



# REPORT TO STAKEHOLDERS

**SEPTEMBER 2008**

*This report is designed to share the Boys & Girls Clubs of the Peninsula's vision for creating a stronger community. It also details the Club's accomplishments during the past year and priorities for the current year. We are enormously grateful for the generosity and confidence that so many of you have shown in our ability to **guide and inspire youth of our community to develop the attitudes and life skills they need to thrive.***

*Thank you for your partnership.*

## OUR VISION: CLOSING THE OPPORTUNITY GAP

*Silicon Valley embodies the American Dream,  
the belief that everyone should have a chance to succeed.  
But recent changes in our society have created an Opportunity Gap of unprecedented size.  
Two-thirds of the youth in some neighborhoods are not even graduating from high school.  
We want all of our children to become contributing, self-sufficient, citizens.*

America is different than it was a generation ago. Families today face greater economic and cultural challenges than recent generations. In our winner-take-all society, while some families are doing very well, others are struggling to adapt to the changing conditions.

At the Boys & Girls Clubs of the Peninsula, we ask ourselves everyday: what can we do to make Silicon Valley a great place for all of our youth to grow up?

### Before the Achievement Gap Comes the Opportunity Gap

The achievement gap between our diverse schools and populations is a persistent, widening and complex problem. While media attention has been largely on “failing schools,” the key to closing this gap is first closing the “Opportunity Gap.” We need to focus, as a community, on practical and effective ways of doing that.

Perhaps no where in America is the gap in academic performance more striking than between our disparate neighborhoods in Silicon Valley. While some neighborhoods boast the highest test scores in the nation, in others two-thirds of our kids are not graduating from high school.

To reduce the achievement gap, we must look beyond the schools, teachers and curriculum. We first need to understand the different worlds students grow up in and the different opportunities available to them.

Many of the kids on the right side of the Opportunity Gap take three years of preschool to prepare for kindergarten. Their parents are college educated, often with advanced degrees, and highly engaged with school. Here in Silicon Valley, some schools raise \$2,000 per student for supplemental instruction. These kids are surrounded by positive role models.

For kids on the wrong side of the Opportunity Gap, kindergarten is their first exposure to organized instruction. Their parents are recent immigrants, often with only elementary school education, who work several jobs to pay rent and struggle to navigate the complexities of the educational system. They come from cultures where parents are not expected to engage with schools. A clear path to success is not laid out for them; they cannot simply follow in the footsteps of those before them.

After school, students in advantaged neighborhoods participate in enriching programs like sports, music, art, science and chess. They receive assistance with homework and tutoring if their grades falter. They have a quiet room in which to study. In the summer, their love of learning is enhanced through inspiring camps and travel. Students in disadvantaged neighborhoods too often end up watching TV, taking care of younger siblings, or just hanging out. They may not get adequate exercise. Often multiple families live in one house without a private space to study.

## 2008 BGCP REPORT TO STAKEHOLDERS

For some teens, gangs exist only in a pretend world, cool to see on TV. For other teens, gangs are a real part of their everyday lives, having claimed an older brother; they are a daily temptation to resist.

Academic expectations vary as well. For many kids, attending college is a given. They have teams of advisors to prepare them. Others are told college is impossible because it is too expensive. No one monitors their classes and grades to ensure they will have the opportunity to attend college. While some learn about the differences between Stanford and Cal, others learn why spending time in jail is better than being locked up in prison. And while some worry about SATs and APs, others worry about CPS and POs.

As long as this Opportunity Gap exists, the achievement gap will, too. Attention on school day effectiveness is necessary but not sufficient. Schools alone cannot close the gap. We cannot expect teachers to be miracle workers by playing all the roles of educator, coach, tutor, big brother and mentor.

All kids need to feel a sense of belonging. They all need to learn how to learn. They need to be surrounded by peers who appreciate the importance of education, to be part of a reinforcing community of learners. They need to maintain the attitude of "I can" that all children begin with. And this is only possible through positive relationships.

At the Boys & Girls Clubs of the Peninsula, we partner with schools to bring hope and opportunity to all of our students. We align our after school instruction with the school day curriculum; our enrichment programs reinforce what students learn during the school day. We extend the learning day. We provide students with the opportunities that many families take for granted.

Most importantly, we provide relationships with role models who instill positive attitudes and life skills. We teach kids the importance of education and why school is relevant to their lives. We help families navigate the complicated educational system and involve them at school. We are creating a *community of learners*, an environment of positive peer pressure, where members think it is cool and expect to do well in school.

If we truly want to close the achievement gap, we need to address social policy issues beyond education. We need to invest in programs that partner with schools to provide opportunities for all of our students after school and during summers. It is impossible, we are finding out, to reduce the achievement gap while the Opportunity Gap is increasing.

### **College Bound for High School Students**

We need to better serve the high school youth in our neighborhoods. We have seen that our traditional programming too often fails to stop them from dropping out of high school and making bad decisions. Teens require a case management approach. They need someone highly involved with their education, asking what classes they are taking, when they are going to school, and how they are completing their homework. They need someone to help them navigate high school and post-secondary options.

## 2008 BGCP REPORT TO STAKEHOLDERS

The Boys & Girls Clubs of LA Harbor has done a remarkable job of serving teens. Their College Bound program is achieving impressive results, and we are attempting to replicate it. We have hired full time College Bound staff and mentors at each clubhouse and added dedicated teen space.

We launched our College Bound program this summer with a one week “Jump Start” program for high school freshmen. We had workshops and discussions about what they should expect at high school. This group will hopefully grow into a supportive community of learners that will help keep its members on track to graduate. We plan to bring our first College Bound center to our Redwood City clubhouse this fall.

### The Solution

With our Clubhouses, school sites and College Bound centers, we are closing the Opportunity Gap:

<b>12 year-old boy, western Menlo Park</b>	<b>12 year-old boy, eastern Menlo Park</b>	<b>12 year-old boy at BGCP</b>
Parent(s) around evenings and weekends	Single mom or grandmother working long hours	15 consistently caring adults around every afternoon and evening
Parent(s) with master's degrees	Parent(s) recently immigrated with less than a 9 <sup>th</sup> grade education, speaks little English	Bilingual, educated, staff that knows how to navigate the US system
Receives \$8,000 per year in instruction from public school	Receives \$4,000 per year in instruction from public school	Attends after school programs aligned with the school day curriculum to extend the learning day
Class size of 20	Class size of 30	Participates in small group programs
90% of peers proficient in mathematics and English	20% of peers proficient	Participates in programs targeted at core academic skills
All peers graduate from high school and attend college	60-70% of peers fail to graduate from high school	Part of a community of learners where everyone expects to graduate and go on to post-secondary education or training
Plays baseball, plays piano, learns chess, has a tutor for math	Watches TV, takes care of little sister, hangs out	Participates in athletic, art, music, science, technology, academic, social, leadership, health activities
Attends summer camps that inspire him to love learning	Watches TV, takes care of little sister, hangs out	Attends structured summer program that keeps academics fresh and fun
Quiet room to do homework	Shares crowded home with 3 families	Desk space for homework and access to computers and tutors
Sees gangs on TV	Older brother involved in gangs, struggles to say no to them daily	Has a positive group to belong to, participates in anti-gang programs, and has positive exposure to law enforcement
Knows about SATs and APs	Knows about CPS and POs	Calculating GPA
Knows the difference between Stanford & Cal	Knows the difference between jail & prison	Knows UC, Cal State and community college admissions requirements

## CALL TO ACTION

We welcome your partnership to make this vision a reality. Here are 4 ways you can be part of the solution:

1. **Provide exposure.** Many of our youth grow up without exposure to the world outside of their immediate neighborhood. Some haven't been to the ocean or San Francisco. They are not aware of many of the possible careers open to them. They don't know what an accountant or marketing executive does. They have never seen a cubicle. Sometimes they make poor decisions due to lack of information. You can help by inviting them to your office, by providing an internship, by coming to visit and talking about your world.
2. **Volunteer.** All young people crave attention. The more staff and volunteers we have, the more attention each child can receive. There is no "leverage" or "scalability" in youth development; there is no alternative for time with a child. We need volunteers who are willing to come help members with homework, tutor, read a book, share a passion (e.g., reading, chess, karate, etc.), or just play.
3. **Donate.** Our budget this year is \$5.5 million. Our funding sources are individuals (45%), foundations (25%), and government (20%), corporations (5%) and endowment (5%).
4. **Advocate.** Please talk with your friends about BGCP and our vision.

With our 50<sup>th</sup> Anniversary upon us, we are enthusiastic about the positive impact the Boys & Girls Clubs of the Peninsula is having on our community. With your partnership, we will close the Opportunity Gap. All of our young people will have the opportunity to thrive and become contributing, self-sufficient citizens.

**THANK YOU** for allowing us to share this information with you. If you would like to visit the Clubs or if you have any questions or comments, please call me at 650-646-6121.

Respectfully,

Peter Fortenbaugh  
Executive Director

## FY09 STRATEGIC PRIORITIES

In order to achieve our vision of closing the Opportunity Gap, our priorities for this year are:

### Board

- Add 4 new members, including 1-2 from our service neighborhoods
- Host 50 tours

### Finance

- Implement Internet based time keeping system
- Help program assistants improve processes
- Provide real-time budget tracking tool
- Build-out MP upstairs space

### Human Resources

- Implement teen staff program for school sites
- Revise Employee Handbook
- Continue development for full time staff
- Provide interview training
- Involve peers in hiring process
- Review part time staff at 90 days and 1 year
- Have same Mission Task Force next year

### Programs

- Deliver a robust BGC@Hoover
- Launch BGC@EPA Academy and @Taft
- Launch College Bound program keeping 45 freshman on track to graduate
- Partner to bring health services to families
- Hold one family support, parenting class per site
- Redesign Achievement Matters
- Make behavior practices consistent across sites
- Launch a Boys' Day
- Re-launch Athletics and Life Skills program

***Create a Community of Learners in partnership with Schools and Families***

### Volunteers

- Increase volunteer hours by 20%
- Implement tracking process
- Increase volunteer diversity
- Host a volunteer appreciation event for 50% of active volunteers

### Community

- Improve effectiveness of NAGs; add youth participation; have NAGs plan events
- Strengthen school partnerships
- Win a BGCA Excellence Award

### Evaluation

- Have all staff understand scorecard
- Implement school site scorecard with school buy-in
- Develop "On-Track" indicator for 9-12
- Execute CNG alumni tracking
- Add attitudes to CNYD survey

### Development

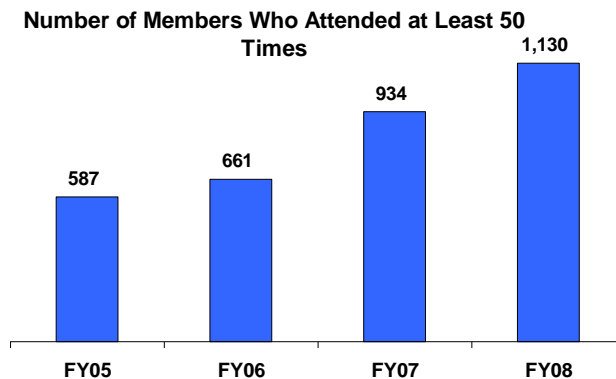
- Raise \$5.7 million
- Enlist 50 charter members of Legacy League
- Fully staff and engage department
- Increase overall donor retention rate from 53% to 60%
- Better engage Board members in fundraising and events based on their individual interests and skills
- Add 110 net new donors

## FY08 SCORECARD

One of the challenges all nonprofits face is measuring impact. At BGCP we are developing a Scorecard, which we hope will give stakeholders a sense of how well we are achieving our mission. This is our second version.

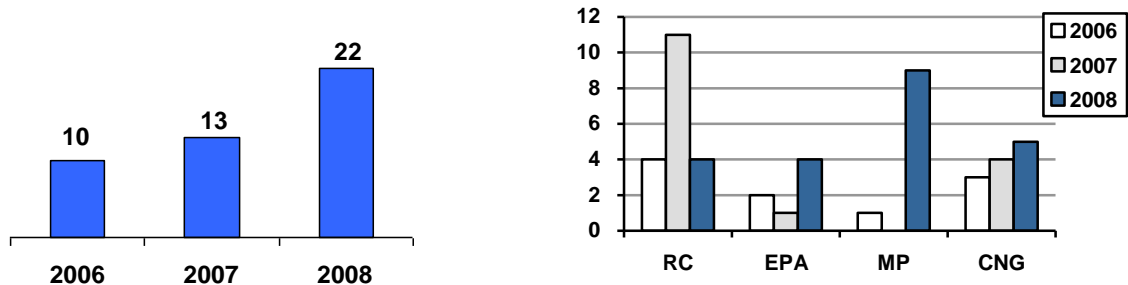
### I. NUMBER OF ACTIVE MEMBERS

If a youth attends the Club at least 50 times a year, we have a good chance to have an impact on his/her life. We believe this is a more relevant metric than membership or average daily attendance.



### II. NUMBER OF MEMBERS GRADUATED FROM HIGH SCHOOL WITH A PLAN

In our neighborhoods, almost 70% of youth do not graduate from high school. We are committed to helping our members not only graduate, but graduate with a plan for further education or a career. We do not count members who graduate from high school but end of with miscellaneous part time jobs. We expect our members to go to college, vocational training, or some form of post-secondary training.



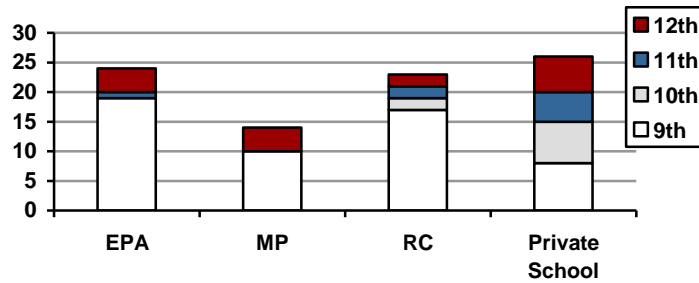
### III. NUMBER OF MEMBERS “ON-TRACK” TO GRADUATE FROM HIGH SCHOOL

We are developing an “On-Track” indicator that will measure which members are likely to graduate from high school. The draft indicators for high school freshmen are:

- Earning 60 credits per year (enrolled in 70 credits)
- Failing no more than 1 core class per year
- School attendance of at least 90%
- GPA of at least a 2.0

## 2008 BGCP REPORT TO STAKEHOLDERS

As of September 2008, we have 86 high school members are on track to graduate. 60 are enrolled in our College Bound program at one of our three clubhouses and another 26 are in private schools or enrolled in other successful college track programs.



### IV. PERCENT OF YOUTH EXPERIENCING POSITIVE SUPPORTS & OPPORTUNITIES

The Youth Development Framework identifies five Supports & Opportunities that research shows lead to positive early adult outcomes. We survey our members, age 10 and older, annually in the spring to learn, from their perspective, if they are receiving these Supports & Opportunities at the Club. We conduct this survey in partnership with the Community Network for Youth Development.

Below are the last three years' results. Overall, the majority of the youth who attend our sites are receiving these important supports & opportunities. For most questions, the bar has been set at a high level. See Appendix C for details.



This framework is the foundation for much of our new staff training. It also serves as an excellent tool to focus us on areas to improve.

### V. YOUTH DEVELOPMENT INDICATORS

We are working with Stanford University to develop a survey tool to measure our members' attitudes along four dimensions:

1. Future expectations
2. Self-efficacy
3. Connectedness to adults and community
4. Social competency and conflict resolution

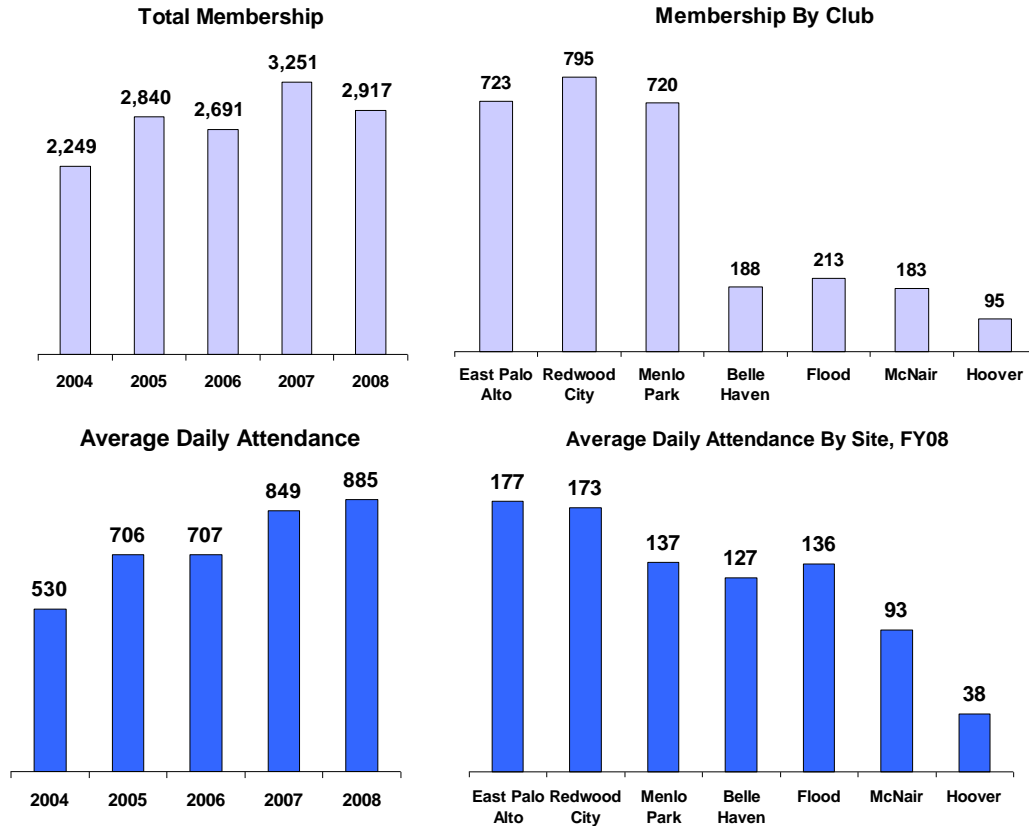
# FY08 SCORECARD – LEADING INDICATORS

The following are additional measures of our effectiveness. How well we do on these indicators impacts directly our Scorecard measurements.

## I. MEMBERSHIP & ATTENDANCE ANALYSIS

### 1. Membership & Average Daily Attendance

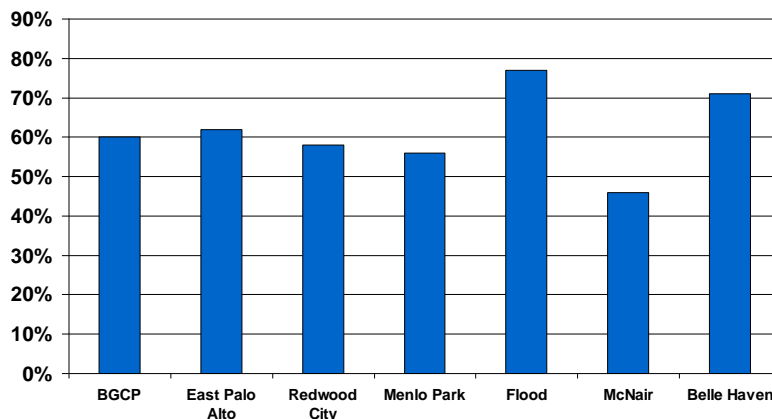
While membership declined, average daily attendance continues to increase due mostly to opening new sites.



### 2. Membership renewal

The longer our members remain with us, the more we can positively impact their lives. Therefore, renewal is an important metric to monitor. Part of our challenge is working with a population that moves frequently. Approximately 25% of all students leave their schools each year.

Percent Renewal from Prior Year - Active Members Only

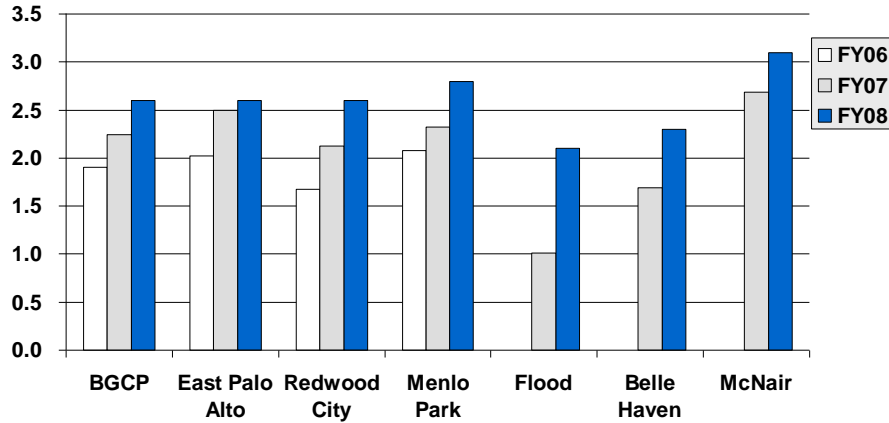


## 2008 BGCP REPORT TO STAKEHOLDERS

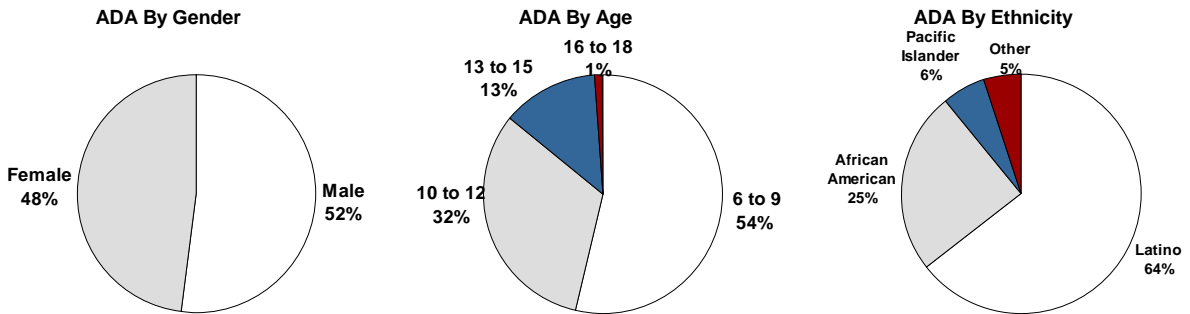
### 3. Length of membership

This data is only 3 years old and understates length of membership. It will become more accurate going forward.

**Average Length of Membership in Years**

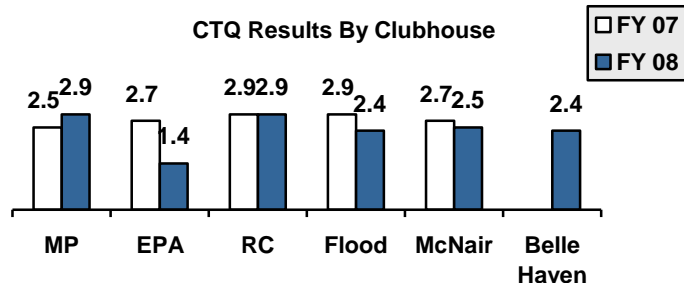


### 4. Age, gender, ethnicity mix (based on attendance)



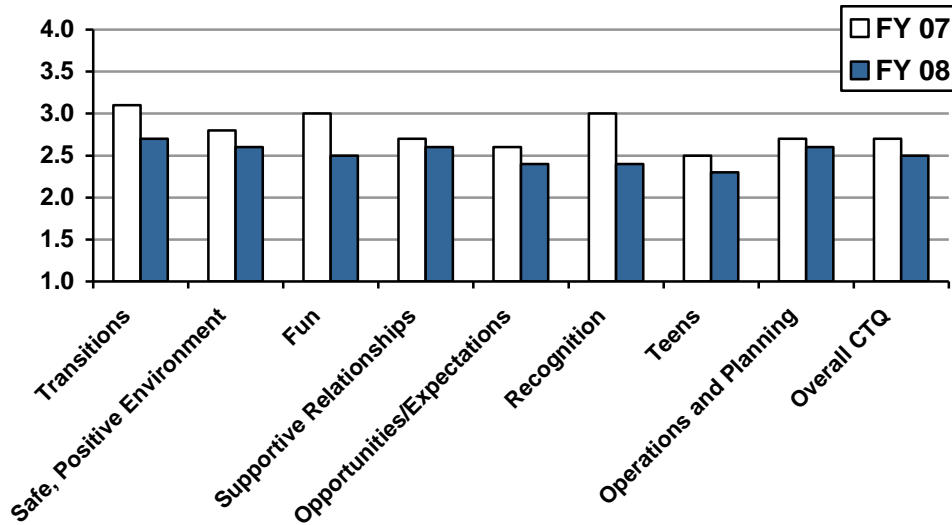
## II. OPERATIONAL SELF-ASSESSMENT

Boys & Girls Clubs of America's Commitment to Quality (CTQ) measures performance along 7 dimensions defined by BGCA as critical to high functioning clubs. The survey is completed by staff. The scale is 1 to 4 (1 = basic, 2 = meets criteria, 3 = above average, 3.75+ = innovative). Overall results declined from FY07 to FY08. This year we will develop a detailed action plan to improve results, integrated with the CNYD action plan.



## 2008 BGCP REPORT TO STAKEHOLDERS

### CTQ Average for All Clubhouses

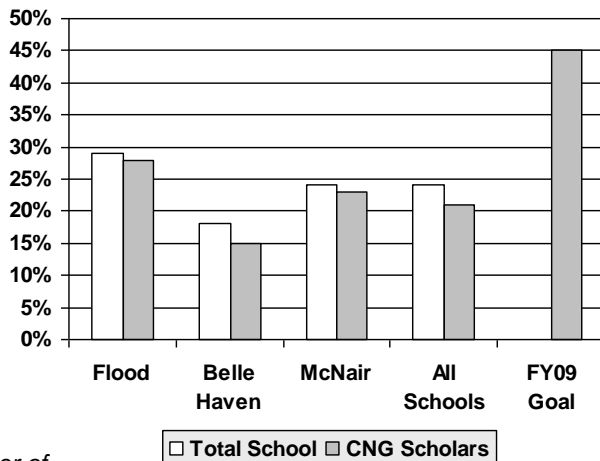


### III. ACADEMIC RESULTS FOR SCHOOL SITES

#### a. CST scores in English Language Arts

We are currently researching how to use CST scores to measure our impact. Last year, 21% of our scholars tested at Proficient/Advanced on the CST English Language Arts test. The state mandated school-wide goal for FY09 is 45%. Our scholars in the 7<sup>th</sup> and 8<sup>th</sup> grades did better than the younger grades.

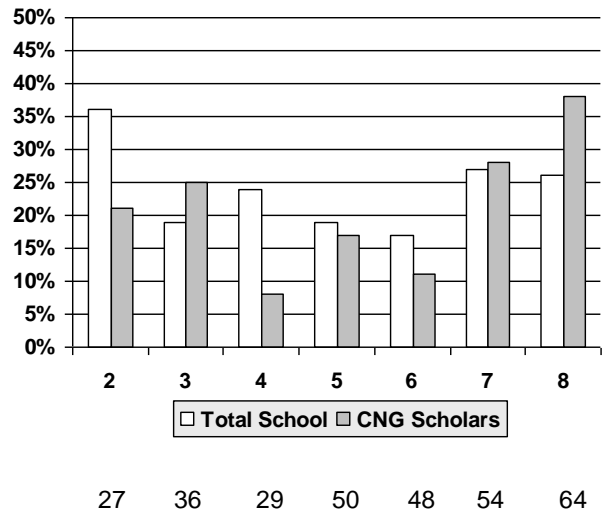
**% Scholars Proficient/Advanced on CST ELA Test by School**



Number of students =

Flood: 100, Belle Haven: 98, McNair: 110, All Schools: 308

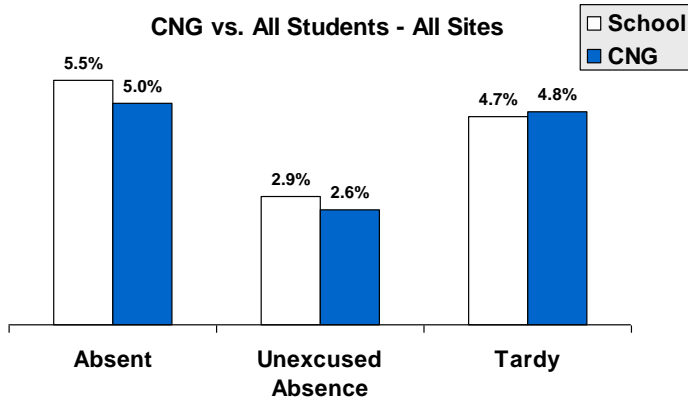
**% Scholars Proficient/Advanced on CST ELA Test by Grade**



Grade 2: 27, Grade 3: 36, Grade 4: 29, Grade 5: 50, Grade 6: 48, Grade 7: 54, Grade 8: 64

**2008 BGCP REPORT TO STAKEHOLDERS**

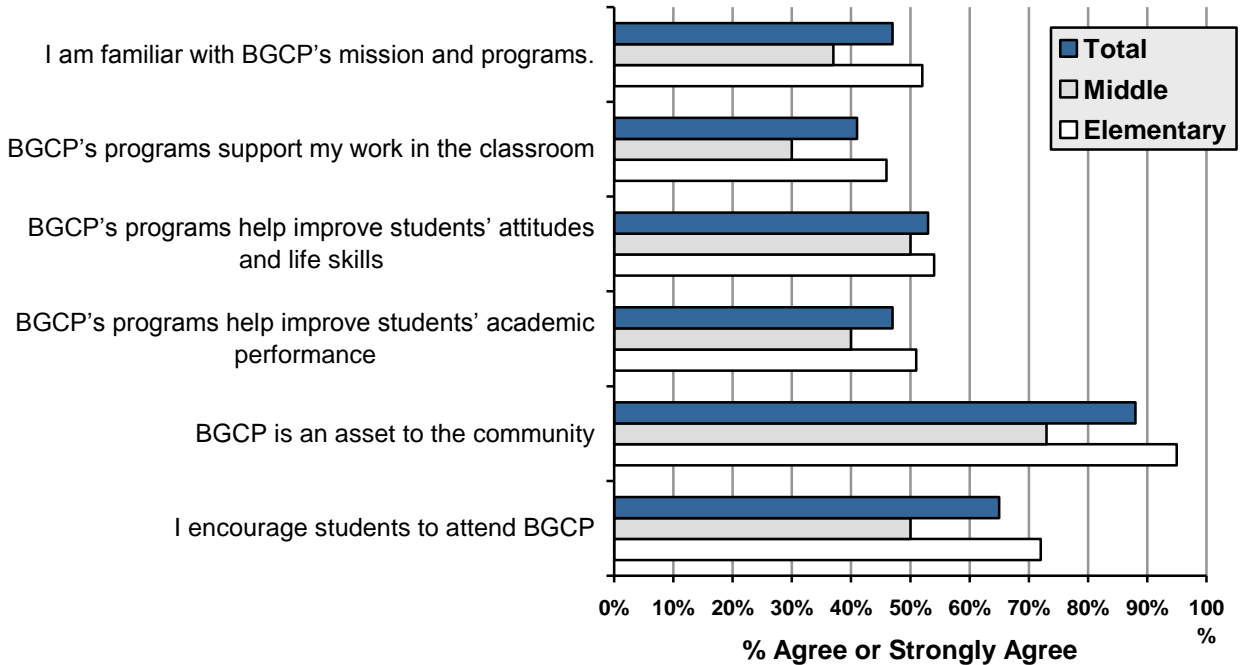
**b. CNG: Positive Academic Behaviors**



**IV. COMMUNITY PERCEPTION**

**a. Teacher survey.**

We surveyed 92 teachers from Adelante, Beechwood, Belle Haven, Brentwood, EPA Charter, Garfield, Kennedy, McNair and Roosevelt in September 2008. The results show that we have more work to do to become a close partner with our neighboring schools, especially middle schools. Next year we need to survey high schools as well.



**b. Stanford University selected BGCP as their Community Partner of the Year.**

**c. BGCA LEADERSHIP**

One of our goals is to become more active within the Boys & Girls Clubs of America movement. We were able to raise our profile within BGCA in FY08.

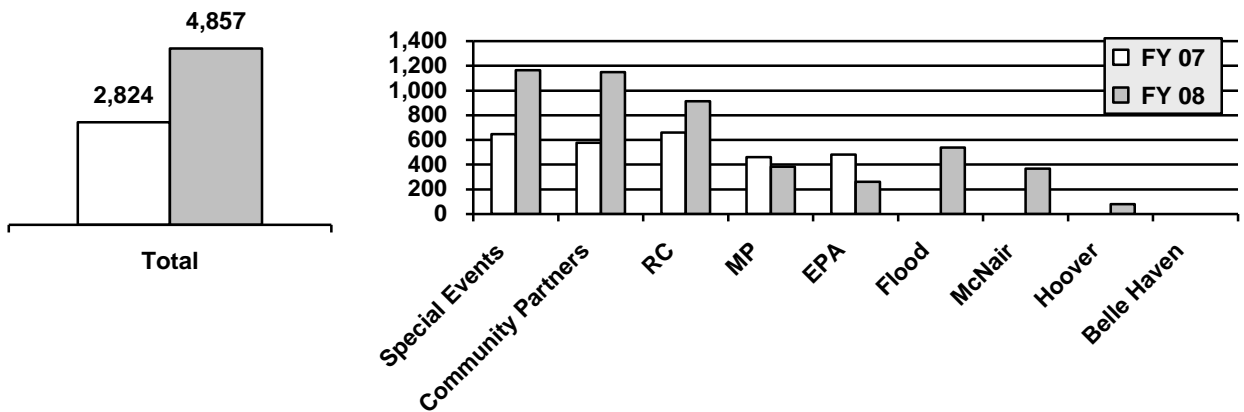
- Three of our members performed live at the National Conference, singing their *Make It Right* song in front of 3,000 people, as well as at ATT Park for a BGCA fundraiser
- We were on a panel at the National Conference for the first time
- RC member Ruby Cook won a regional STAR award and was taken to the major league baseball All Star game in NYC

## 2008 BGCP REPORT TO STAKEHOLDERS

- MP member Julia Cook won the Northern California Youth of the Year award
- Alara MacGillivray was selected as a national trainer for Outcomes Measurement and we are participating in the their impact initiative
- EPA member Victor Marin won BGCA national photo Illustration award
- BGCP was selected to host 2009 Pacific Region Keystone conference
- Joe Colmenares and Ivan Martinez were selected to serve on the National Keystone Conference Steering Committee

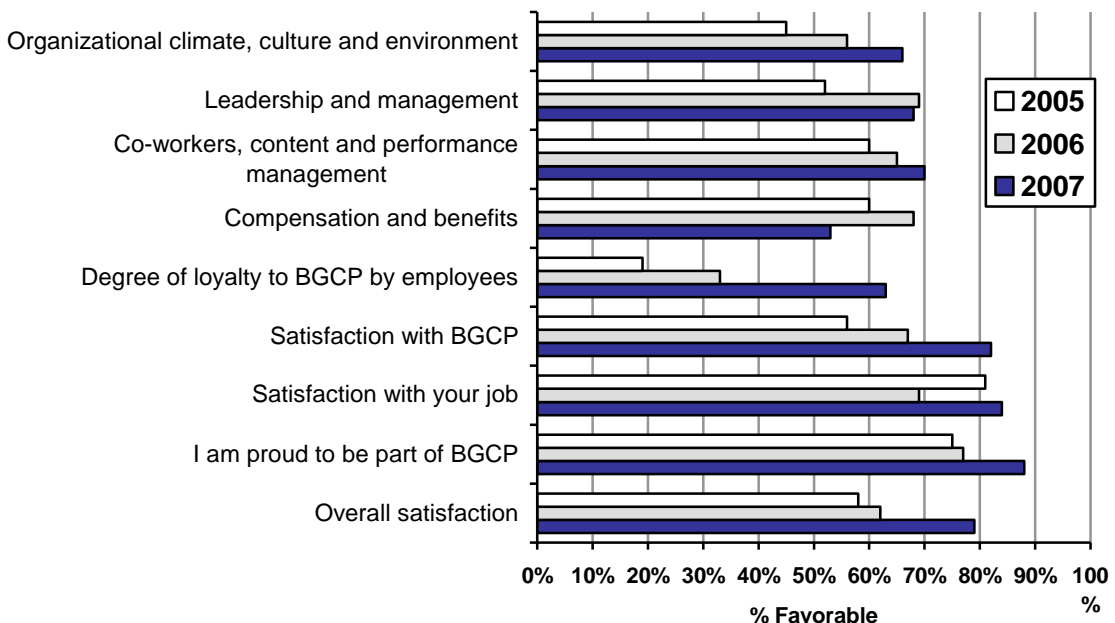
### d. Volunteer Hours

Volunteer hours increased last year by 70%. The largest Community Partners were Stanford's Graduate School of Business and HAAS Superstars, both of which volunteered at most sites.



## V. HUMAN RESOURCES

**a. Employee climate survey.** For the past 3 years, we have engaged an outside consultant to survey all employees about their work environment. The employee climate has improved due to an increased focus on human resources issues. We remain committed to making BGCP a great place to work.



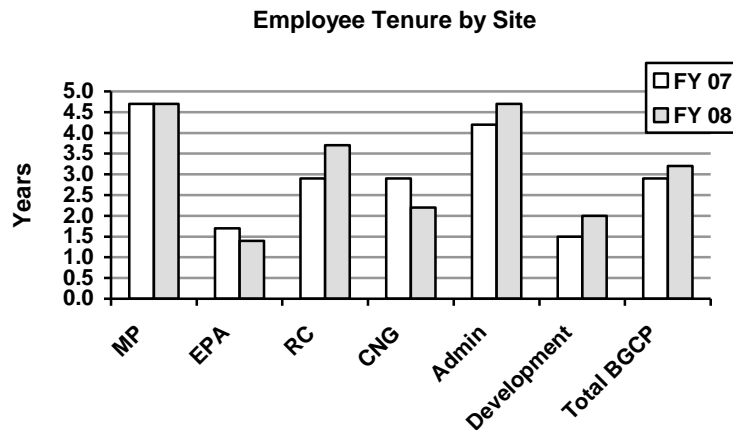
## 2008 BGCP REPORT TO STAKEHOLDERS

**b. Employee turnover.** One of the biggest constraints we face as an organization is the quality of staff. Finding people with the skills, passion and energy we need, willing to work at the salaries we offer, is a challenge. Retaining our good staff is critical to our long term success. This past year, approximately one third of our staff turnover.

	2007		2008	
Full time employees	40		40	
Turnover	15	38%	16	40%
Turnover by type				
Poor performance	2	5%	4	10%
Opportunity/Life change	6	15%	7	18%
BGCP loss	7	18%	5	13%

**c. Average employee tenure**

Our employees have been with us for an average of 3.2 years, a slight increase over last year. The industry average is around 2 years. CNG's tenure has declined because we hired 2 new employees for the 2 new sites.

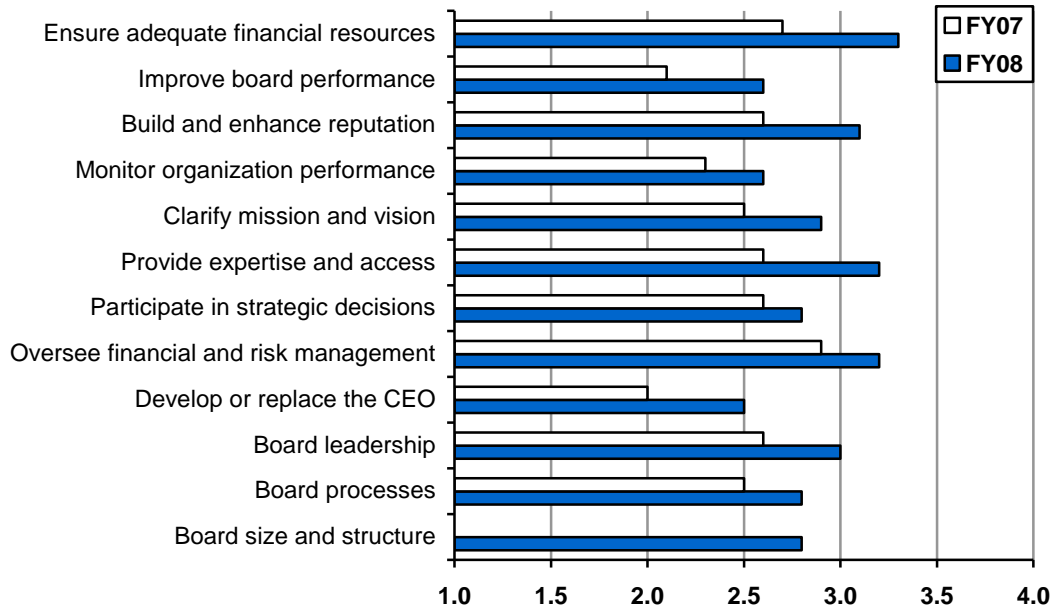


## VI. BOARD OF DIRECTORS

Metric	FY07	FY08	Goal
Members	23	24	20 – 30
Number of tours	47	39	50
Board members added	2: Connie Heldman; Paul Bains	3: Tom Mohr, President of Canada College; Matthew Sonsini, Sobrato Company; Quin Whitman	4
Attendance for full Board meetings	57%	62%	75%

**Board member satisfaction.** For the past 2 years, the Board has completed an online self-assessment designed and analyzed by McKinsey & Co. 1 = poor, 2 = fair, 3 = good, 4 = distinctive.

## 2008 BGCP REPORT TO STAKEHOLDERS



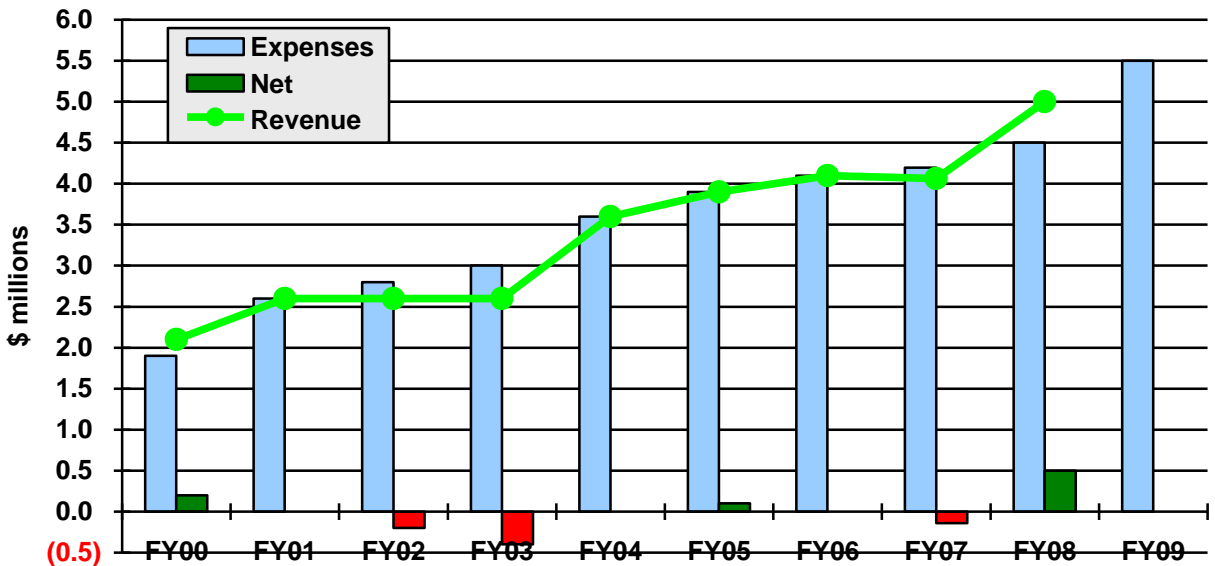
### VII. FINANCIALS

#### 1. FY2008 revenue & spending vs. budget

Revenue increased by \$1 million, or 20%, in FY08 over FY07 and we had a surplus of \$500,000. This surplus will be used to pay down a deficit of \$140,000 from FY07. \$200,000 will be placed in our maintenance reserve to pay for the construction of the Teen Center in Redwood City, and the remainder will be put in our Operating Reserve to cover cash flow shortfalls.

Budget	5,000,000
Actual Revenue	5,002,000
Actual Expense	<u>4,465,000</u>
Surplus	537,000

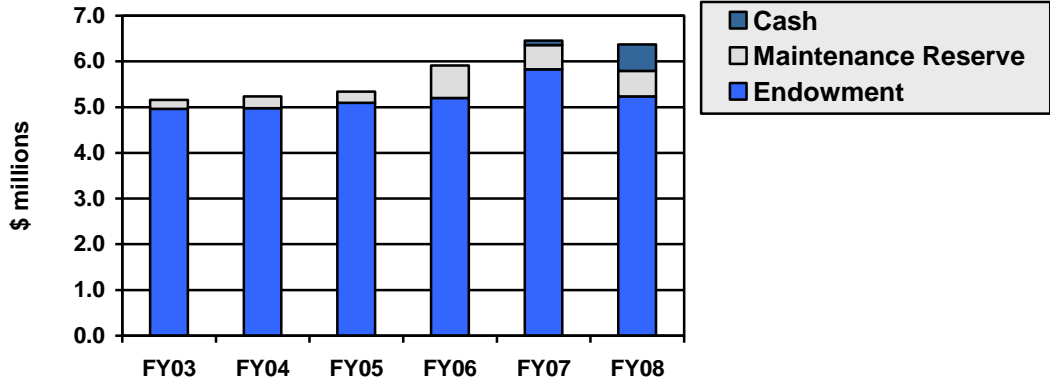
#### 2. Revenue & expense history



## 2008 BGCP REPORT TO STAKEHOLDERS

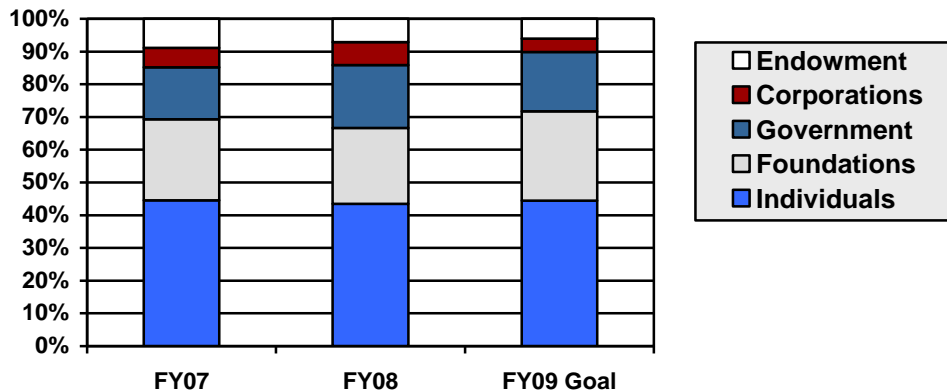
### 3. Endowment, Maintenance Reserve, Operating Cash

Our endowment, maintenance reserve and operating cash are around \$6 million. The endowment decreased by \$600k due to the down market.



### 4. Revenue by source

Revenue Source	FY07 Actual	FY08 Actual	FY09 Goal
Board	875,073	1,052,179	1,200,000
Special Initiatives/Major Gifts	455,975	536,516	600,000
Community Gifts	275,071	337,638	400,000
Corporations	128,250	122,526	50,000
Victory Cup	81,150	80,577	-
Leading Citizens Dinner / Golden Gala	200,808	229,553	425,000
Be a Kid for a Night	-	67,750	75,000
Dames and Divots	32,575	-	-
Foundations and Corporate grants	1,010,220	1,165,332	1,550,000
School Partnerships	546,000	754,656	875,000
OJP, Community School, City grants	88,000	187,000	165,000
Endowment Distribution and other	363,709	468,521	360,000
<b>Total</b>	<b>4,056,831</b>	<b>5,002,247</b>	<b>5,700,000</b>



**2008 BGCP REPORT TO STAKEHOLDERS**

**APPENDIX A: PROGRESS VS. 2007/08 GOALS**

Last year we set the following strategic priorities for 2007/08. Here is how we did and what we learned:

<b>Strategic Priority</b>	<b>Status</b>	<b>Lessons Learned</b>
<b>Programs</b>		
Expand CNG <ul style="list-style-type: none"> <li>• Open new site at Hoover</li> <li>• Implement summer program at Flood</li> <li>• Open 5th site in Sept 08</li> </ul>	<ul style="list-style-type: none"> <li>• Hoover site opened although ADA was only 48% of goal</li> <li>• Summer program at Flood was very successful</li> <li>• We opened are 5<sup>th</sup> and 6<sup>th</sup> CNG sites in July at EPA Academy and Taft</li> </ul>	<ul style="list-style-type: none"> <li>• Just like we did with McNair, we will turn the Hoover program into a full CNG site under CNG direction</li> <li>• We are repeating a similar program this summer for CNG</li> <li>• Principals and school district officials see the value in the CNG program and want to bring it to their students. 2 schools requested a CNG but we declined for concern of over-extending ourselves</li> </ul>
Implement middle school program	Not done	We have focused on developing our high school program, College Bound
Design and pilot Teen Center program	We have made significant progress on designing a teen program focused on high school graduation with a plan. It is modeled after BGC of LA Harbor and their College Bound program. We will begin implementing this fall.	We need to begin implementation.
Define BGCP role in community sports	We did not take a lead role in community sports.	Given the challenges with coordination and the number of youth we have in our clubhouses, this is no longer a priority.
<b>Evaluation</b>		
Execute scorecard plan	Scorecard 1.0 was completed. The Mission Task Force supports the direction this is version 1.1.	The scorecard needed to be made simpler. The first version did not take within the staff.
Participate in Youth Data Archive	Done and ongoing	Ongoing
Improve monthly/quarterly reporting	This has gotten better yet remains a challenge.	
<b>Development</b>		
Raise \$4.7 million	Raised \$5.0 million, a 25% (almost \$1 million) increase over last year	We realized the benefits of many sowed seeds. Donors were especially supportive of the CNG expansion. Our story is resonating.

## 2008 BGCP REPORT TO STAKEHOLDERS

<b>Strategic Priority</b>	<b>Status</b>	<b>Lessons Learned</b>
Launch 50th Anniversary Campaign	We have successfully begun our 50 <sup>th</sup> anniversary celebration. We decided to postpone a capital campaign.	The 50 <sup>th</sup> is a great opportunity to expand our donor base and we are planning on capitalizing on it.
Increase awareness and donor base	We increased awareness through the 50 <sup>th</sup> Anniversary ad campaign and through several media stories which ran throughout the year. To date, we have acquired 228 new donors and renewed 215 donors who had not given in 1 year or more for a combined total of 443.	We cannot tie the new donors directly to the ads. We do not know how effective the ads were.
Increase overall donor retention rate from 58% to 65%	To date we have improved our overall donor retention rate 7% over last year. Last year's actual retention rate was 46% and we are currently at 53%.	We need to continue reaching out to lapsed and existing donors proactively.
Host Kickoff event, Celebration and Community Festivals	Done at the Circus Club in January.	The Kick-Off event was very successful stewardship and could become an annual event.
Enlist 50 charter members of Legacy League	Not done yet – goal is to be achieved by October 2008.	This needs to be pushed harder at all levels.
Better engage Board Members in fundraising and events based on their individual interests and skills	Not achieved	Staff needs to make time to be more engaged with Board members.
<b>Board</b>		
Attract 4 new members	3 new members joined the Board.	The pipeline is good and several will likely join early this year.
Add 1-2 community members	We added 1, the president of Canada College.	We still need more community representation.
Improve awareness of opportunities to engage with programs	A handful of Board members have had real impact with the members, and this increases staff morale considerably.	We need to celebrate the Board members who work directly with the kids.
Implement Development training	Done with Kay Grace on development.	The impact of this training isn't clear, although Board appeared to appreciate it.
Repeat Board survey	To be completed in July.	TBD
<b>Community</b>		
Strengthen school partnerships with Ravenswood, Redwood City, Sequoia Union	We are working closer with Redwood City, Sequoia and Stanford New Schools.	We are modifying our program evaluation to speak the language of the schools so we can be a more supportive partner.
Improve effectiveness of NAGs at all sites	The NAGs are strong in RC and MP but not elsewhere.	This still needs to be done.

## 2008 BGCP REPORT TO STAKEHOLDERS

<b>Strategic Priority</b>	<b>Status</b>	<b>Lessons Learned</b>
Increase family interactions in programs	Successfully implemented in RC, moderately implemented in MP and not as well in EPA. We had parents lead some of our life skills classes at RC clubhouse and we are looking to increase this type of parent leadership in more of our life skills classes and clubhouses.	We will design and plan family nights with the assistance of our parents. We will provide parents with more opportunities to lead our life skills classes.
Participate in BGCA initiatives	We have raised our profile within BGCA significantly. Our members performed at the National Conference, we were on a panel, a member won a regional STAR award, one staff was selected as a national trainer, and we are participating in the their impact initiative.	Staff is motivated by our position with BGCA, so we will continue to seek opportunities to support their efforts.
<b>Human Resources</b>		
Implement training timeline	Done	Employees appreciate the training and want even more.
Revise review process; ensure timeline is followed; develop part time reviews	Reviews went well for full time employees. The part timers have a 90 day and will have a full year one.	This has a positive impact on staff morale and effective management.
Revise Employee Handbook	Not done.	Needs to happen next year.
Implement new employee integration quarterly	This was very successful. New employees appreciated seeing the organization vision and understanding how they fit into the whole.	We will continue this.
Expand employee recognition programs	This was very successful. We did it for 5, 10 and 15 year employees with positive feedback.	We will continue this.
<b>Finance</b>		
Improve and document finance procedures	Much improvement here as the Finance area gets more efficient	
Provide more support to other departments	This began with Development and will continue even more next year	

## APPENDIX B: YOUTHS OF THE YEAR

### **Julia Cook, McNeil Family Clubhouse, Boys & Girls Clubs of the Peninsula, BGCA of Northern CA**



Julia Cook was born in Menlo Park, near the McNeil Family Clubhouse. When she was three years old, her father was murdered by a family friend, leaving Julia, her brother and sister and their mother alone. Unable to cope, Julia's mother became addicted to drugs and was incarcerated on multiple occasions. When Julia was eight years old, they lost their house. They remained homeless for some time, staying with family, in their car and hotels. During this time Julia was able to at least find stability at the McNeil Family Clubhouse in Menlo Park. "Going to the Club not only helped me with my studies, it let me be a kid," she says "Those four hours of being there let me forget my problems and just have fun."

Finally Julia's mother sent her to live with cousins in Sacramento. When she was 13, her older sister was able to become her guardian and she moved back to Menlo Park, where she was able to return to the Club. Since then Julia and her sister have taken care of each other, with Julia contributing what she can working part-time while she attends school.

In spite of these challenges, Julia has never lost her spirit or her will to succeed. "I learned not to depend on others," she says "I'm very motivated and I have a lot of drive." Julia maintains a GPA of 3.5 and above, and plans to attend either Tennessee State University or St. Mary's College in Moraga after she graduates, after which she wants to go to graduate school for a Masters in Psychology. Her goal is to become a social worker and help other children in situations like hers. She will be the first person in her family to achieve a post-secondary degree of any kind.

At school, Julia is involved with the track & field and chess teams, the Black Student Union and Book Clubs and the Keystone community service club. At her old high school in Sacramento she started a tutoring club to help other students. She still comes to the Club in Menlo Park as a member, as well as working there part-time as a part of the Teen Staff helping other members. Julia is a natural leader, always helping others and trying to set a good example for the younger members. "I remember when I was their age and I had these mentors I looked up to. Now it's my turn."

### **Manuel Contreras, Mervin G. Morris Clubhouse**



Manny was raised by his grandmother after his parents divorced. Living in abject poverty in the infamous Redwood City neighborhood known as Little Mex, Manny began to gravitate toward local gangs. By the age of 12, he had seen many of his own family members shot, arrested and jailed. With few positive role models, it seemed inevitable that Manny would soon follow the same path. Running in the streets, he quickly became a member of the Little Mex gang and began experimenting with drugs and petty crimes.

Within a year he was arrested for stealing a car under the influence of drugs and alcohol. By the age of 14, he had already been expelled from several schools for fighting with rival gang members. A

## 2008 BGCP REPORT TO STAKEHOLDERS

second arrest landed Manny in Juvenile Hall for three months. As adulthood neared, it appeared that he would make the all too familiar transition from the Juvenile to the Adult Justice System, bypassing high school and college all together.

While attending a last chance alternative high school, a Probation Officer suggested that Manny visit the Club to perform his community service hours. This suggestion would make all the difference in Manny's life. The Club's Teen Program offered Manny an alternative to his past that he had never thought possible. Soon Manny found himself encouraged and challenged by Club staff. He was eventually hired as a Teen Staff and began to see himself as a vital member of the community rather than a danger to it. After attending the Club for almost a year, Manny received his high school diploma and completed his probation. He is now attending Cañada College and continuing to work and volunteer at the Club using his story to inspire other youth.

### **Nola Palefau, Moldaw Zaffaroni Clubhouse**



*Nola, center with fellow Youth of the Year contestant Bianca Amezcua and Executive Director Peter Fortenbaugh*

Nola's story embodies the American dream of hard work and opportunity. She came to America from American Samoa with her older sister eight years ago, leaving behind their parents and four younger siblings. Three years ago she and her family were reunited in East Palo Alto.

Unfortunately not everything had worked out for the family; at the incredibly young age of twelve, her older sister turned to a life on the streets, falling prey to drugs and prostitution. This tragic turn of events only strengthened Nola's resolve to make her parent's dreams for the family come true. "My older sister was never there, so I had to step up and become the older one. I watch over my siblings and make sure that they stay on the right track and don't get into trouble." Nola takes her responsibilities

to her family very seriously, helping her younger siblings with their homework, and helping her parents with household chores and babysitting. Since neither of them are fluent in English, Nola also helps them understand forms and interact with English speakers.

Shortly after moving to East Palo Alto, Nola came to the Boys & Girls Club, where she has thrived. In addition to her responsibilities at home, she works at the Club as a Teen Staff member and has taken a leading role in programs like Triple Play, Career Launch, Money Matters and the Keystone Club, a community service organization, where she has served as Club President. "The Club is like my home because I spend more time there than at my own house!" says Nola.

Nola is passionate about education. This spring she will become the first member of the family to graduate from high school, but she has no intention of stopping there. Her sights are set on UCLA, and after that, medical school to become a pediatrician. "The kids in America should appreciate what a good education they get, because kids in other countries don't get the same chance as us." She says "Education is a big part of me and my family. My parents will do anything to help me get through school. Knowing that they are looking up to me has really motivated me."

## 2008 BGCP REPORT TO STAKEHOLDERS

### Nancy Johnson, Center for a New Generation at James Flood School



A long-time member of CNG at Flood, Nancy exhibits the qualities CNG aims to cultivate in its students; she is a hard worker, a good student, understands the importance of having goals for her future and has a plan to achieve them. She has taken a leadership role in her community, serving as vice president of her school's student council, participated in community service projects through Youth Community Service (YCS), and coached younger children on her father's Junior Giants baseball team. She is a member of the Club's SMART Girls program, which teaches young women about self-esteem.

Nancy has always had a very close family. However, during her seventh grade year, the family faced a great challenge; her brother, Anthony, developed a life-threatening brain disease and was hospitalized for most of the year. With her parents having to give almost constant attention to Anthony, Nancy suddenly lost the support to which she was accustomed. While many adolescents in this situation might have slipped in their schoolwork or worse, Nancy was able to rely on the support network she had created for herself. She maintained the A average she had had throughout middle school as well as her extra-curricular involvement. "Nancy's achievement during this difficult time is a testament to her strength," says Sean Mendy, director of the Flood program. "She showed tremendous maturity by taking advantage of the academic support provided by CNG and her extended family."

Nancy is now a freshman at Menlo Atherton High School. She plans to attend college and double major in music and business. She dreams of becoming a singer and owning her own business one day. Though she has graduated from the CNG program, she is not going far. Nancy is now enrolled in BGCP's College Bound programs, so as she begins the next phase of her life the Club will still be there to guide and support her.

### Gerricka Hamilton, Center for a New Generation at McNair Academy



Gerricka lives with her mother and sister in East Palo Alto. She first came to the Club when she was eight, and later enrolled at the CNG program at McNair Academy. Gerricka is a goal-driven and ambitious young woman. She has known since childhood that she wants to be a forensic scientist when she grows up and has already begun taking steps to achieve her goal, exploring universities and programs as well as pouring through countless science books. Her current top pick school is John Jay College of Criminal Justice in New York. Though she loves her family, she also dreams of living independently across the country while she completes her studies.

Gerricka goes out of her way to help other students and teachers, cleaning up classrooms, helping others with homework, and setting up for special events. Despite this she still says that one of her short term goals is to participate in more community service projects. She was also active in other electives at CNG, spending hours in the drama and dance programs as well as helping the younger members in the CNG cooking classes, and of course getting help with her homework. She is very conscious of

## 2008 BGCP REPORT TO STAKEHOLDERS

the example she sets for the younger members “I try to be a good image to little kids,” she says. “I want to be a good role model they can look up to.”

Gerricka has always been a good student. While many of her fellow classmates struggled with the increased course load their eighth grade year, she was able to maintain her grades while she explored private high schools. She is a freshman at East Side Preparatory School.

### **Johnny Ramirez, Center for a New Generation at Belle Haven Community School**



Johnny started at the McNeil Family Clubhouse in Menlo Park four years ago and joined CNG at Belle Haven in eighth grade.

In addition to maintaining a perfect 4.0 GPA, Johnny has been an active CNG member. His resume’ includes community service, after school soccer team, academic honor roll, CNG member of the Month, and being a ‘big buddy’ by mentoring students in grades K-3. He is always ready to lend a helping hand to staff, mentors and students alike. He volunteers around the clubhouse, helping with special events like the Halloween Haunted House and holiday dinners, as well as day to day activities.

Part of the CNG program is to help members plan for their academic future, both in high school and college. He is now a freshman at Menlo-Atherton High School. One day he would like to be a mechanical engineer.

Johnny’s younger sister is in the fourth grade and also a member the CNG program at Belle Haven. “He does a great job being a ‘big brother’ and sets a positive example,” says Mauricio Marquez, unit director. “Johnny is a fantastic kid; I only wish I had more students who had so many admirable qualities as he does.” Johnny also helps his parents as much as he can with chores around the house and taking care of his little sister, as well as serving as translator for important documents and phone calls since his parents are not fluent in English.

## APPENDIX C: YOUTH DEVELOPMENT SURVEY DETAILS

	2006	2007	2008
<b>Positive relationships</b>			
Two or more staff pay attention to what's going on in my life	69%	68%	75%
I can go to at least two staff for help in a crisis	52%	51%	65%
2 or more staff would say something nice to me when I do something good	72%	75%	78%
2 or more staff would say something to me if something in my life wasn't going right	49%	56%	63%
I could go to 2 or more staff if I need advice about personal problems	46%	48%	55%
I can talk to two or more staff if I am upset or mad about something	50%	56%	62%
I feel respected by the staff	78%	90%	88%
The staff knows what is important to me	70%	77%	73%
I feel respected by other kids here	62%	67%	69%
The staff knows me well	58%	80%	82%
Average positive relationships	61%	67%	71%
<b>Safety</b>			
There are rules for how people are supposed to treat each other	83%	92%	89%
I never worry about getting beaten up or hurt here	65%	67%	65%
I always feel safe at the Club	43%	48%	52%
I get chances to learn about young people who are different than me at the Club	44%	53%	60%
If someone wanted to hurt me here, someone would always stop them	51%	51%	52%
Rules about how to treat each other are always enforced at the Club	40%	49%	47%
Kids never bring weapons to the Club	73%	70%	72%
I feel more safe at the Club than other places I hang out	55%	65%	61%
Average physical safety	57%	62%	62%
<b>Youth participation</b>			
I get to decide which activities I'm going to do at the Club most of the time	55%	62%	60%
I get to choose how to do an activity most of the time	37%	42%	40%
I get to decide how I spend my free time at the Club most of the time	66%	64%	61%
I have helped decide what happens at the Club	57%	60%	71%
I have been in charge of things	52%	56%	75%
I have helped decide what happens when someone breaks the rules	47%	50%	58%
I have helped plan activities or events	50%	58%	68%
I have been the leader of an activity	45%	50%	61%
I have helped set rules for the Club	39%	46%	57%
I feel I belong at the Club most of the time	59%	66%	67%
I feel like my ideas count most of the time	41%	54%	58%
People listen to me most of the time	48%	57%	62%
People miss me if I don't show up at the Club	36%	41%	49%
I feel like I'm part of the Club	61%	63%	66%
Average youth involvement	49%	55%	61%
<b>Skill building</b>			
I get to do a lot of new things at the Club	83%	88%	86%
I have chances to learn how to do new things	74%	78%	85%
I get to learn things that I don't get to learn anywhere else	80%	83%	84%
The activities are usually not boring	76%	76%	68%
I get to go places I don't usually go	70%	79%	74%
I get to learn to do things I did not think I could do	70%	79%	83%
The staff challenges me to be my best	86%	85%	88%
At the Club, I am getting better at doing things I care about	75%	84%	85%
Average skill building	77%	81%	82%
<b>Community involvement</b>			
I've had a chance to do things to help people in my community	63%	78%	80%
I've learned a lot more about things for young people to do in this community	56%	72%	78%
I know more about what is going on in the community	61%	73%	76%
I know more about how to get things I need in this community	62%	74%	79%
I've learned about ways I can make things better in my community	68%	77%	83%
Average community awareness	62%	75%	79%