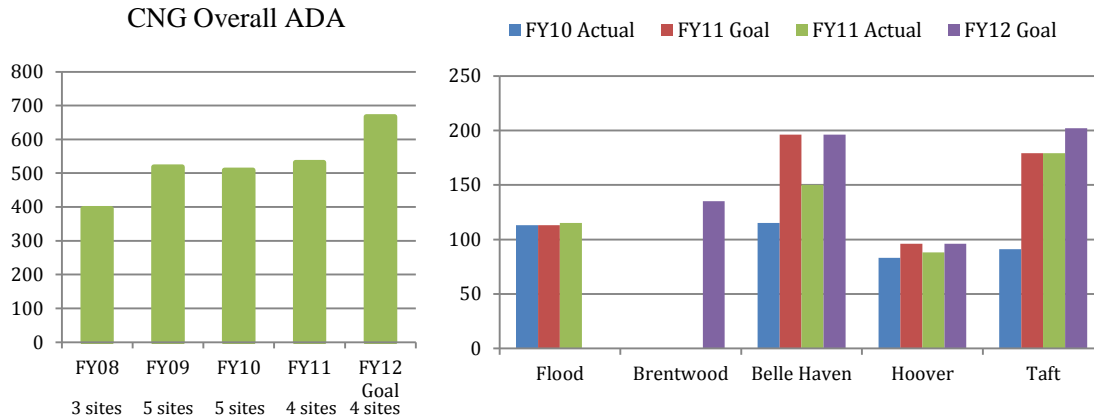
It is meaningful that being in CNG scored almost as high on the eighth graders' list of factors as did their families—64% versus 67%. However, given that all CNG eighth graders spend a significant amount of after-school time learning about their high school options, we would like to see a higher percent recognize CNG as an influence.

*Note: We reworded the question about CNG's influence on students' high school choice this year—from yes/no to selecting from a list of possible factors—to avoid a selection bias that may have previously existed since the students most affected by CNG are the ones most likely to still attend at the end of the school year, when the survey is given. The percentage identifying CNG as influential on their high school choice notably dropped. We spoke to some students, and they explained that no matter how much time they spend exploring high schools through CNG, the final choice was a decision made at home. Thus another rewording may be in order for next year to indicate to students that we are interested in their entire thought process, not just their final choice.*

See Appendix C for students' high school and college prep program choices.

### 3. Average Daily Attendance and Active Membership

Average daily attendance (ADA) was 532 for all four sites combined, 91% of goal. All sites were within the mandatory 85% of the targeted ADA for our state and federal grants.



The number of “active” members in CNG—defined as students who attend 50 or more times during the school year or 15 or more times during summer—is even greater. A total of 692 scholars attended CNG actively this year. 526 attended CNG, on average, at least three days out of each school week. This includes 419 elementary school active members and 107 middle school active members. (Elementary students are expected to attend five days per week, whereas middle school students are allowed to attend three days per week.)

#### Reflecting on the Results

- Taft and Flood, respectively, met and exceeded their ADA goals. At both sites, demand exceeded capacity, with wait-lists of 130 and 15, respectively, resulting.
- Hoover and Belle Haven both fell below 100% of the goal. Hoover's ADA represented a successful upward trend demonstrated over each of the past four years; it increased from 86% of the goal the previous year to 92% this year. Belle Haven's lower percentage resulted from the program starting the school year with a much lower ADA goal; receiving additional federal funding, tied to increased ADA of 83 students, in mid-fall posed the challenge of significantly increasing enrollment after the start of the school year, when many families had already found other after-school options. By the end of the school year, Belle Haven had enrolled its targeted 225 students; thus it should be able to meet its ADA goal next year.

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- 77% of active elementary school members and 73% of active middle school members are attending an average of three days per week. Given that not many members join after the start of the year and others leave the school or area mid-year, these are strong attendance rates. Site directors will continue to work with members and parents to promote having all members attend at least this often.

### Changes for 2011-12

- There is no 2011-12 average daily attendance goal for Flood due to the closure of the school and thus its CNG program.
- The 2011-12 enrollment goal for Brentwood is 150. This includes the 87 students daily who are required by our state funding and an additional 63 to meet the principal’s minimum goal for enrollment in after-school service at the school. The ADA goal is 135—90% of the enrollment goal.
- The 2011-12 enrollment goal for Taft is 225. This includes the 179 students daily who are required by our state and federal funding and an additional 46 to address as much of the wait-list as we can currently afford to serve. The ADA goal is 202—90% of the enrollment goal.

## 4. Positive Attitudes Toward Academics and the Future

### A. Positive Attitudes Toward 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, and the questions were modified for ease of reading in consultation with our members. We also surveyed youth as they joined the Club for the first time. The table below reflects the percentage of members who met or exceeded the goal for the questions regarding academics compared against the new member results. Unsurprisingly, the percentage of students who responded at or above the goal is higher for CNG students than for new students. This reinforces our methods and guides us as we continue to serve the youth at CNG. We will remain committed to improving students’ attitudes, behaviors, and skills to foster continued growth for our CNG students.

		Goal	CNG Avg	New Members
<b>ENVIRONMENT</b>				
<b>Positive relationships</b>				
	1. At CNG, how many staff people pay attention to what's going on in your life?	2	63%	
	2. How many staff people could you go to if you need advice about personal problems?	2	63%	
	3. At CNG, the staff knows what is important to me.	Agree	54%	
	4. People really listen to me at CNG.	Agree	56%	
	<b>Total positive relationships</b>		<b>59%</b>	
<b>Skill building</b>				
	1. At CNG, I get to learn things that I don't get the opportunity to learn anywhere else.	Often	45%	
	2. At CNG, the staff challenges me to be my best.	Often	63%	51%
	<b>Total skill building</b>		<b>54%</b>	<b>51%</b>
<b>ACADEMIC SUCCESS</b>				
<b>Relevance of school for future success</b>				
	1. Doing well in school improves my chances of having a good life when I grow up.	Agree	86%	80%
<b>Academic efficacy</b>				
	1. Even if school work is hard, I can learn it.	Agree	83%	75%

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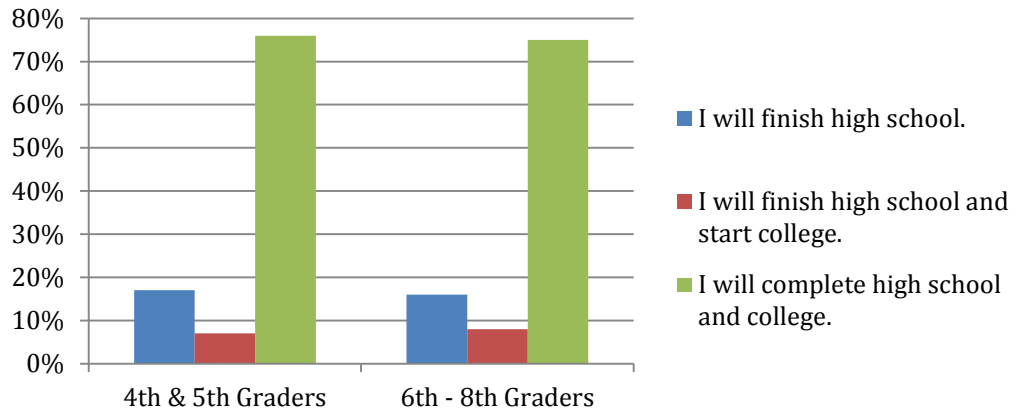
<b>Teacher caring</b>				
1.	I feel like my teachers at school care about me as a person.	Agree	73%	67%
<b>Academic behaviors</b>				
1.	I skip school.	Never	80%	64%
2.	I try hard in school.	All the time	66%	53%
3.	I am late for school.	Rarely	63%	54%
4.	I turn in my homework.	All the time	53%	50%
<b>Total academic behaviors</b>			<b>65%</b>	<b>55%</b>
<b>Educational expectations</b>				
1.	How far do you expect to go in school?	4 year college	61%	54%
<b>CHARACTER &amp; CITIZENSHIP</b>				
<b>Optimism</b>				
1.	I think positively about my future.	Agree	80%	68%
<b>Self efficacy</b>				
1.	If I can't do a job the first time, I keep trying until I can.	Agree	81%	77%
2.	In everyday life, I give up on things before finishing them.	Disagree	60%	54%
<b>Total self efficacy</b>			<b>71%</b>	<b>66%</b>

Please see Appendix D for full results.

### B. Positive Attitudes Toward the Future

In 2010-11, CNG launched Jr. College Bound—and initiative that aims to support elementary and middle school students in developing the belief, from an early age, that they can achieve college and a career. Starting in kindergarten, Jr. College Bound helps our youth gain life skills as well as school and study skills that will help them thrive throughout their education.

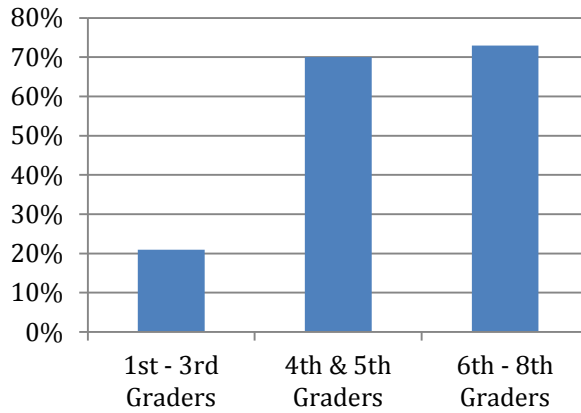
#### a. Percent of members in fourth through eighth grades who believe they will finish high school, start college, and complete college



#### b. Percent of members who can name at least two colleges

As part of our effort to increase students' desire to attend and complete college, we aim to raise their awareness of the types of colleges (two-year vs. four-year, public vs. private, in state vs. out of state) and of particular colleges. A measure of how much familiarity students have with the concept of college is how many colleges they can name.

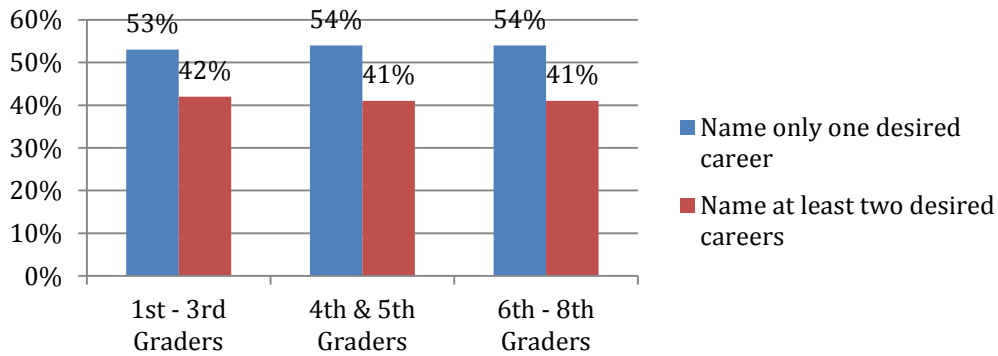
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*Note: Given how many of our older students can name at least two colleges, next year we will set a higher goal for number of colleges to be aware of.*

### c. Percent of members who identify a desired career

In our effort to increase students' desire to attain a career, we aim to raise their awareness of various types of careers and the education required to get to each of them. We also ask students to come up with a backup plan if they dream of a career that is unlikely for many people to achieve, such as rapper or professional soccer player. Thus the ability to name one desired career reflects the existence of the desire to have a career, whereas the ability to name at least two desired careers may reflect that students are thinking flexibly about their future.



*Note: In the future, we will survey students about the above information at the start and end of the school year to more accurately measure our ability to increase their knowledge and desires in these areas.*

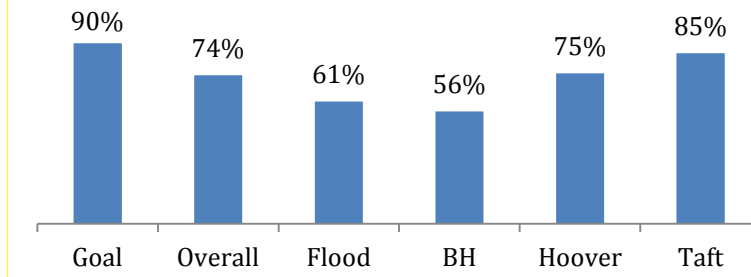
*Please see Appendix E for a more detailed explanation of Jr. College Bound.*

## 5. School Habits

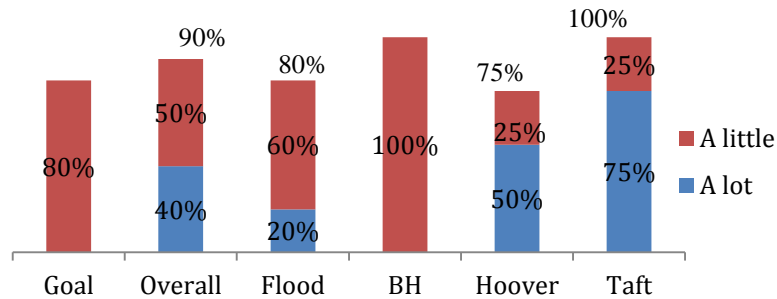
CNG teaches students to develop strong habits for success in school. The staff helps students understand homework and regularly reminds them that completing and turning in homework helps their grades, learning, and sense of personal responsibility toward their education.

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**A. Percent of members whom teachers report turn in their homework regularly**

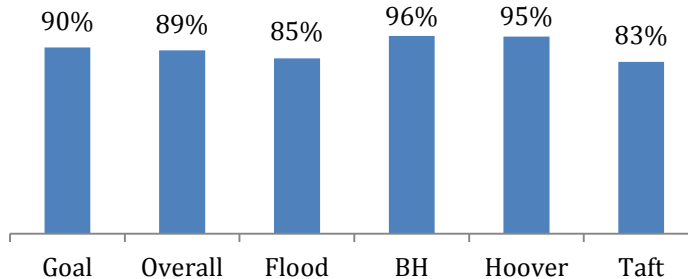


**B. Percent of teachers who think that CNG improved students' rate of turning in homework over the past school year**



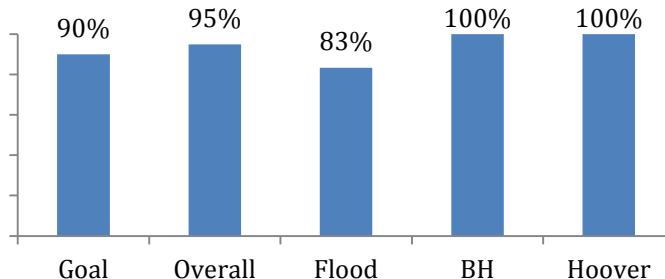
*Note: Some students come to CNG already turning in their homework regularly, hence our goal being set at 80% showing "a little" change. Of course, if some of the 80% change "a lot," that is welcome.*

**C. Percent of members in fourth through eighth grades who think that being in CNG has helped them turn in their homework more often**



*Note: The variations in teacher and student reporting of CNG's influence on rate of turning in homework likely result from the fact that a subset of the teachers who work with our students responded to the survey, so some students in the program are not being commented on in the teacher responses.*

**D. Percent of eighth grade members who think that being in CNG has helped them do better in school in other ways**



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Students noted that CNG staff members helped them understand concepts, built their speech-writing and public speaking, developed their study skills, expanded their hopes for the future, recruited tutors for them, helped improve their attitude, and made them more socially comfortable at school.

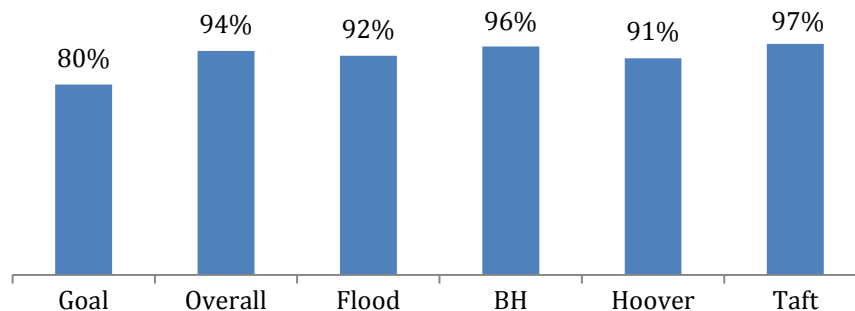
### Reflecting on the Results

- This year we measured the rate of students turning in homework, rather than completing it, because we often hear from teachers that students do not turn homework in even when they have completed it in CNG. The overall teacher-reported homework turn-in rate was lower than last year's completion rate, by 6%. School to school, Hoover and Taft held steady, while Belle Haven and Flood saw noticeable decreases (from 77% to 56% and from 80% to 61%). These variations could result from the change in student population from year to year. However, CNG staff members may not be consistently underscoring the importance of turning in the completed homework. In addition, some teachers are concerned that what does get turned in does not always show content mastery. A challenge of the structure of CNG's homework support hour is that there is only one adult in the room, which makes it difficult to work through all students' challenges. Some steps we can take to address this challenge include better training the staff on the teachers' views of the students' homework support needs and finding additional adults who can help lower the ratios during homework support time.
- Hoover saw success in moving its homework hour to the middle of the afternoon, rather than the beginning, so that high school students were able to make it to Hoover in time to assist with homework support. Taft offered a homework club that students could choose to attend during end-of-day electives if they felt they needed more time and support to complete their homework than the homework hour had given. Taft also included tips for parents on supporting homework completion at home in its parent orientation. Many nights, Belle Haven kept its doors open to middle school students until 7 or 7:30 pm to provide a study hall setting in which students could continue to work on homework after CNG; many of the middle schoolers took advantage of this opportunity. Whole-scale adoption of some or all of these strategies may help all the CNG sites secure stronger rates of homework success.

## 6. Parent/Guardian Engagement and Satisfaction

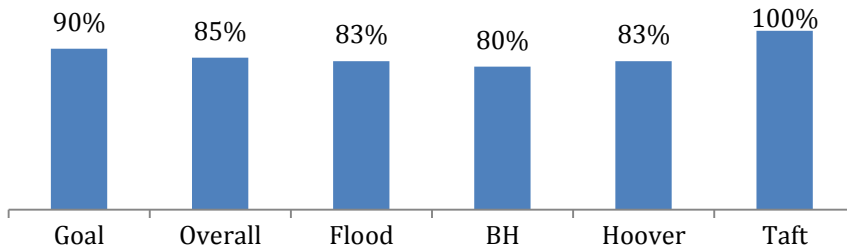
CNG encourages parents to actively participate in their child's education and development. All parents attend mandatory orientation sessions at the start of each school year. They are also invited to attend CNG and school events, as well as CNG parent meetings, throughout the year. In addition, CNG provides parent workshops and invites parents to volunteer in our programs.

### A. Parents reporting that CNG helped improve their child's attitude toward learning



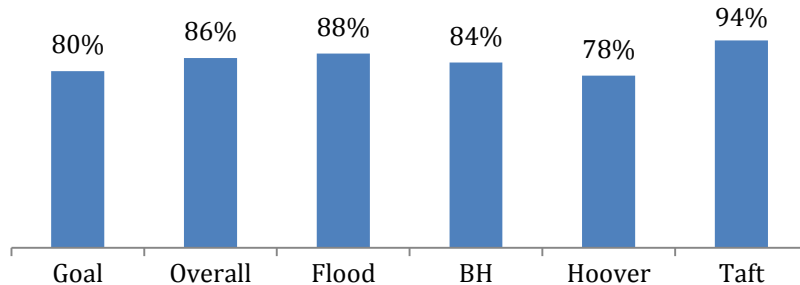
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### B. Percent of parents/guardians who feel that CNG has helped them become more engaged in their child’s education



*Note: This graph represents incomplete data—from 160 parents or guardians. (The total number of households served by CNG is lower than the number of active members since many of our members are siblings. Pinpointing this number is made hard by changing household occupancy; however, there are certainly more than 160 households served by CNG.) The graph may also reflect a selection bias, since the parents most engaged with CNG are most likely to complete a CNG survey.*

### C. Percent of members with a parent/guardian who attended at least one CNG/school event



### Reflecting on the Results

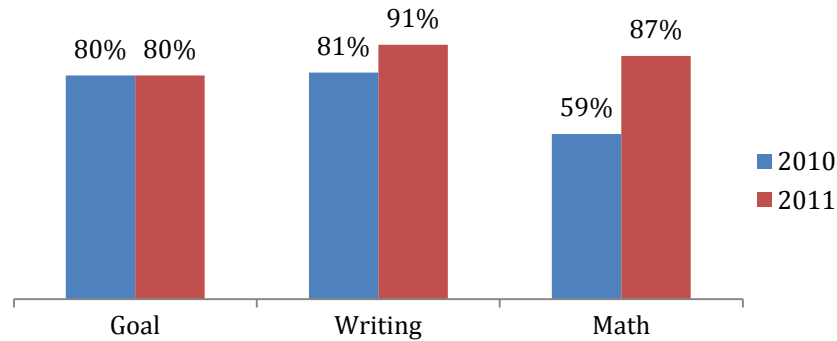
- In all categories, Taft parents report the highest results. This year, at the suggestion of a parent, Taft piloted requiring that parents contribute 10 hours of involvement on the school campus in exchange for their child’s enrollment in CNG, which is a free program. Involvement could take such forms as attending school or CNG meetings or events, volunteering at the on-campus food distribution program, supporting classrooms, or helping organize events. Parents whose schedules did not allow them to be on campus during school or after-school hours were allowed to contribute \$10/hour of food for events or supplies for classrooms instead. 77% of Taft’s 152 CNG families completed the ten-hour involvement requirement. All CNG sites will attempt a similar approach in the coming year, with each site catering it to its unique parent culture.
- Overall parent/guardian attendance at CNG or school events this year was similar to last year. In the coming year, Hoover, which has had the lowest rate, will focus on increasing parent participation to a similar rate as at the other sites; it will be aided by partnering with the school administration on its new initiatives related to parent involvement.
- 51% of parents report that they missed a school or CNG event because of their work schedule. This is an improvement, down from 64% citing this problem last year. Another 25% again cited the timing of the event as a reason. To make it possible for more parents to attend all events, CNG continues to request parent preferences for timing of events on its registration form in order to get input from all parents.

## 7. Summer Achievement

In the summer of 2010, CNG piloted a new model of summer program in which CNG after-school instructors are paired with certified teachers to deliver a rigorous academic morning session followed by a creative, active afternoon full of electives. The five-week pilot served 192 students in second through eighth grades for six hours per day. Because we saw signs that the piloted summer program model made an academic impact, in the summer of 2011, we spread this model to all three CNG summer sites. In 2011, we served 400 students in first through eighth grades. At Brentwood and Belle Haven, students attend a five-week program for six hours per day. At Taft, students attended a four-week program for four hours a day.

### A. Percent of students for whom we prevented summer learning loss

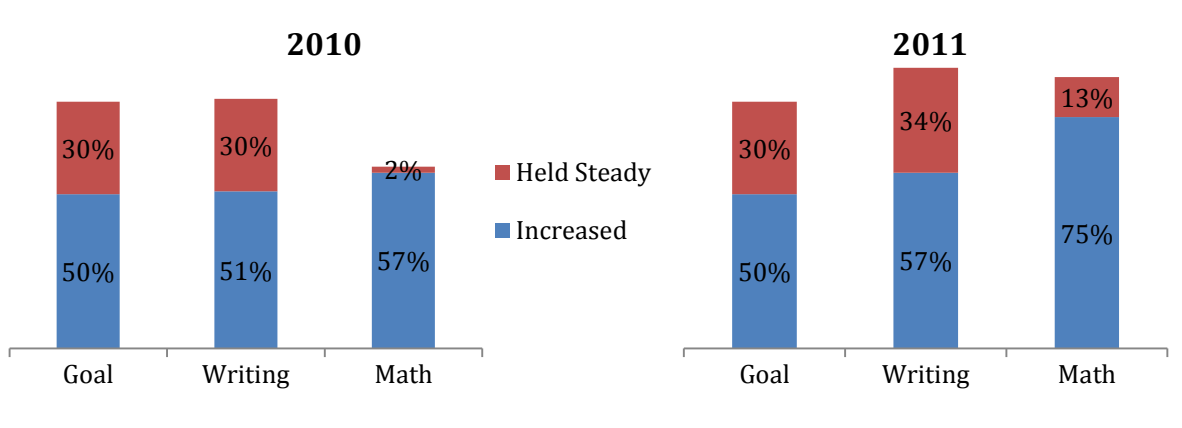
A primary objective of the CNG summer model is to prevent summer learning loss, which research makes clear is a significant phenomenon for students in low-income settings and can be counteracted by a five-week summer program. We measure prevention of summer learning loss through pre- and post-tests, on which we look for students' scores to hold steady or increase.



*Note: We generally consider student scores that hold steady or increase to indicate prevention of summer learning loss. One caveat, however, is that we cannot account for any loss that may take place during the two (2010 or three (2011) weeks between summer program and the start of school.*

### B. Percent of students for whom we increased academic achievement over the summer

Another key goal of the CNG summer program is to increase students' achievement in writing and math in order to build them up for a strong start to the coming school year.



On average, in summer 2011, students' scores increased by 13% in writing and 16% in math.

**APPENDIX A: SETTING THE CONTEXT: SCHOOL PROFILES**

**Ravenswood schools**

- i. % proficient on CST reading
  - 1. Flood = 33.3%
  - 2. BH = 29.3%
- ii. % proficient on CST math
  - 1. Flood = 44.4%
  - 2. Belle Haven = 45.9%
- iii. % English Language Learner
  - 1. Flood = 61%
  - 2. BH = 77% %
- iv. % free and reduced lunch
  - 1. Flood = 82%
  - 2. BH = 86%

**Redwood City schools**

- v. % proficient on CST reading
  - 1. Hoover = 36.4%
  - 2. Taft = 45.9%
- vi. % proficient on CST math
  - 1. Hoover = 52.3%
  - 2. Taft = 62.8%
- vii. % English Language Learner
  - 1. Hoover = 69%
  - 2. Taft = 64%
- viii. % free and reduced lunch
  - 1. Hoover = 89%
  - 2. Taft = 87%

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**APPENDIX B: CNG ALUMNI HIGH SCHOOL GRADUATION RESULTS**

	<i>8th grade year</i>						
	<b>02-07</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>
Graduated from high school	61	16	16	11	10	4	4
Didn't graduate	4	1	1	1		1	
Unknown	8	0	1	2	2	1	2
Total CNG alumni	73	17	18	14	12	6	6
Graduation rate							
For known results	94%	94%	94%	92%	100%	80%	100%
If all unknowns didn't graduate	84%	94%	89%	79%	83%	67%	67%

<b>CNG Alumni Who Graduated in 2011 and Their Plan for What Comes Next</b>			
1	Anthony Monroe	Saint Francis	California Lutheran University
2	Saba Teklu	Sacred Heart Preparatory	Seattle University
3	Maya Combs	Sacred Heart Preparatory	Loyola Marymount University
4	Ashley Escalante	Menlo-Atherton High School	Santa Barbara Community College
5	Jarde Celestine	Menlo-Atherton High School	Foothill College
6	Victoria Murphy	Woodside High School	Foothill College
7	Reggie Williams	Mid-Peninsula High School	West Valley
8	Kimmera Wilson	Binghamton High School	Pepperdine
9	Robert Johnson	Community High School	San Francisco City College
10	Lindsey Sepulveda	Menlo-Atherton High School	Global Year in Brazil
11	Rayonna Adams	Palo Alto High School	Santa Barbara CC
12	Darnell Ewing	Redwood	Barber School
13	Curtis Askew	Mid-Peninsula High School	CSU East Bay
14	Yaritzia Padilla	East Palo Alto High School	CSU LA
15	Analilia Valadez	East Palo Alto High School	CSU East Bay
16	Brianna Wilkerson	Menlo-Atherton High School	CSU East Bay

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**APPENDIX C: FY11 CNG 8<sup>TH</sup> GRADE GRADUATES**

	<b>Total</b>	<b>Flood</b>	<b>BH</b>	<b>Hoover</b>
Total scholars	<b>52</b>	8	18	26

<b>High schools chosen</b>					
<i>Private</i>					
	Saint Francis	<b>1</b>	1		
	Mid-Peninsula	<b>1</b>		1	
	Sacred Heart	<b>3</b>	2		1
	Sub-total private	<b>5</b>	3	1	1
		<b>10%</b>	38%	6%	4%
<i>Sequoia Union</i>					
	Menlo-Atherton	<b>10</b>		9	1
	Sequoia	<b>13</b>		1	12
	Carlmont	<b>1</b>	1		
	Woodside	<b>10</b>	3	6	1
	Sub-total SUHSD	<b>34</b>	4	16	14
		<b>65%</b>	50%	89%	54%
<i>Charter</i>					
	Everest	<b>7</b>	1		6
	Summit	<b>5</b>			5
	East Palo Alto Phoenix Academy	<b>0</b>			
	East Palo Alto High School	<b>1</b>		1	
	Sub-total charter	<b>13</b>	1	1	11
		<b>25%</b>	13%	6%	42%

<b>College-prep programs chosen</b>					
	College Track	<b>2</b>	1	1	
	College Bound	<b>20</b>	3	10	7
	AVID	<b>7</b>		3	4
	BUILD	<b>1</b>			1
	Upward Bound	<b>2</b>			2
	Sub-total after school program	<b>32</b>	4	14	14
		<b>62%</b>	50%	78%	54%

**Center for a New Generation Year End Report – 10/11**

**APPENDIX D: YOUTH DEVELOPMENT SURVEY DETAILS**

	Goal	BH	Flood	Hoover	Taft	CNG Avg	New Members
<b>ENVIRONMENT</b>							
<b>Safety (physical and emotional)</b>							
1. I feel safe at CNG.	All the time	30%	55%	39%	63%	48%	48%
2. At CNG, if someone wanted to hurt me, someone would stop him or her.	Often	57%	65%	59%	70%	65%	57%
3. Kids bring weapons to CNG.	Never	74%	61%	61%	78%	70%	
4. At CNG, the staff makes sure we follow rules about how kids treat each other.	All the time	56%	57%	33%	72%	56%	
5. How safe do you feel at CNG compared to other places you hang out?	More	30%	49%	45%	48%	43%	
<b>Total safety</b>		<b>49%</b>	<b>57%</b>	<b>47%</b>	<b>66%</b>	<b>56%</b>	<b>53%</b>
<b>Positive relationships</b>							
1. At CNG, how many staff people pay attention to what's going on in your life?	2	38%	80%	48%	72%	63%	
2. How many staff people could you go to if you need advice about personal problems?	2	54%	67%	45%	61%	63%	
3. At CNG, the staff knows what is important to me.	Agree	51%	49%	54%	56%	54%	
4. People really listen to me at CNG.	Agree	52%	51%	51%	64%	56%	
<b>Total positive relationships</b>		<b>49%</b>	<b>62%</b>	<b>49%</b>	<b>63%</b>	<b>59%</b>	
<b>Social connectedness</b>							
1. I feel respected by other kids at CNG.	Agree	39%	61%	54%	61%	56%	
2. At CNG, I feel like I belong.	Agree	48%	75%	58%	69%	67%	
<b>Total social connectedness</b>		<b>43%</b>	<b>68%</b>	<b>56%</b>	<b>65%</b>	<b>61%</b>	
<b>Youth participation</b>							
1. How often have you helped plan activities or events at CNG?	Sometimes	46%	61%	53%	42%	53%	64%
2. How often do you feel like your ideas count at CNG?	Often	30%	37%	34%	31%	37%	46%
3. At CNG, how often do you get to decide which activities you're going to do?	Often	21%	53%	25%	36%	37%	
<b>Total youth participation</b>		<b>32%</b>	<b>50%</b>	<b>37%</b>	<b>36%</b>	<b>42%</b>	<b>55%</b>
<b>Skill building</b>							
1. At CNG, I get to learn things that I don't get the opportunity to learn anywhere else.	Often	30%	51%	42%	63%	45%	
2. At CNG, the staff challenges me to be my best.	Often	52%	71%	52%	88%	63%	51%
<b>Total skill building</b>		<b>41%</b>	<b>61%</b>	<b>47%</b>	<b>75%</b>	<b>54%</b>	<b>51%</b>
<b>ACADEMIC SUCCESS</b>							
<b>Relevance of school for future success</b>							
1. Doing well in school improves my chances of having a good life when I grow up.	Agree	84%	92%	78%	89%	86%	80%
<b>Academic efficacy</b>							
1. Even if school work is hard, I can learn it.	Agree	77%	86%	79%	86%	83%	75%
<b>Teacher caring</b>							
1. I feel like my teachers at school care about me as a person.	Agree	67%	73%	76%	78%	73%	67%
<b>Academic behaviors</b>							
1. I skip school.	Never	87%	84%	71%	91%	80%	64%
2. I try hard in school.	All the time	67%	80%	56%	80%	66%	53%
3. I am late for school.	Rarely	77%	65%	53%	70%	63%	54%
4. I turn in my homework.	All the time	52%	45%	54%	69%	53%	50%
<b>Total academic behaviors</b>		<b>71%</b>	<b>69%</b>	<b>59%</b>	<b>77%</b>	<b>65%</b>	<b>55%</b>
<b>Educational expectations</b>							
1. How far do you expect to go in school?	4 year college	54%	63%	62%	55%	61%	54%

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**YOUTH DEVELOPMENT SURVEY DETAILS *continued***

<b>CHARACTER &amp; CITIZENSHIP</b>								
<b>Optimism</b>								
1.	I think positively about my future.	Agree	80%	78%	82%	80%	80%	68%
<b>Self efficacy</b>								
1.	If I can't do a job the first time, I keep trying until I can.	Agree	72%	86%	80%	89%	81%	77%
2.	In everyday life, I give up on things before finishing them.	Disagree	54%	67%	59%	69%	60%	54%
<b>Total self efficacy</b>			<b>63%</b>	<b>76%</b>	<b>69%</b>	<b>79%</b>	<b>71%</b>	<b>66%</b>
<b>Citizenship</b>								
1.	At CNG, I have been able to do things to help people in my community.	Agree	34%	49%	49%	53%	53%	58%
<b>HEALTHY LIFESTYLES</b>								
1.	In the past week, I have played sports or exercised at CNG.	Often	56%	65%	54%	81%	60%	60%
2.	In the past month, I have experimented with alcohol or drugs.	Never	90%	92%	86%	100%	88%	75%
<b>Total healthy lifestyles</b>			<b>73%</b>	<b>78%</b>	<b>70%</b>	<b>91%</b>	<b>74%</b>	<b>68%</b>

*Note: For questions about members' experiences at CNG, the new member survey asks incoming members about their parallel experiences before joining CNG. For example, while the year-end survey asks how often a member "feels safe at CNG," the new member survey asks incoming members how often he or she "feels safe."*

## APPENDIX E: OVERVIEW OF JR. COLLEGE BOUND

The Jr. College Bound component of CNG aims to support elementary and middle school students in developing the belief, from an early age, that they can achieve both college and a career. Starting in kindergarten, our youth gain life skills as well as school and study skills that will help them thrive throughout their education. They gain experience in positively communicating with adults, balancing school and other components of their life, using study techniques and resources such as tutors and mentors to master school content, and seeing their grades improve as they increase their rate of turning in homework. They also learn crucial information about choosing their individual pathway, such as how to select a middle school or high school that suits their interests and needs, the type of education required for the careers that interest them, and the importance of saving money for college and applying for financial aid to make their school choices more accessible. All this knowledge is coupled with first-hand exposure—through fieldtrips and guest speakers—to the realities of attending college and developing a career.

Jr. College bound has multiple components:

- *College awareness, exploration, and planning*—to provide insight on students’ interests, expose them to the concept of college, and build their desire to one day attend college.
- *Career awareness and exploration*—to expose students to various careers and the pathways (including necessary education and skills) that lead to them.
- *Study and school skills development*—to teach students skills, such as using flash cards, highlighting, and other study tools, as well as build their knowledge of what it takes to earn good grades, such as turning in homework and studying for tests.
- *Academic content mastery*—to reinforce and strengthen students’ knowledge of key topics taught in their current grade.
- *Interpersonal and communication skills*—to empower students to communicate with others about their goals, needs, and achievements through activities such as interviewing, public speaking, and practicing speaking respectfully with teachers.
- *School choice*—to guide fifth and eighth graders through the process of researching their public, charter, and private middle or high school options and making a choice about the best fit for themselves.
- *Middle school or high school awareness*—to build fifth and eighth graders’ knowledge of the expectations of the next level of schooling.

## APPENDIX F: SCHOLARS OF THE YEAR



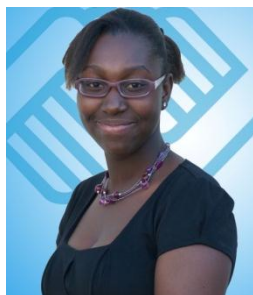
### **Tania Gabriel, Belle Haven Community School**

Tania is the middle child of three children. He looks up to her older brother and sets a great example for her younger brother. She has been at Belle Haven Community School since the fourth grade and has been attended the Boys & Girls Club school-site program for two years. Tania has put herself out there and become known as a leader with a positive attitude and a welcoming smile. At the after- school program, she has been involved leading fundraisers and other group activities. She has completed community service and had perfect attendance. She makes friends easily and tries to collaborate with and learn from others. Tania also likes to help younger students – reading and playing with them and helping with homework. Tania would like to become a dentist or a teacher. She hopes to help children who struggle so they can succeed in life. Tania will attend EPA Academy High School next year.



### **Stephanie Smith, James Flood Magnet School**

Stephanie is a dedicated, hard-working young lady. Her drive and dedication to her education prove that she will be successful as her desired profession – forensic science. While Stephanie is a quiet and reserved leader, she is powerful in her words. She knows how and when to speak up, and when she does speak up, she commands everyone’s attention. But Stephanie’s life does not completely revolve around education. She is a well-rounded student who enjoys tapping, praise dance, step and hip-hop. When she hits the state, she is poised and strong. Stephanie also served as a strong role model for her niece and nephew.



### **Ashley Campbell, Hoover Community School**

Ashley remains one of the most hardworking and self-motivated students in her class. She knows what she needs to do to succeed and does not wait for anyone to tell her what to do. Having been born and raised in Jamaica, where education is not easily available to everyone, Ashley understands the importance and value of college. She wants to show her family that receiving a college degree can be done and that one only needs determination and dedication to achieve it. Despite the challenges her family has faced, Ashley’s strength and resilience has kept her family together. In addition to helping her mother with everyday household chores, Ashley makes it her job to be the most positive role model she can possibly be to her younger sister. Her compassion for others and her drive for perfection make her a true leader already. Ashley will attend Sacred Heart Preparatory School next year.

## APPENDIX G: LETTERS OF SUPPORT

### HOOVER COMMUNITY SCHOOL

701 CHARTER ST  
REDWOOD CITY, CA 94063  
Phone (650) 366-8415  
Fax (650) 367-4361



*Home of the Hard Working Husky*

Amanda Rothengast, *Principal*  
Katherine Rivera, *Assistant Principal*  
Lou Matteucci *Assistant Principal*

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July 19, 2011

To Whom It May Concern:

This is letter to share our strong support for our partnership with the Center for a New Generation (CNG) after school program on our campus, administered by the Boys & Girl Clubs of the Peninsula. The program is fundamental to providing structured extended days activities for our over 120 4<sup>th</sup>-8<sup>th</sup> grade students. The CNG program runs from 3-6pm five days a week on the Hoover campus.

CNG is one of the key partners in our community school model where we have a community partner on site daily to coordinate with our school programs. This past year, our CNG site director worked closely with our Community School Director and other partners on linking all programs with the academic school day. In addition, CNG offers enrichment activities that our school no longer has the resources for or have been cut from the ever-shrinking California budget. After homework help, CNG students can do drama, art, sports, and other engaging activities.

This year two of the CNG mentors coached a group of the boys for the district/community soccer league. The Hoover Huskies were undefeated this season and won the championship. I was so impressed by the high level of teamwork and sportsmanship the players learned from their CNG coaches.

The leadership opportunities for our middle school students are one of the essential components offered in CNG at Hoover. From planning our school dances to participating in the Scholar of the Year competition, CNG students at Hoover have many opportunities to be leaders in our community. This year we were fortunate to have the Scholar of the Year, Ashley Campbell, selected at Hoover. After winning this much-deserved recognition, Ashley became a role model for our school and a shining star in the community.

Finally, the CNG staff works closely with our 8<sup>th</sup> grade students on selecting the high school that best suits each student's needs. They not only educate them about the different public, charter, and private schools, but they help them fill out the applications. Thanks to their assistance, we have had more students get accepted to charter and private schools the past few years.

Without CNG on our campus, many of our students would not have a safe place to be after school. Thank you for providing this structured environment for our students. Please do not hesitate to contact me if you need additional information.

Sincerely,

Amanda Rothengast  
Hoover Principal

Center for a New Generation Year End Report – 10/11



Maria Ibarra

*Principal*

Lorena Mancia  
*Assistant Principal*

*Belle Haven*  
*Community School*

415 Ivy Drive, Menlo Park, CA 94025  
(650) 329-2898 fax (650) 566-9386  
Ravenswood City School District

*Board Members:*  
Sharifa Wilson, President  
Marcelino Lopez, Vice President  
Ana Maria Pulido, Clerk  
Saree Mading  
Evelyn Barajas Luis

Alejandro Vilchez,  
*Community School*  
*Director*



July 21, 2011

To Whom It May Concern:

This letter is to express our continuing strong support for our on site after school program, Center for a New Generation (CNG), that is administered and coordinated by the Peninsula Boys and Girls Club. The program is fundamental and complementary to our core instructional program for grades Kinder through Eight.

The CNG staff provides an added support to our students and staff and they often assist in activities during the regular school day. As a partner in the Community School approach here at Belle Haven, CNG is viewed as a key partner and natural part of the school by providing extended learning from the hours of 3 to 6PM.

CNG will continue to play a vital role in supporting the schools efforts to equip the eighth grade class and their parents with the necessary information that prepares them for high school. This fall CNG and the school administration will help coordinate shadow visits to various public, charter, and private high schools. In addition, they will continue to co-teach a high school prep class to all eighth grade students.

We are proud to have CNG on campus and consider them part of the success we are making school-wide. Belle Haven Community School staff fully supports the CNG after school program and looks forward to continuing our partnership.

Sincerely,

Alejandro Vilchez,  
Community School Director