



REPORT TO STAKEHOLDERS

DECEMBER 2010

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.

A MEMBER'S PERSPECTIVE

Clarisa Ontiveros, the Club's 2010 Youth of the Year, graduated from Sequoia High School in June and is now a freshman at San Diego State University. She shares her story:



“You’ve got a bright future ahead of you; all you have to do is want it.”

These words, often repeated by my parents and teachers, rattled in my mind like pennies in a tin box. Wouldn't it be nice if all I had to do to attain my bright future was to *want* a bright future? But just working hard in school was not enough. I had to deal with the challenges of my neighborhood. Only a block away from my elementary school, the streets I walked showcased gang bangers, vandalism, and the occasional resident with a gun tucked into his shirt.

The American Dream is taught to us from the beginning. We are told that if we work hard we can achieve anything. Unfortunately, the dream fails to materialize for most Latino youth. I am working hard to ensure that the dream does not fail to materialize for me. My goal has always been to graduate from high school and attend a four-year college, a goal neither of my two older siblings was able to pursue. In my extended family, a total of over 100 cousins, I will be the first to pursue this dream.

As a freshman in high-school, I realized that I was one of the few Latinas in the academically advanced International Baccalaureate curriculum. I felt out of place and intimidated by the other students despite having rightfully earned my place in their class. Growing up at the Boys & Girls Club opened my eyes to realize that there are people like me that do make it. I know that very few of us do and we need as much support from as many role models as we can get. I would not be here without the dedication of my role models: the Club staff and volunteers.

Like the character Esperanza from Sandra Cisneros's book *The House on Mango Street*, my goal is to go away to college and return to advocate for my community. I want to be an example and break the cycle of my community's stereotype. Like Esperanza assures “One day I will pack my bags, and people will say ‘What happened to that Clarisa? Where did she go with all those books and papers? Why did she march so far away?’ They will not know that I have left to come back, for those who cannot get out.”



Clarisa, center, with her role models at the Boys & Girls Club.

HIGH SCHOOL GRADUATION FOR ALL

The Boys & Girls Clubs of the Peninsula's (BGCP) vision is for all youth of the Bay Area Peninsula to graduate from high school with a plan for additional post-secondary education or training. Over the past five years, in neighborhoods where *less than half the youth graduate from high school*, **80% of BGCP's school site members have graduated from high school with a plan**. BGCP is doubling high school graduation rates by implementing proven practices in strategic partnership with schools, families, government, corporations, nonprofits and volunteers.

While most youth development organizations focus on motivated youth and are selective about whom they serve, **BGCP serves all youth**. Principals specifically refer their most at-risk students to its programs. BGCP seeks to motivate all students to succeed academically.

BACKGROUND STATISTICS

The implications of not graduating from high school are well documented:

- Dropouts are eight times more likely than high school graduates to be incarcerated
- Over half of prison inmates are high school dropouts
- The annual cost of incarceration per prisoner is \$45,000
- Each dropout, over his or her lifetime, costs the nation approximately \$260,000
- Violent juvenile crime spikes at 3pm on school days, more than twice the rate of any other time

In the most at-risk neighborhoods of the Peninsula, **over half of the youth are not graduating from high school**. 80% of the students score below proficient in math and reading. The schools want to address this crisis, but they face challenges, many of which are made worse by decreasing budgets:

- Larger class size, fewer schools days, summer school eliminated
- Guidance counselors overwhelmed with 945 students each (CA state average)
- Students disengaged and facing peer pressure to not do well academically
- Parents unsure how to navigate the school system
- Students spending two hours per day commuting to school
- Fewer enrichment classes and extracurricular activities and fewer city youth services
- Nonprofits coming and going, attempting to assist, but without coordination

BOYS & GIRLS CLUBS OF THE PENINSULA SOLUTION

Many schools across the nation, including private and charter schools, have succeeded at increasing high school graduation rates. We know what works. **BGCP delivers these proven academic and social interventions to double graduation rates:**

Academic

- Extended learning day
- Summer instruction to avoid the "summer slide"
- Small group instruction
- Individual case management
- Enrichment classes that inspire curiosity and a love of learning

Social

- An unrelenting culture of high expectations
- A sense of belonging
- Positive role models and peer group
- 1:1 mentorship
- Extracurricular activities
- Parental involvement

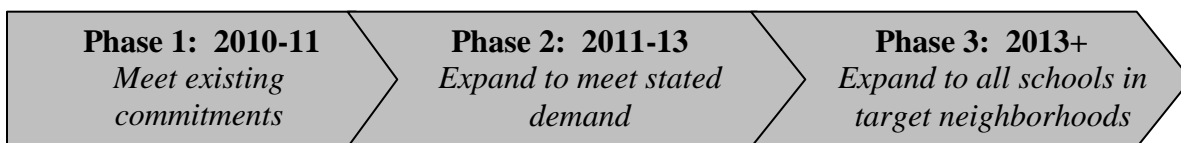
2010 BGCP REPORT TO STAKEHOLDERS

LOCATIONS

BGCP runs daily programming at nine locations in East Palo Alto, eastern Menlo Park, and the North Fair Oaks section of Redwood City: three clubhouses, four elementary and middle school sites, and two high schools. All of the school sites are located near one of BGCP’s three clubhouses in a hub and spoke model. BGCP leverages synergies between the clubhouses and school sites by sharing staff, programs and facilities. Given that the clubhouses are close to maximum capacity, these school sites allow it to serve more youth and families.

During the school year, school sites operate from 3 to 6pm daily. Clubhouses are open until 8pm most nights and until 10pm on Fridays and during exams. Members often have weekend activities at the clubhouses. During the summer, some school sites operate for five weeks from 8am to 2pm. Clubhouses are open from 8am to 8pm daily.

BGCP’s vision is to provide daily programs for all of the students in the most under-served neighborhoods of the Bay Area Peninsula during the academic year and summer.



- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • 3 clubhouses • 6 school sites | <ul style="list-style-type: none"> • Summer at 3 school sites • Expand at 2 school sites • 3 new school sites where principal has requested | <ul style="list-style-type: none"> • Potentially expand to 10 schools in existing neighborhoods |
|--|--|--|

GOALS

Area	FY10	Phase 1	Phase 2
Number of youth who attend at least 50 times per year	1,340	1,440	2,000
Number of members who graduate from high school with a plan	39	80	180
High school students on track to graduate	68	250	550
Percent of school site alumni who graduate from high school with a plan	85%	80%	80%
Members who report positive youth development experiences and positive attitudes	65%	80%	80%
Number of full time sites	9	9	12
Budget	\$5.2mm	\$5.5mm	\$7.0mm

STRATEGIC PARTNERS

BGCP uniquely brings together schools, families, government, corporations, nonprofit organizations and volunteers, leveraging their strengths, to increase high school graduation rates.

Schools

Students attend school for seven hours a day, so schools must be a key part of the solution. In our experience, schools and teachers very much want all their students to succeed, but they cannot do everything themselves. BGCP influences students to view teachers as allies, not adversaries. It steers students to take advantage of opportunities their schools already offer.

BGCP reaches more students efficiently and effectively by running programs on school campuses. The school provides the space after school and during summers for free. BGCP staff works closely with the principal and teachers to align after school instruction with the school day curriculum; its enrichment programs reinforce what students learn during the school day. BGCP staff participates in school teacher training, and staff confers with teachers to understand each student's academic and social needs. School teachers monitor the quality of after school instruction. The after school program is an extension of the normal school day, not a separate program.

BGCP partners with five school districts and currently runs programs at eight schools. At the four elementary and middle schools, it runs programs every school day for three hours after school. Members attend daily. At the four high schools it runs enrichment and life skills classes on a weekly basis both during the school day and after school. In 2010, BGCP ran summer programs at six schools.

Each of these eight schools is located near one of BGCP's three clubhouses in a hub and spoke model. It leverages synergies between the clubhouses and school sites by sharing staff, programs and facilities. Given that the clubhouses are close to maximum capacity, school sites are a way to serve more students.

Current specific school partners include:

- Ravenswood City School District
 - James Flood School (K – 8)
 - Belle Haven School (K – 8)
- Redwood City Elementary School District
 - Taft Elementary (K – 5)
 - Hoover School (5 – 8)
- Menlo Park Elementary School District
 - We hosted programs for their students who live in East Palo Alto at our East Palo Alto clubhouse over the summer.
- Sequoia Union High School District
 - Menlo-Atherton High (9 – 12)
 - Sequoia High (9 – 12)
- San Mateo County Office of Education
 - Community School South (9 – 12)
 - Community School Central (9 – 12)

2010 BGCP REPORT TO STAKEHOLDERS

Community Colleges

BGCP works closely with Canada College and Foothill College to prepare high school students for college. These community colleges provide professional training, career exposure and college prep classes. They help prepare students for college level classes so they are not part of the 80% of community college students who must retake high school level classes.

Families

Most parents want to support their children but don't know how. Only 7% of students in these at-risk neighborhoods have a parent who attended college. BGCP helps families navigate the complicated educational system. It serves as a bridge between the schools and families, increasing parental involvement. It holds family nights to bring families together. It provides parent education classes so students hear consistent messages from parents and staff. And it encourages parents to volunteer.

Government

Over the past few years, federal and state funding has become available for school based after school programs. These grants are competitive, and BGCP has succeeded in winning them in partnership with the school districts. By leveraging these funds, BGCP reduces the cost of its programs almost by half.

Cities are facing budget cuts and lack the resources and expertise to meet all the needs of their most at-risk youth. BGCP helps fill the gaps. At Belle Haven School, BGCP runs programs with city employees. In Redwood City, BGCP partners with the Police Activities League and Parks & Recreation to serve more youth. In all three cities staff works closely with local police to create positive community relationships.

Corporations

BGCP provides local corporations with a way to help at-risk youth graduate from high school with a plan. Some corporations encourage their employees to volunteer. Some broaden students' horizons by showing them various career opportunities. This exposure is critical to helping students set life goals and seeing the importance of education. Some provide pro bono functional expertise in areas such as marketing, finance, IT. And some invest financially. Current major partners include: Intel, Wilson Sonsini Goodrich & Rosati, Seiler & Co., Adobe, Microsoft, Oracle.

Community Based Organizations

BGCP brings in other nonprofits that have specific programming expertise to help meet the needs of its members and families. It collaborates with partners for parent education, mental health, art, athletic leagues, mentors, science classes, math instruction, food, community service, etc. Examples include:

- Parent education programs: Children's Health Council, Foothill, Canada
- Mental Health Services: Ravenswood Health Center
- Specialized programming: Art in Action, Team up for Youth, Big Brothers Big Sisters, Spark, Palo Alto Junior Museum and Zoo, Bulldog Sports, Positive Coach Alliance, Hidden Villa, and Stanford Science Super Stars
- Snacks and food for families: Second Harvest Food Bank

2010 BGCP REPORT TO STAKEHOLDERS

Volunteers

One of the ways BGCP has been able to increase its impact is by recruiting and training over 500 volunteers who work regularly with students. People want to help their community, and BGCP is making easier.

PROGRAM AREAS

BGCP provides a wide range of programs designed to meet the interests and needs of our members. The primary purpose of non-academic programs is to teach our members *how* to learn; they are vehicles through which we influence attitudes and teach life skills. Specific program areas include:

Academics. With 80% of the youth in the neighborhoods scoring below proficient in math and language arts, our members need additional academic support. BGCP provides:

- Homework assistance. All members spend one hour per afternoon completing homework
- Academic enrichment in reading, math and science. We provide specific small group instruction in these areas to help members keep up with grade level expectations.

1:1 Tutoring and mentoring. Most 8th grade and high school members receive 1:1 tutoring and mentoring for help with school work, high school and college applications and general life guidance. BGCP has recruited and trained approximately 500 community volunteers to work with our members.

Visual & performing arts. For some youth, the arts are a great tool for self discovery and expression. We provide classes in myriad forms of the visual and performing arts.

Science, technology, engineering & math. Recent studies show that math scores for middle school students are strong predictors of high school success. Our local high school principals have told us that most freshmen are not prepared for high school level math and science. Few youth in our neighborhoods are exposed to technology and engineering concepts. We want our members to have a basic foundation of science knowledge and enough experience to gain an interest in science. BGCP provides small group instruction in:

- *Science.* Members learn science concepts through weekly interactive projects. This program has proved to be a great way to improve our members' critical thinking and exploration skills while instilling a curiosity for science.
- *Technology.* In our Peapod Academy and Computer Clubhouses, members learn to real-world applications in Digital and Print Media Creation, Photography, Computer Programming, Animation, Audio and Film Production, Video Game Design and Computer Literacy. Members have won many national honors for their projects.
- *Engineering.* Junior Engineers complete hands-on building projects like bridges, roller coasters and robotics. Lego League teams design, construct and program their own intelligent robot inventions to compete against other teams on obstacle courses. Members also compete in the San Jose Tech Museum's annual technology challenge.

2010 BGCP REPORT TO STAKEHOLDERS

- *Math.* Members build math skills through hands-on learning, games and small-group instruction. Classes place members in ability-level groups targeting specific learning needs.
- *Career Exposure.* Most of our members don't have exposure to STEM career opportunities, so we take them on field trips to visit local corporate campuses. Members recently visited Google, Electronic Arts, Pixar, Abbott Labs, and the NASA Ames Research Center. Professionals visit to share their career experiences.

Leadership and community service. We want our members to be leaders in their communities and within BGCP. Our Torch Clubs and Keystone clubs are the leadership programs for middle and high school students.

Athletics. BGCP provides a range of athletic activities from open gym to intramural leagues to external leagues. We emphasize sportsmanship and ensure that all members have equal opportunities to play.

Life skills and social education. The games room is the center of clubhouse activities and is used to teach members respect for each other and how to compete for fun. We also provide small group classes by gender and by age that prepare our members to make smart health and life choices as they become young adults.

High school preparation. Most of the youth who drop out of high school fall behind significantly in 9th grade, so we provide intensive support for our middle school students around high school preparation. In addition to receiving academic support, they learn about their high school choices, meet high school students and teachers, visit high schools, and receive guidance deciding where to attend and what classes to take.

College Bound. College Bound is a case management approach to keeping our high school students on track to graduate with a plan. Each member has a mentor who meets weekly with him to ensure he is succeeding in school. Staff and volunteers work directly with high school staff and parents to understand how each member is doing and to advocate for him if necessary. We also provide a range of instruction in academics, life skills and college prep.

Career preparation. Beginning in middle school we expose our members to potential careers through field trips and professionals visiting us. We help them gain aspirations and understand what it will take to achieve theirs. We also hire dozens of teens as part-time staff. This gives them their first job and teaches valuable career skills. It also keeps teens coming to BGCP so our staff can continue influencing them. At the same time, these teens are excellent role models for our younger members. Many teens volunteer as tutors and mentors for younger members. This cycle is Boys & Girls Clubs at its best.

Parent education & family programs. BGCP supports parents in their efforts to engage in their children's education. We host events at our sites that bring parents, students and teachers together. We host regular family nights for families to play together. We offer ESL and a range of parent education classes.

THEORY OF CHANGE

Over half of the youth drop out of high school in some neighborhoods in Silicon Valley. Most don't actively "drop out," rather they gradually "drift out." A root cause of this is a lack of connection; many kids fail because they don't feel like they belong, because they don't have positive role models. In some cases their families care but don't know how to support their children's education. In other cases, the parents are disengaged.

The foundation of how BGCP supports its members is positive relationships and a sense of belonging. Through these we can instill the necessary attitudes and life skills they need to overcome the Opportunity Gap they face.

Positive relationships and sense of belonging

We believe that before any child can succeed in school, he needs to feel safe, have a sense of belonging, and have positive role models who can encourage and push him. Our mission is to guide and inspire the youth of our community to develop the attitudes and life skills they need to thrive.

Relationships are the necessary prerequisite to influencing attitudes and life skills; programs alone are insufficient. In fact, our programs, while important, are a means for our staff to engage our members. Once the staff earns the respect and trust of our members, it can leverage its positive relationships to influence the members' attitudes and life skills.

One of the most important attitudes we influence is our members' beliefs about the importance of education and how school is relevant to their lives. We expose them to potential careers so they can envision a positive future for themselves. They learn how education requirements vary for different careers. We then connect the importance of academic success today to achieving their desired future.

All people, especially teens, need to belong. This is what drives gang popularity. Teens don't join gangs because they want to cause harm to their community. They join gangs because they want to belong, be respected, and be useful. BGCP offers a positive alternative to gangs. We offer members a peer group that appreciates the importance of education. We have created a community of learners, an environment of positive peer pressure, where members think it is cool and expect to do well in school.

Our members also learn what it means to be part of a community. Members learn to follow rules and behavior expectations. They learn about making commitments and staying focused. They learn how to navigate in uncertainty. They learn how to make good choices and how to rebound when they don't. They learn to think beyond themselves and to support others. They learn how to express themselves constructively. They learn to challenge themselves and strive for high expectations. They learn what it feels like to be respected and to respect others.

For some members, BGCP fills the missing source of stability in an unsettled family life. Coming to the Club is a bright spot in their day, something to which they look forward. This sense of community is the essence of BGCP.

2010 BGCP REPORT TO STAKEHOLDERS

Opportunity Gap

At the same time, our members face a tremendous Opportunity Gap with youth from neighborhoods just a few blocks away. Here is a summary illustrative of how BGCP is closing the Opportunity Gap. (Note that these descriptions are illustrative. They are reflective of some but certainly not all cases.)

Child in western Menlo Park	Child in eastern Menlo Park	Member at BGCP
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 < 9 th grade education, speaks little English	Bilingual, educated, staff that knows how to navigate the educational system
Receives \$8,000 per year in instruction from public school	Receives \$4,000 per year in instruction from public school	
Class size of 22	Class size of 30+	Participates in small group programs aligned with the school day curriculum to extend the learning day
90% of peers proficient in mathematics and English	20% of peers proficient	Participates in programs targeted at core academic skills
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, and health activities
Attends summer camps that inspire a love of 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
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

2010 BGCP REPORT TO STAKEHOLDERS

BUSINESS MODEL & COSTS

The cost of serving a student is around \$3,000 for a full year. The school sites are cheaper than the clubhouses because they close at 6pm vs. 8pm, are open fewer days, and don't have facilities costs. School sites also rely on local clubhouse support for special events. The high school site costs less because students would only attend an average of three times a week.

Site	Active Members*	Annual Cost	Cost/Student
Clubhouse, K-12, all year	240	\$800,000	\$3,333
School site, K-8, academic year only	200	\$400,000	\$2,000
School site, K-8, summer	200	\$120,000	\$600
High school site, 9-12, all year	250	\$400,000	\$1,600
*Active members attend at least 50 times a year; many more youth attend			

Note these are direct costs only and do not include support costs such as HR, training, transportation, administration, etc.

Site	BGCP Program/Action	Active Members	Annual Cost	Cost/Student
Phase 1				
Menlo Park clubhouse	Full year, K-12	180	800,000	4,444
Redwood City clubhouse/ Community School Central	Full year, K-12	275	850,000	3,091
East Palo Alto clubhouse/ Community School South	Full year, K-12	260	850,000	3,269
James Flood	School year only, K-8	140	300,000	2,143
Belle Haven	School year only, K-8	200	400,000	2,000
Hoover	School year only, 4-8	100	250,000	2,500
Taft	Full year, K-5	200	400,000	2,000
Total Phase 1		1,355	3,850,000	2,841
Phase 2				
James Flood	Add summer	-	75,000	
Belle Haven	Add summer	-	120,000	
Hoover	Expand & add summer	100	175,000	1,750
Taft	Add 100 spots per demand	100	100,000	1,000
Garfield	New site, full year, K-8	200	400,000	2,000
Brentwood	New site, full year, K-5	200	400,000	2,000
Sequoia High	New site, full year, 9-12	250	400,000	1,600
Total Phase 2		850	1,670,000	1,965
Phases 1 & 2		2,205	5,520,000	2,503
Note: Excludes administration and support costs				

INVESTMENT OPPORTUNITIES

There are many ways individuals and organizations can choose to help the youth of our community graduate from high school with a plan. In addition to volunteering, advocating, and providing our members with exposure, financial support is critical to keeping our doors open.

Donors can invest in:

- General operating support.
- One of the specific programs listed above (e.g., Athletics, Arts, College Bound, etc.)
- A specific site such as Redwood City, Taft School, etc.
- Special events (Great Night, Be a Kid for a Night, Boys Day, Girls Day, Youth of the Year)

For contributions over \$100,000, naming opportunities can be explored.

BGCP is relentlessly focused on maximizing its investors' return on investment. Some of the characteristics that make BGCP a good investment include:

- Proven approach to increase high school graduation rate
- Effective partnerships with schools, families, government, corporations, community based organizations and volunteers
- Leverage existing government investments in public schools and grants
- Scale. Largest youth development organization on peninsula, ability to serve entire school districts
- Transparency and accountability
- Staff. BGCP has invested considerably in hiring, training and retaining superior youth development professionals. Many have master degrees. The average tenure for full time employees is four years
- Aggressive expense management

CALL TO ACTION

We welcome your partnership in making our community a great place for *all* kids to grow into caring, productive citizens. Here are some 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. You can help by inviting them to your office, providing an internship, or 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 limited "leverage" or "scalability" in youth development; there is no alternative for time with a supportive adult. We need volunteers who are willing to come help members with homework, tutor, read a book, share a passion (e.g., reading, chess, cooking, etc.), or just play.
3. **Donate.** Our FY11 budget is \$5.5 million. Our funding sources are individuals (45%), foundations (25%), government (20%), corporations (5%) and endowment (5%).
4. **Advocate.** Please talk with your friends about BGCP and our vision.

We are enthusiastic about the positive impact the Boys & Girls Clubs of the Peninsula is having on our community. With your partnership, all of our young people will have the opportunity to thrive and become contributing, self-sufficient citizens.

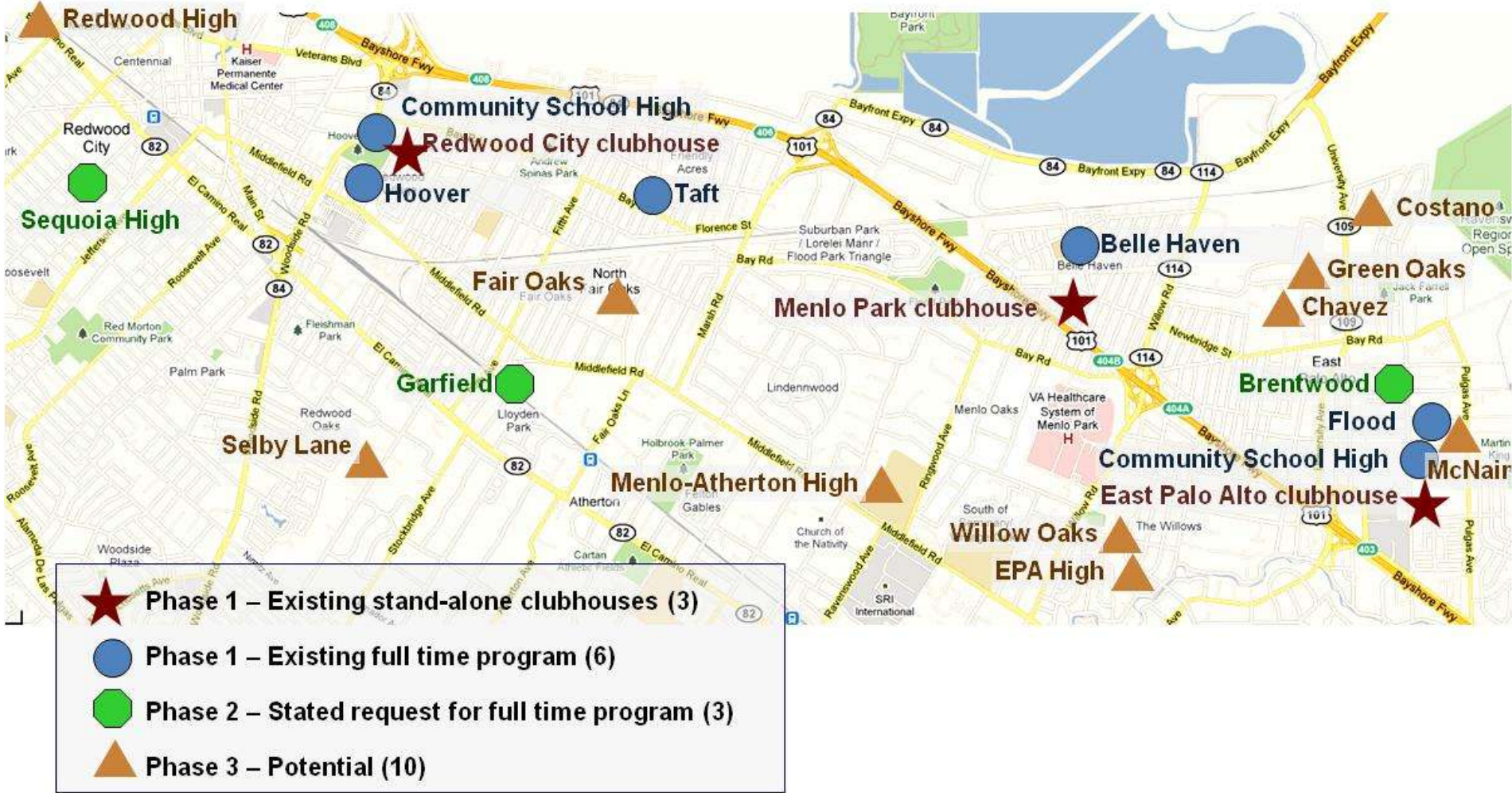
THANK YOU for allowing us to share this information with you. If you would like to visit BGCP or if you have any questions or comments, please call me at 650-646-6121.

Respectfully,

Peter Fortenbaugh

Peter Fortenbaugh
Executive Director

LOCATIONS



FY11 STRATEGIC PRIORITIES

Create a Community of Learners in Partnership with Schools and Families

Board

- Host 50 tours
- Share talents with staff & members
- Visit 1 site/year

Development

- Raise \$5.3 million
- Increase corporate partnerships
- Add 15 to Legacy League
- Retain 65% of donors
- Redesign website and marketing collateral

Programs

- Explore full time presence at Sequoia High
- Run College Bound 3.0
- Improve middle school programming in clubhouses
- Enhance school site program mentor capacity
- Position Belle Haven as youth development program
- Increase parent engagement in school sites
- Extend continuum of college & career prep at school site programs
- Align Achievement Matters with existing school & BGCP activities
- Strengthen clubhouse & school site partnerships
- Launch Boys' Day
- Provide Family Support classes for 30 families/quarter/city

Finance

- Create back-up plans for senior staff
- Improve time keeping system
- Explain budgeting and development to staff

Human Resources

- Create annual review process for part timers
- Train new hires in behavior/discipline tools
- Create job descriptions for full time positions
- Provide interview training for managers

Volunteers

- Secure 10,000 volunteer hours
- Launch BBBS partnership
- Increase volunteer diversity
- Develop systems for sharing best practices and resources btw volunteers and staff
- Retain 50% volunteers excluding students

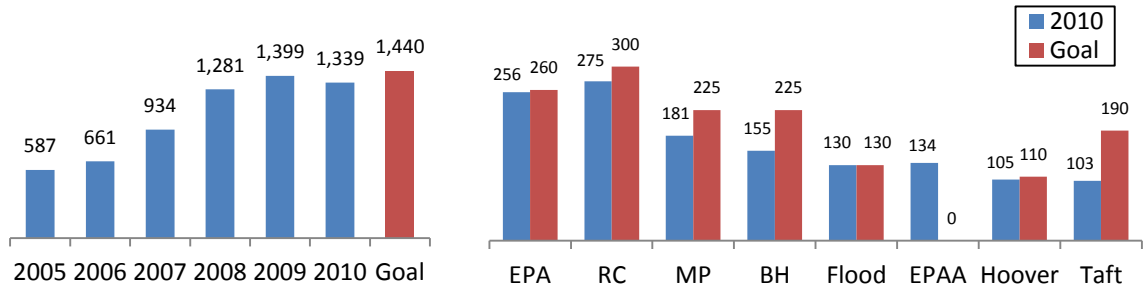
Please see Appendix H for a detailed review of our FY10 Strategic Priorities.

FY10 SCORECARD

One of the challenges nonprofits face is measuring impact. We have developed the following Scorecard to give stakeholders a sense of how well we are achieving our mission.

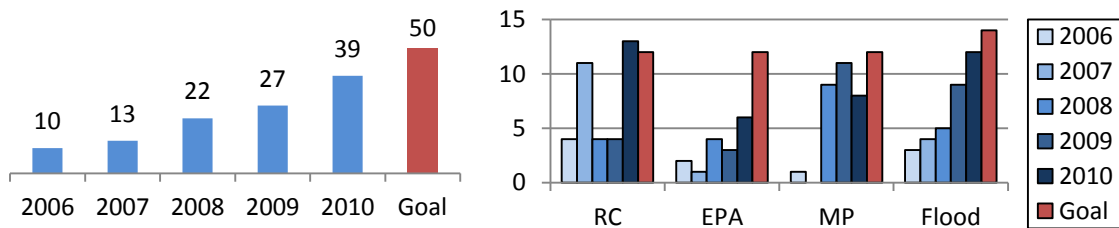
I. NUMBER OF ACTIVE MEMBERS

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. The following shows the number of members who attended BGCP at least 50 times by year and by site for FY10.



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

In our neighborhoods, two-thirds of youth do not graduate from high school. We are committed to helping our members graduate with a plan for further education or a career. We do not count members who graduate from high school but end up with miscellaneous part time jobs. We expect our members to go to a four year college, a community college, or some other form of post-secondary training.



Note: School Site alumni that were involved in College Bound are included in the number of graduates for the clubhouse they attended in high school and are not included in the Flood number of graduates.

Please see Appendix B for more details.

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

Our On-Track Indicator measures which members are likely to graduate from high school.

High School Students

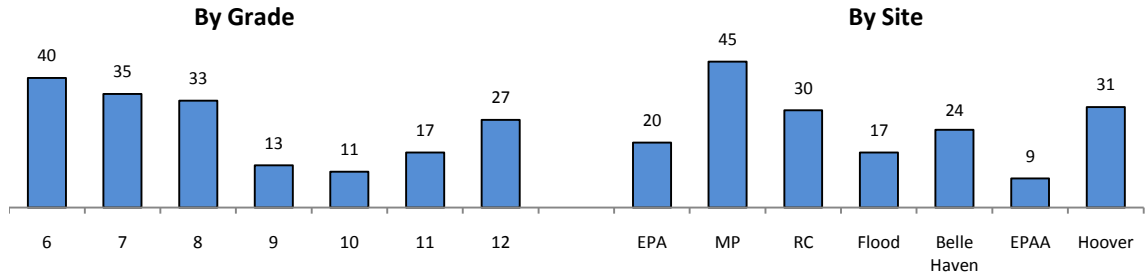
- Earning 60 credits per year
- Maintaining a GPA of at least 2.0
- Failing no more than 1 class per semester
- Attending school at least 90% of the time

Middle School Students

- Receiving zero D’s or F’s
- School attendance of at least 90%
- Receiving no more than 2 principal referrals
- Receiving no more than 1 suspension

Of our active teen members, 68 high school students and 108 middle school students are on track to graduate as of June 2010.

2010 BGCP REPORT TO STAKEHOLDERS



Note: The 27 seniors on track to graduate differ from the 39 who graduated from high school with a plan because it does not include 12 Flood alumni who weren't actively involved in the Club. Also, this is the first time we have worked with many of the middle schools to gather information on our students. Several schools have not been able to provide the information needed. We expect to collect this data next year.
 Please see Appendix C for more details.

IV. SCHOOL SITE ALUMNI GRADUATION RATE

Over the past 5 years, 80% – 94% of school site alumni have graduated from high school. The range exists because we were unable to locate all of the students. All of these alumni attended the Flood school site as we didn't have other school sites prior to 2006.

	8th grade year						
	2007 (Goal)	2002-2006	2006	2005	2004	2003	2002
Graduated from high school	14	45	16	11	10	4	4
Didn't graduate	0	3	1	1	0	1	0
Unknown	3	8	1	12	2	1	2
Total School Site alumni	17	56	18	14	12	6	6
Graduation rate							
For known results	100%	94%	94%	92%	100%	80%	100%
If all unknown didn't graduate	82%	80%	89%	79%	83%	67%	67%

Note: The 16 school site alumni that graduated from high school in 2010 differs from the 12 shown in the chart on the previous page because 4 school site alumni were actively involved in College Bound at our clubhouses.

V. YOUTH DEVELOPMENT INDICATORS

Every year we survey our members, age 10 and older, to learn if they are developing the desired attitudes and life skills. We surveyed almost 500 members in May 2010. Additionally, this past year, we surveyed youth as they joined the Club for the first time to create a baseline comparison group. Below is the percent of members who achieved our goals by area compared against the new member results.

	New Member Survey	Annual Survey
ENVIRONMENT		
Safety	53%	57%
Positive relationships	N/A	55%
Social connectedness	N/A	50%
Youth participation	54%	43%
Skill building	52%	68%
ACADEMIC SUCCESS		
Relevance of school for future success	78%	89%
Academic Efficacy	75%	86%
Teacher caring	67%	70%
Academic behaviors	55%	64%
Educational expectations	61%	67%
CHARACTER & CITIZENSHIP		
Optimism	67%	81%
Self efficacy	66%	73%
Citizenship	55%	60%
HEALTHY LIFESTYLES		
	76%	88%

Please see Appendix E for more details.

FY10 LEADING INDICATORS

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

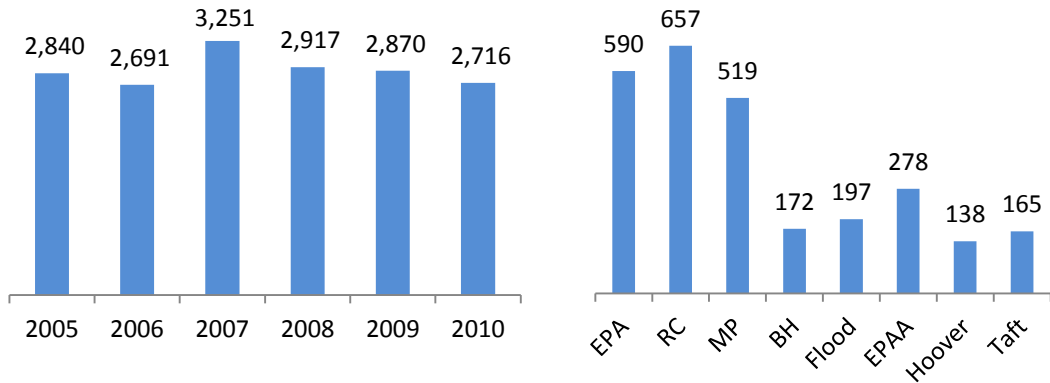
Abbreviations

- EPA = East Palo Alto clubhouse
- RC = Redwood City clubhouse
- MP = Menlo Park clubhouse
- BH = Belle Haven (school site)
- Flood = Flood (school site)
- EPAA = East Palo Alto Academy (school site)
- Hoover = Hoover (school site)
- Taft = Taft (school site)

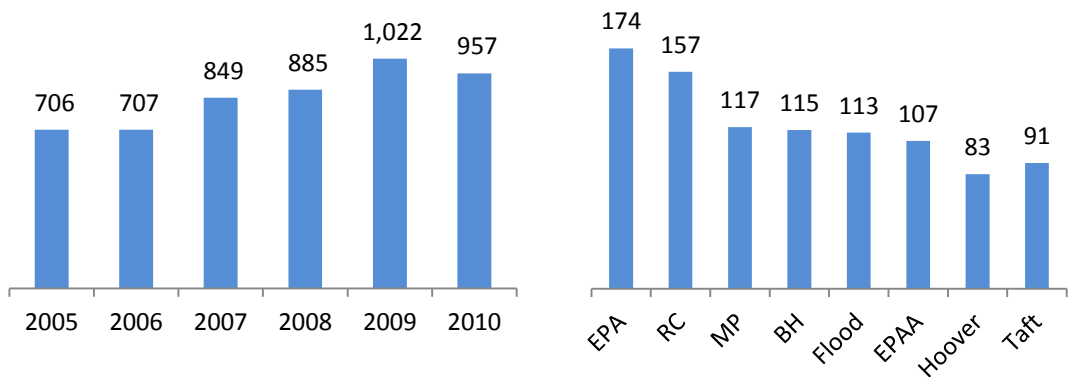
I. MEMBERSHIP & ATTENDANCE

1. Membership

Membership has declined slightly over the past 4 years. However, many of these members were not active, and our focus is on serving existing members better, not serving more members.

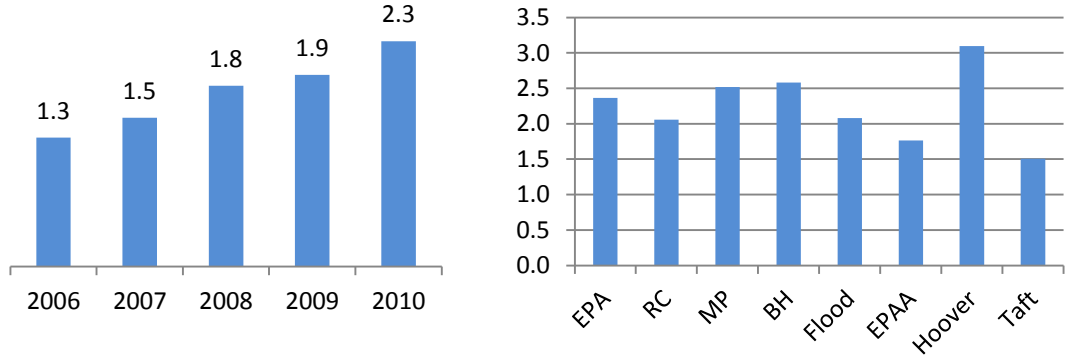


2. Average Daily Attendance



2010 BGCP REPORT TO STAKEHOLDERS

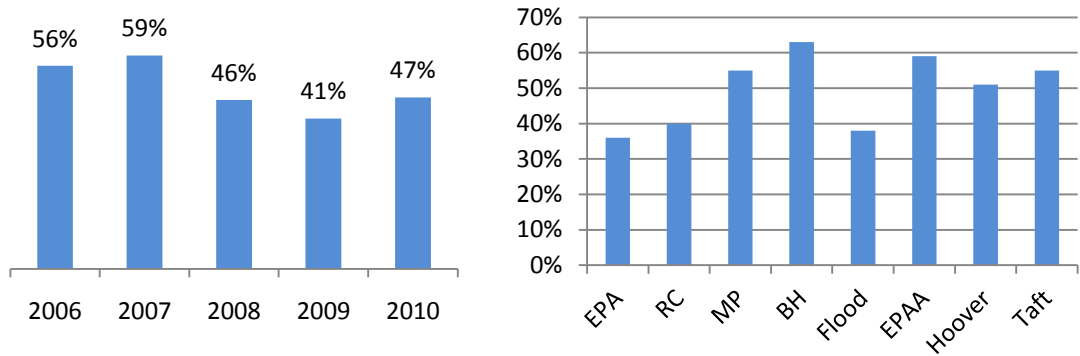
3. Average length of membership in years



Note: We have only begun recently tracking the length of membership, and it may be understated.

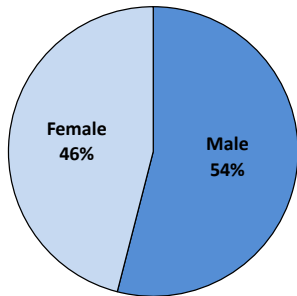
4. Active membership renewal

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 in the districts we serve leave their schools each year. The following shows the percent of active members from FY09 who remained active in FY10:

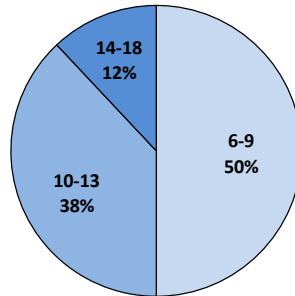


5. Age, gender, ethnicity mix

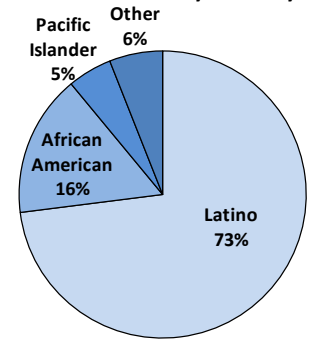
Active Members by Gender



Active Members by Age



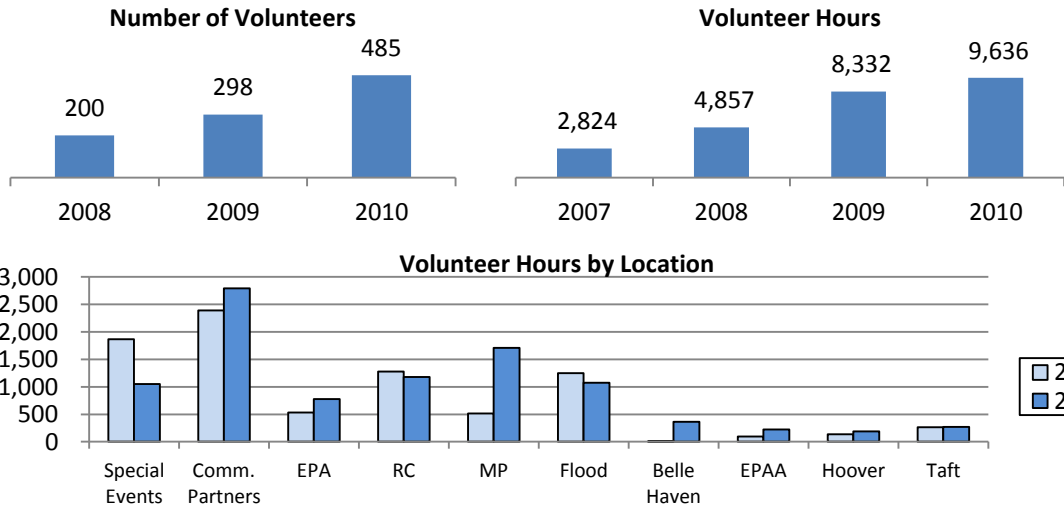
Active Members by Ethnicity



2010 BGCP REPORT TO STAKEHOLDERS

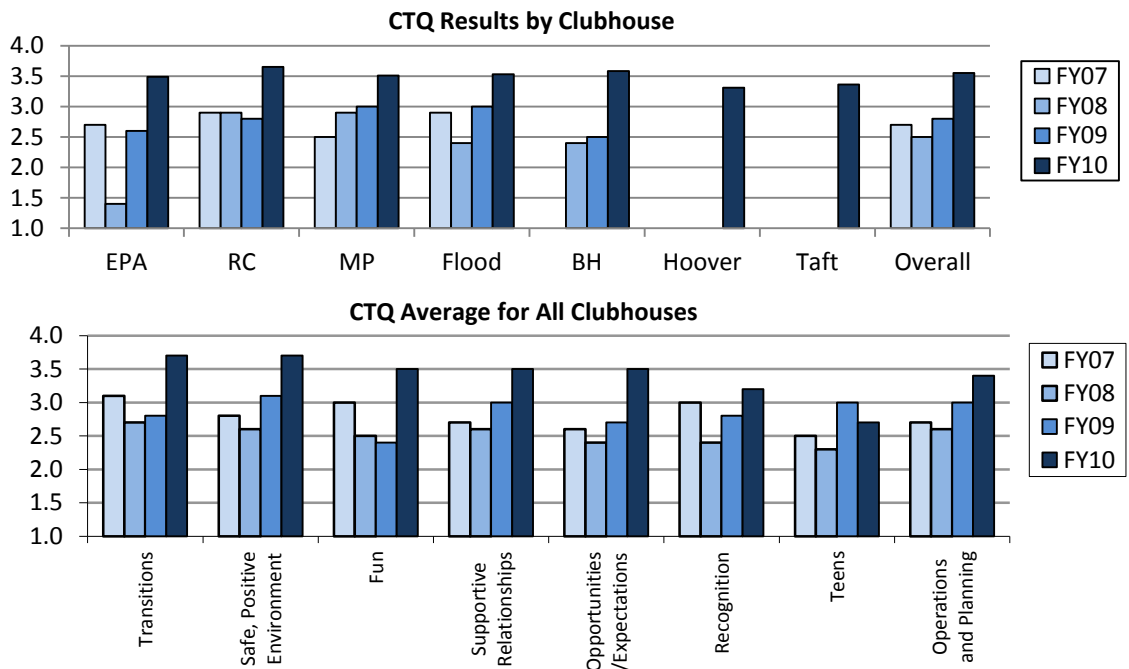
II. VOLUNTEERS

We've seen tremendous growth in the number of volunteers and the time they spend at the clubs this year. In addition, we saw many companies and other community organizations become more involved and they are deeply invested in the work we are doing in the community. In FY10, 485 volunteers came regularly to our sites, providing critical time and attention through 1:1 tutoring, mentoring, college coaching and offered specialized skills and valuable resources to club youth.



III. 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 were relatively flat from FY07 to FY09 but increased for FY10.



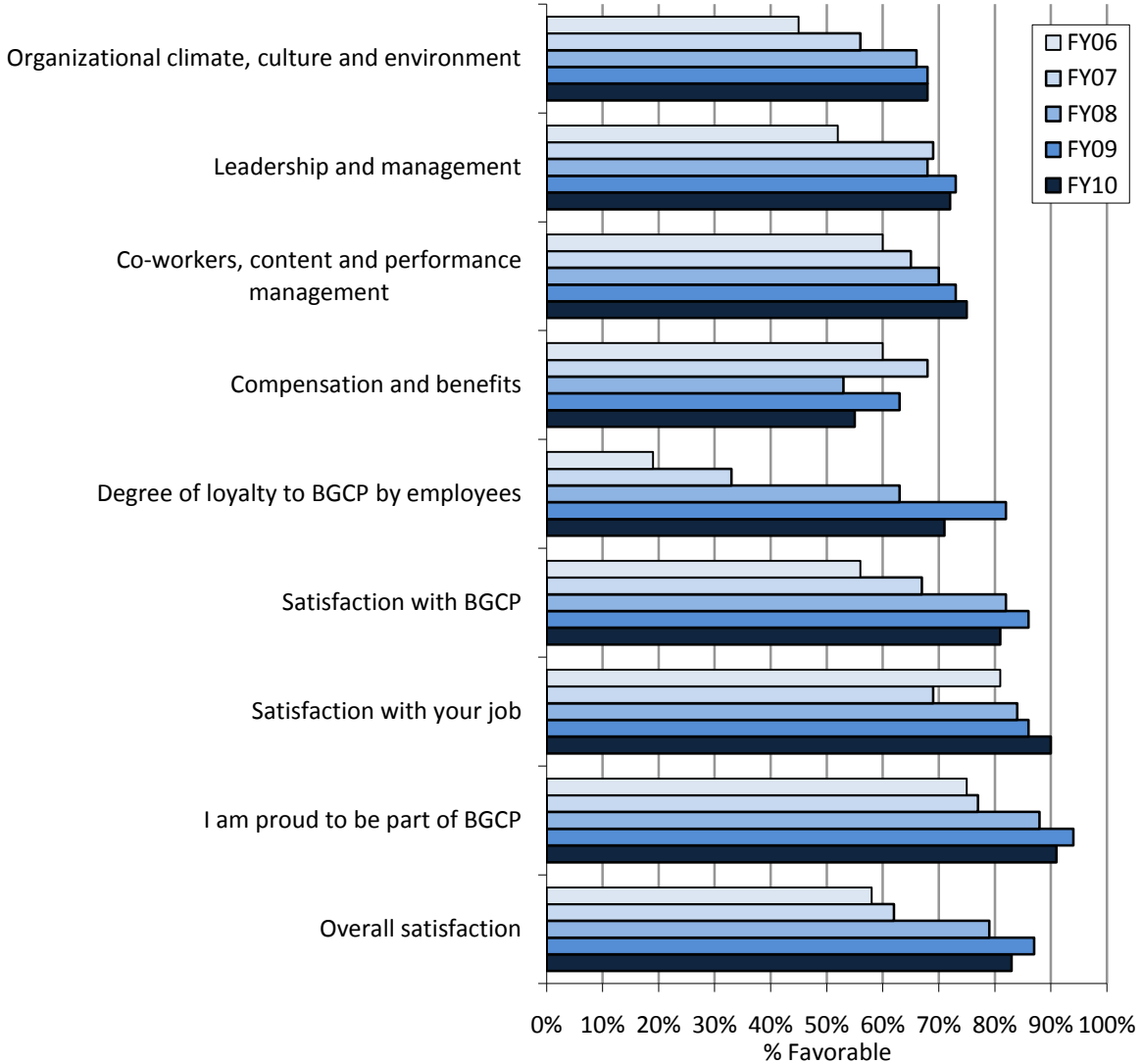
* Only chartered sites complete the self-assessment, and therefore, EPAA did not complete the survey this year.

2010 BGCP REPORT TO STAKEHOLDERS

IV. HUMAN RESOURCES

1. Employee climate survey

For the past 5 years, we have engaged an outside consultant to survey all employees about their work environment. The employee climate has improved significantly. We remain committed to making BGCP a great place to work.



2. Employee turnover

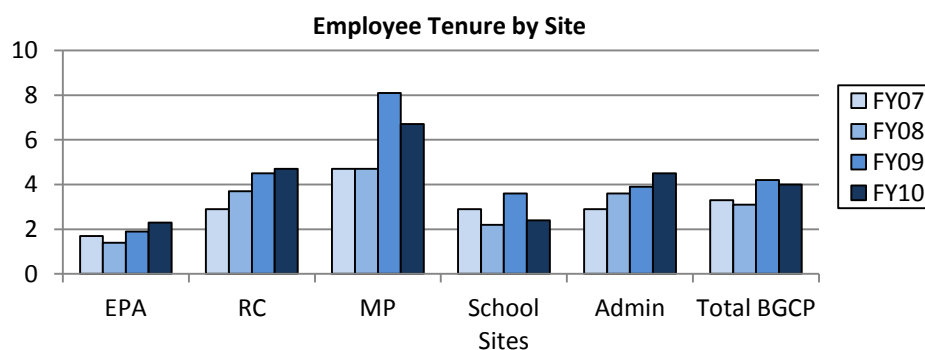
One of the biggest constraints we face as an organization is the quality of our staff. Finding people with the skills, passion and energy we need is a challenge. Retaining our good staff is critical to our long term success. This past year, our turnover rate was 28%.

	2010		2009		2008		2007	
Full time employees	43		43		40		40	
Turnover	12	28%	13	30%	16	40%	15	38%
Turnover by type								
Poor performance	2	5%	5	12%	4	10%	2	5%
Opportunity/Life change	3	7%	2	5%	7	18%	6	15%
BGCP loss	5	12%	6	14%	5	13%	7	18%
Position eliminated	2	5%						

2010 BGCP REPORT TO STAKEHOLDERS

3. Average employee tenure

Our full time employees have been with us for an average of 4.0 years.



Note: Tenure can increase by more than 1 year when part time employees are promoted to full time positions.

V. 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 FY10.

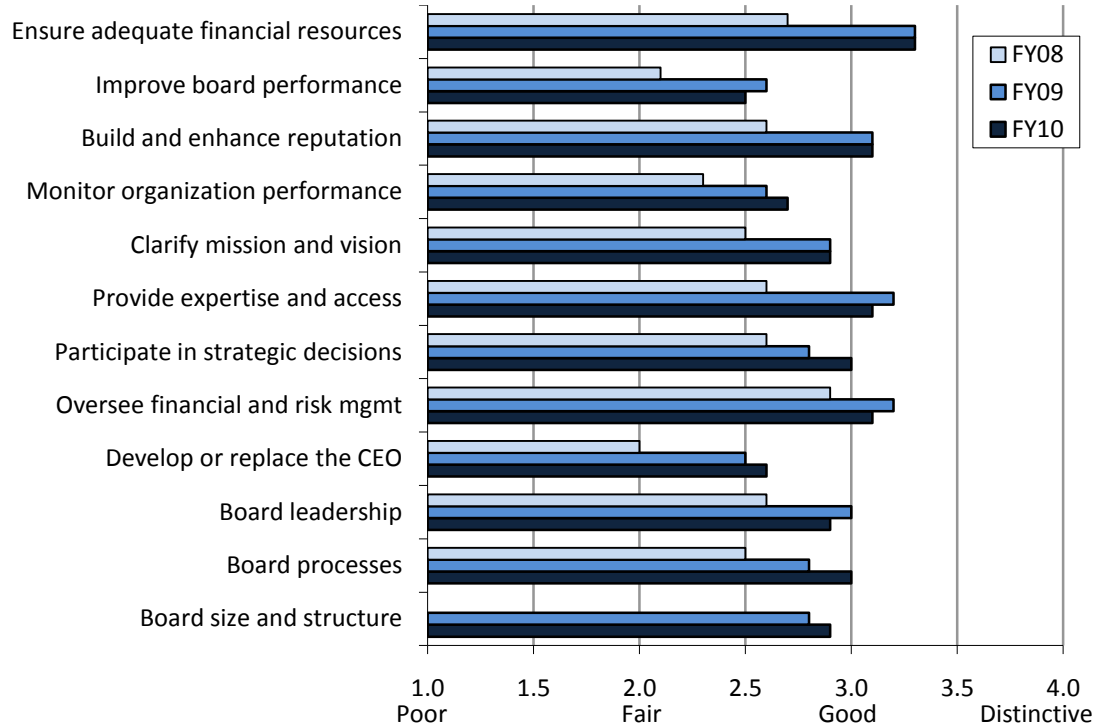
- Selected as host of the 2009 Pacific Regional Keystone Conference. The conference was attended by over 370 attendees from clubs throughout the Western United States and was considered a tremendous success.
- Our Director of Volunteer Services and Community Partnerships was selected by BGCA to present at the 2010 BGCA National Conference.
- Selected to host local Sprite Step-Off Challenge and Coca Cola Family Night, demonstrating BGCA's confidence in our club's ability to plan and execute events and to be a positive reflection of the national organization.
- Received American Recovery and Reinvestment Act (ARRA) federal funding through BGCA to provide academic mentoring to our students. This funding was very competitive and demonstrated how our club's focus on academics closely aligns with BGCA's goals for improved academic success of members.
- Our students were selected as winners of multiple local and national BGCA sponsored contests including:
 - Our Youth of the Year was selected as one of the Northern California Youth of the Year and represented our area and our club at the statewide competition.
 - Our Redwood City and East Palo Alto Clubhouses placed 1st and 2nd in a national competition where students created videos around the theme, Be Great: Graduate.
 - Our students were chosen as national winners in BGCA's Digital Arts Festival Competition. Our members won the Movie Tech award for ages 16-18, the Music Tech award for ages 6-9 and the Music Tech award for ages 10-12.

VI. BOARD OF DIRECTORS

Metric	2010	2009	2008	2007	Goal
Members	30	28	24	23	20–30
Attendance for full Board meetings	71%	66%	62%	57%	75%
Number of tours	36	35	39	47	50
Board members added	4: Carlos Bolanos, Colene McBeth, Holly Depatie, Jake Reynolds	7: Ruben Abrica, David Doolin, Leah Zaffaroni, Amy Boyle, Dani Gasparini, Anita Shrigley, Dana Weintraub	3: Tom Mohr, Matthew Sonsini, Quin Whitman	2: Connie Heldman; Paul Bains	5

2010 BGCP REPORT TO STAKEHOLDERS

Board member satisfaction. For the past 3 years, the Board has completed an online self-assessment designed and analyzed by McKinsey & Co.



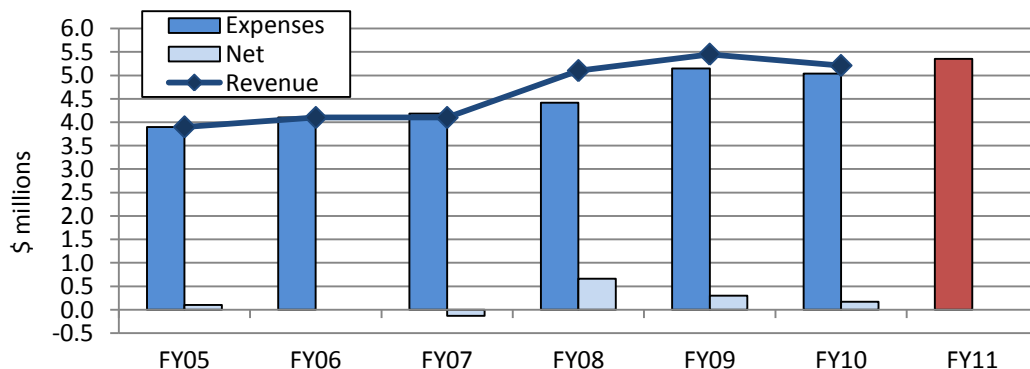
VII. FINANCIALS

1. FY10 revenue & spending vs. budget

Our revenue for FY10 was \$5.2 million, providing a contribution to operating reserve of \$169,000. Revenue decreased by about \$200,000 from FY09. The decrease was partially due to the fact that the 50th Anniversary Gala was held in FY09. We aggressively reduced expenses given the negative economic environment, including freezing all employees salaries. Over the past 3 years we have contributed \$1.1 million to operating reserve. The budget for FY11 is \$5.45 million.

Budget	4,800,000
Actual Revenue	5,208,000
Actual Expense	<u>5,039,000</u>
Contribution to Operating Reserve	169,000

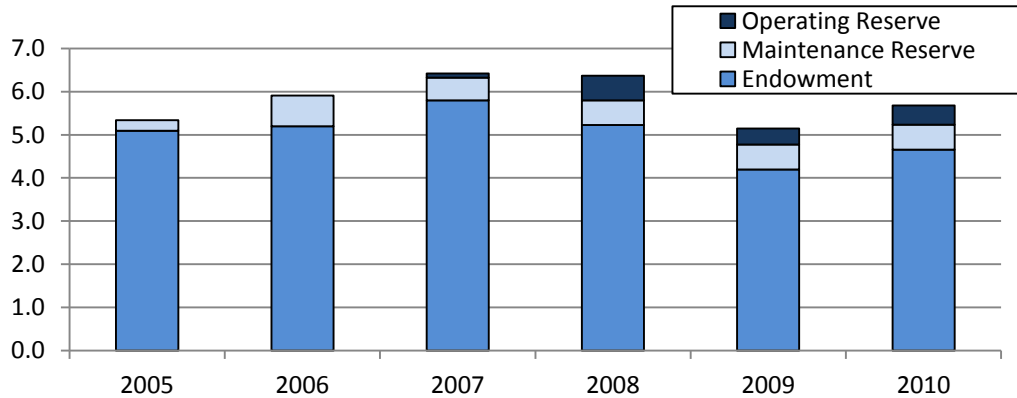
2. Five year revenue & expense history



2010 BGCP REPORT TO STAKEHOLDERS

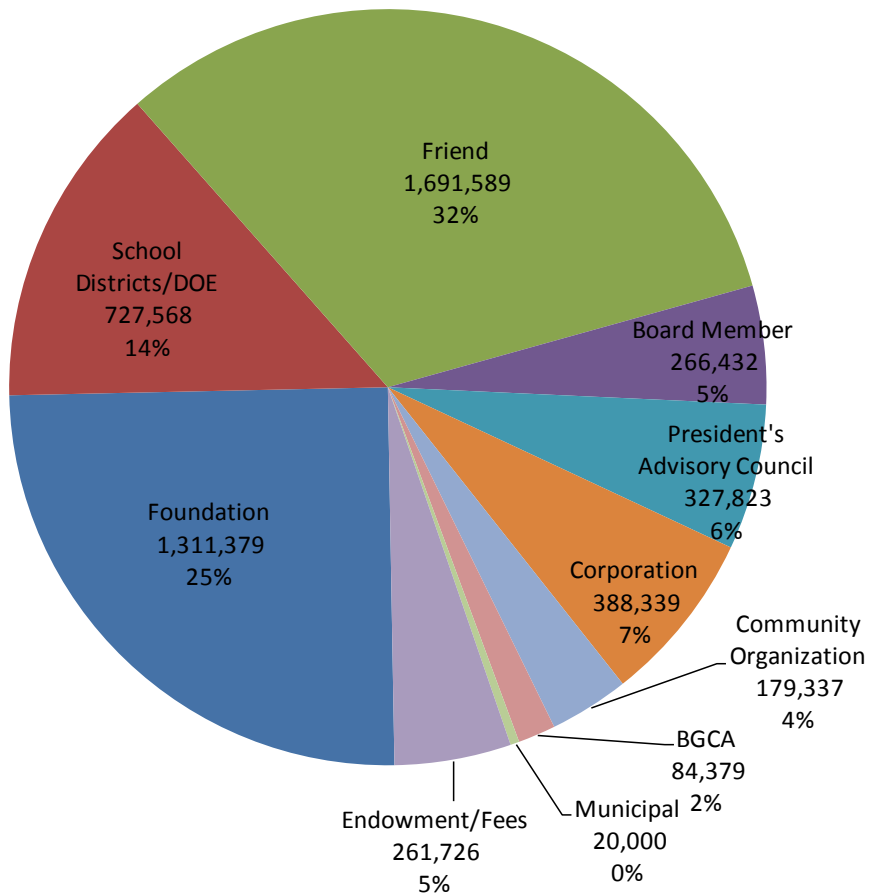
3. Endowment, Maintenance Reserve, Operating Cash

Our endowment, maintenance reserve and cash are around \$5.85 million. The endowment increased 10% in FY10 due to the resurging market.



Note: Though \$1.1 million has been contributed to operating reserve over the past 3 years, the current amount in operating reserve is \$450,000. This change is due to an increase in fixed assets of \$300,000 and an increase in Accounts Receivable of \$350,000.

4. Revenue by source



Note: This chart does not take into account event expense or interest earned on investments. See Appendix F for full revenue analysis.

APPENDIX A: YOUTHS OF THE YEAR

Clarisa Ontiveros, Mervin G. Morris Clubhouse



Clarisa Ontiveros graduated from Sequoia High School in Redwood City in June and is a freshman at San Diego State University this fall. She has been a member of the Club since she was seven years old. Clarisa began volunteering at the Redwood City Clubhouse during her freshman year and was hired and promoted to become the manager of the club's SuccessMaker department, helping younger students with reading and math skills. Growing up in Redwood City, Clarisa would often observe gang activity, violence, and drug deals during her three block walk to school. These scenes served as a constant reminder of what her life could become. However, Clarisa stayed focused and continued to work hard to maintain good grades. Clarisa wants to major in communications so that she can become an advocate for her community and culture.

Edgar Chipres, McNeil Family Clubhouse



Edgar has been part of the McNeil Family Clubhouse for almost 3 years and was a member of Teen Staff and actively involved in Keystone. He tutors younger members with their homework, helps with snack time, and plays foosball with the kids. He has volunteered countless hours of service not only to the Club but to his entire community. At school, he was an active member of the community group called Young Latino Leaders, a program that has allowed him to help his community. Edgar knows that he can make a difference in the lives of the people around him. Edgar graduated from Carlmont High School in June and is a freshman at San Francisco State University where he plans to study Criminal Justice. Edgar hopes to make a difference in the lives of many young people in his community.

Janiece Burns, Moldaw-Zaffaroni Clubhouse



Janiece recently started her senior year at Carlmont High School. She dedicates her time to academics and being a positive role model, but that was not always the case. Janiece grew up with divorced parents who both loved and cared for her but also created barriers that Janiece struggled to overcome. Throughout her elementary and middle school years, Janiece was well behaved and had excellent grades. Entering high school at Carlmont was a big change for Janiece. After challenges during the beginning of her high school years that resulted in Janiece being expelled from school, Janiece began to attend the Club consistently and joined *College Bound*. Last year, Janiece spent most of her time steering her life toward the right path academically, socially, and mentally. Now, Janiece hopes to graduate and attend UC Berkeley. Janiece wants to become a child counselor.

Alex Perez, Mervin G. Morris Clubhouse



Alex has been a member of the Club since he was six years old. By his own admission, Alex was not always a well behaved young man. As a teenager Alex started getting in fights in school and was soon expelled from the district. Alex's family and Club staff sat down with Alex to explain that if he didn't change his behavior and attitude, he would face many more challenges. Finally, Alex started to change. Since that time, Alex has become a role model at the Club and served as the Vice President of Keystone, a leadership initiative for teens at the Club. Alex is also very involved in the technology programs at the Club, and has produced several short films. Alex graduated from Fremont High School in June and is a freshman at Foothill College this fall studying Mechanical Engineering. A car enthusiast, he dreams of designing fuel efficient, environmentally friendly muscle cars.

2010 BGCP REPORT TO STAKEHOLDERS

Alejandro Verduzco, Belle Haven Community School



Alejandro is a positive, charismatic, and valiant student. He has been at Belle Haven School since 2006 and in the school site program since the 5th grade. He comes to the program prepared and ready to do work. He is able to make friends right away and communicates well with all kinds of people. He takes the initiative to voice his opinions to make the program a better place for everyone. He likes to work with others and help out as much as he can, especially with younger students for whom he likes to be a role model. He has a great sense of humor.. His drive for greatness is deeply motivated by his parents, who are always there for him, either at school or at his soccer games. He dreams of becoming a professional soccer player and also works toward being a lawyer to help as many people as he can.

Anthony Johnson, James Flood Magnet School



Anthony is a passionate and caring young man. Anthony also has a terrific sense of humor and his smile can light up a room. Anthony enjoys serving his school, family, and neighborhood communities and hopes to continue doing so throughout his high school and college years. As an active member in Youth Community Service, Anthony has completed over 75 hours of community service. Anthony has one older sister whom he considers one of his best friends. Despite suffering a serious illness that made him miss all of his 5th grade school year, Anthony has made great strides in the classroom, bringing his GPA above a 3.0 and developing strong relationships with his teachers and his mentors.

Rosamia Morales, East Palo Alto Academy



Rosamia is an amazing girl. Originally from Peru, she came to the United States with her family in search of better opportunities. Learning a new language and culture seemed difficult, but Rosamia knew that she would have to work hard in order to make her dreams a reality. Rosamia challenges and sets high expectations for herself on a daily basis. She is always asking questions and wanting to know more about the school, her community, our culture and the environment. Rosamia is also very caring and patient with younger members and loves to play and read. Rosamia knows that the key to success is a quality education, and she continuously strives to gain knowledge from all that surrounds her. She is determined not only to graduate from high school but also to become part of the Stanford graduating class of 2018.

Erica Soto, Hoover Community School



Erica is an easy-going girl whose open-minded personality makes her always willing to try new things. What used to be a shy person has grown into a bold and courageous young lady who has built up an incredible amount of confidence in the past year. Where very little English is spoken at home, Erica remains the spokesperson for her family. Not only have her parents depended on her to translate, they have depended on her to take care of them after her mother was injured in a car accident. Erica pushes herself to work harder everyday and stays very committed to her goals. Even though the pressures of staying caught up in schoolwork grow bigger each day, she never gives up. Knowing that her older brothers dropped out of school has made Erica more determined to graduate from high school and be the first to go to college in her family. Her positive attitude and perseverance make her a great role model for the younger kids at her school and in the after-school program. As long as she stays optimistic and committed, Erica will achieve whatever she wants in life.

APPENDIX B: MEMBERS WHO GRADUATED FROM HIGH SCHOOL IN 2010 WITH A PLAN

No.	Student	Site	High-School	Plans for next year!
1	Itzel Andres	RC	Woodside High School	Canada College
2	Iris Arellano	RC	Woodside High School	San Jose State University
3	Luis Contreras	RC	Community School Central	Canada College
4	Lidia De La Cruz	RC	Sequoia High School	Foothill College
5	Patricia Fuentes	RC	Woodside High School	Universidad Autonoma de Mexico
6	Juan Guzman	RC	Redwood High School	UC Riverside
7	Clarisa Ontiveros	RC	Sequoia High School	San Diego State University
8	Alexandro Perez	RC	Fremont High School	Foothill College
9	Cynthia Pineda	RC	Woodside High School	Canada College
10	Marvin San Juan	RC	Sequoia High School	Canada College
11	Victoria Tinoco	RC	Sequoia High School	UC Riverside
12	Joseph Zavala	RC	Burlingame High School	Canada College
13	Maria R Zepeda	RC	Sequoia High School	Notre Dame de Namur University
14	Tyrica Cisco	EPA	Conley High School	Junior College
15	Steven Melendez	EPA	St. Lawrence Academy	San Francisco State University
16	Luis Molina	EPA	Gunn High School	Pacific Union College
17	Julisa Russell	EPA	Palo Alto High School	Academy of Art San Francisco
18	Quinntesha Simpson	EPA	Menlo Atherton High School	CSU Monterey Bay
19	Sharita Smith	EPA	Carlmont High School	Sonoma State University
20	Miya Brumfeld	MP	Washington High School	Ohlone Community College
21	Edgar Chipres	MP	Carlmont High School	San Francisco State University
22	Caliope Flores	MP	Menlo Atherton High School	Attending College in Mexico
23	Rosalva Gonzales	MP	Sacred Heart College Prep. School	Stanford University
24	Romell Hanks	MP	St. Francis High School	Foothill College
25	David Harris	MP	Menlo Atherton High School	Foothill College
26	Karen Pimental	MP	Menlo Atherton High School	CSU East Bay
27	Maria Pimental	MP	Menlo Atherton High School	Foothill College
28	Jesus Blancas	Flood	Menlo Atherton High School	San Francisco State University
29	Evan Dayce	Flood	Carlmont High School	Clark Atlanta University
30	Vashon Guidry	Flood	Eastside College Prep. School	CSU East Bay
31	Rebekah Hopkins	Flood	James C. Enochs High School	Sacramento State University
32	Tyrone Love	Flood	Redwood High School	Foothill College
33	Frank Maldonado	Flood	Eastside College Prep. School	UC Merced
34	Allen Meacham	Flood	Woodside High School	Holy Names University
35	Malayshia Naylor	Flood	Brooklyn Science Magnet School	SUNY Potsdam
36	Andrew Rodriguez	Flood	Woodside High School	Foothill College
37	Fiatau Sailele	Flood	Redwood High School	Junior College
38	Brittany Strauss	Flood	Delta Charter High School	Prairie View A&M University
39	Bennie Williams	Flood	Palo Alto High School	San Francisco City College

2010 BGCP REPORT TO STAKEHOLDERS

APPENDIX C: MEMBERS ON TRACK TO GRADUATE FROM HIGH SCHOOL

	Total		On Track	Off Track	% On Track	
Active High School Students	83		68	15	82%	
Active By Grade						
9	18		13	5	72%	
10	19		11	8	58%	
11	19		17	2	89%	
12	27		27	0	100%	
Active By Club						
EPA	24		18	6	75%	
MP	38		33	5	87%	
RWC	21		17	4	81%	
Active By High School						
Bellarmino	2		2	0	100%	
Burlingame	1		1	0	100%	
Carlmont	5		4	1	80%	
Conley	1		1	0	100%	
CSC	1		1	0	100%	
Eastside	2		2	0	100%	
Everest	1		1	0	100%	
Fremont	1		1	0	100%	
Gunn	2		2	0	100%	
Logan	1		0	1	0%	
M-A	27		19	8	70%	
Mid-Peninsula	1		1	0	100%	
Paly	3		3	0	100%	
Redwood	1		1	0	100%	
Sacred Heart	8		8	0	100%	
Sequoia	8		6	2	75%	
Serra	2		2	0	100%	
St. Francis	4		4	0	100%	
St. Lawrence	1		1	0	100%	
Washington	1		1	0	100%	
Woodside	10		7	3	70%	
	Total	Total Known	On Track	Off Track	% On Track	Don't Know
Active Middle School Students	217	180	108	72	50%	37
By Grade						
6	73	65	40	25	55%	8
7	62	58	35	23	56%	4
8	82	57	33	24	40%	25
By Site						
EPA	19	6	2	4	11%	13
MP	24	19	12	7	50%	5
RWC	29	27	13	14	45%	2
Flood	32	32	17	15	53%	0
Belle Haven	52	35	24	11	46%	17
EPAA	10	10	9	1	90%	0
Hoover	51	51	31	20	61%	0
By School						
Adelante	2	0	0	0	0%	2
Beechwood	4	4	4	0	100%	0
Belle Haven	68	49	31	18	46%	19
Clifford	1	1	1	0	100%	0
EPA Charter	1	0	0	0	0%	1
EPAA	11	11	10	1	91%	0
Flood	36	36	19	17	53%	0
Garfield	2	2	2	0	100%	0
Hillview	1	0	0	0	0%	1
Hoover	71	71	40	31	56%	0
Kennedy	2	2	0	2	0%	0
La Entrada	2	0	0	0	0%	2
McNair	12	2	0	2	0%	10
Ormondale	1	0	0	0	0%	1
Selby Lane	2	2	1	1	50%	0
Woodside Elem.	1	0	0	0	0%	1

2010 BGCP REPORT TO STAKEHOLDERS

APPENDIX D: 2010 SCHOOL SITE PROGRAM 8TH GRADE GRADUATES

	Total	Flood	BH	Hoover	EPAA
Total scholars	55	11	17	17	10
Scholars accepted into private schools	19	6	11	1	1
Scholars accepted into selective after-school programs	12	2	4	3	3
Scholars accepted into both private schools and selective after-school programs	2	1	1		
Total accepted to private school or selective program	29	7	14	4	4
High schools chosen					
<i>Private</i>					
Eastside	2		2		
Saint Francis	4	2	2		
Mid-Peninsula	4		4		
Serra	1			1	
Menlo School	1				1
Sub-total private	11	2	8	1	1
	20%	18%	47%	6%	10%
<i>Sequoia Union</i>					
Menlo-Atherton	10	5	3	2	
Sequoia	5		1	4	
Carlmont	0				
Woodside	2			2	
Sub-total SUHSD	17	5	4	8	0
	31%	45%	24%	47%	0%
<i>Charter</i>					
Everest	7	1	1	4	1
Summit	6	2		4	
East Palo Alto Phoenix Academy	0				
East Palo Alto Academy High School	13	1	4		8
Sub-total charter	26	4	5	8	9
	47%	36%	29%	47%	90%
Selective after school-programs					
College Track	5	2	1	1	1
AVID	4		3		1
BUILD	2			2	
Upward Bound	1				1
Sub-total after school program	12	2	4	3	3
	22%	18%	24%	18%	30%

2010 BGCP REPORT TO STAKEHOLDERS

APPENDIX E: 2010 YOUTH DEVELOPMENT SURVEY DETAILS

	Goal	BGCP	EPA	MP	RC	Flood	BH	Hoover	EPAA	Taft	New Member Survey
ENVIRONMENT											
Safety (physical and emotional)											
1. I feel safe at the Club.	All the time	50%	38%	50%	58%	62%	54%	42%	57%	36%	47%
2. At the Club, if someone wanted to hurt me, someone would stop him or her.	Often	63%	40%	66%	66%	72%	71%	58%	78%	48%	59%
3. Kids bring weapons to the Club.	Never	75%	62%	70%	87%	78%	83%	64%	96%	76%	
4. At the Club, the staff makes sure we follow rules about how kids treat each other.	All the time	60%	57%	63%	65%	58%	56%	57%	65%	64%	
5. How safe do you feel at the Club compared to other places you hang out?	More	45%	38%	50%	53%	34%	37%	51%	35%	40%	
Total safety		59%	47%	60%	66%	61%	60%	54%	66%	53%	53%
Positive relationships											
1. At the Club, how many staff people pay attention to what's going on in your life?	2	60%	55%	66%	71%	68%	44%	48%	57%	68%	
2. How many staff people could you go to if you need advice about personal problems?	2	59%	57%	62%	69%	62%	56%	48%	65%	48%	
3. At the Club, the staff knows what is important to me.	Agree	51%	55%	50%	51%	48%	63%	48%	61%	20%	
4. People really listen to me at the Club.	Agree	50%	48%	54%	49%	54%	49%	47%	57%	40%	
Total positive relationships		55%	54%	58%	60%	58%	53%	47%	60%	44%	
Social connectedness											
1. I feel respected by other kids at the Club.	Agree	50%	33%	52%	52%	70%	51%	42%	61%	36%	
2. At the Club, I feel like I belong.	Agree	62%	52%	69%	62%	68%	57%	57%	87%	44%	
Total social connectedness		56%	43%	61%	57%	69%	54%	49%	74%	40%	
Youth participation											
1. How often have you helped plan activities or events at the Club?	Sometimes	51%	50%	50%	51%	60%	43%	50%	61%	44%	62%
2. How often do you feel like your ideas count at the Club?	Often	36%	29%	41%	44%	46%	37%	22%	52%	24%	46%
3. At the Club, how often do you get to decide which activities you're going to do?	Often	37%	50%	44%	48%	44%	29%	23%	22%	20%	
Total youth participation		41%	43%	45%	47%	50%	36%	31%	45%	29%	54%
Skill building											
1. At the Club, I get to learn things that I don't get the opportunity to learn anywhere else.	Often	42%	33%	41%	49%	54%	41%	35%	61%	28%	
2. At the Club, the staff challenges me to be my best.	Often	68%	60%	68%	62%	66%	75%	75%	70%	56%	52%
Total skill building		55%	46%	55%	56%	60%	58%	55%	65%	42%	52%
ACADEMIC SUCCESS											
Relevance of school for future success											
1. Doing well in school improves my chances of having a good life when I grow up.	Agree	89%	90%	93%	87%	92%	92%	88%	83%	80%	78%
Total school relevance		89%	90%	93%	87%	92%	92%	88%	83%	80%	78%
Academic efficacy											
1. Even if school work is hard, I can learn it.	Agree	86%	90%	85%	87%	86%	86%	83%	91%	80%	75%
Total academic efficacy		86%	90%	85%	87%	86%	86%	83%	91%	80%	
Teacher caring											
1. I feel like my teachers at school care about me as a person.	Agree	70%	76%	61%	75%	60%	71%	74%	78%	84%	67%
Total teacher caring		70%	76%	61%	75%	60%	71%	74%	78%	84%	
Academic behaviors											
1. I skip school.	Never	80%	74%	76%	81%	80%	84%	81%	91%	88%	67%
2. I try hard in school.	All the time	67%	69%	64%	62%	66%	70%	70%	83%	72%	51%
3. I am late for school.	Rarely	59%	62%	57%	51%	58%	71%	50%	74%	76%	51%
4. I turn in my homework.	All the time	50%	45%	42%	45%	46%	54%	55%	78%	64%	49%
Total academic behaviors		64%	63%	60%	60%	63%	70%	64%	82%	75%	55%

2010 BGCP REPORT TO STAKEHOLDERS

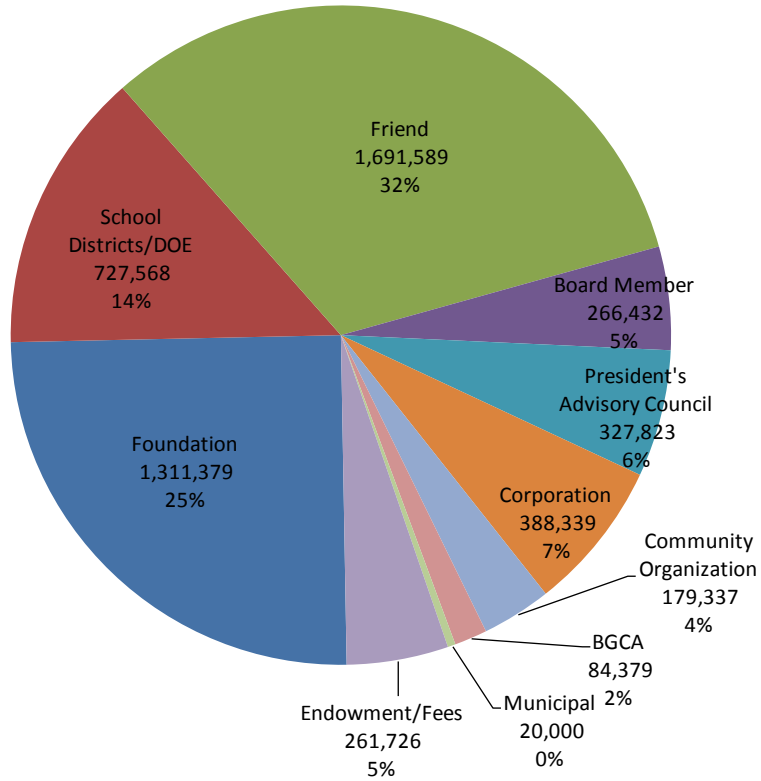
Educational expectations												
1.	How far do you expect to go in school?	4 year college	67%	74%	72%	55%	80%	73%	66%	61%	48%	61%
CHARACTER & CITIZENSHIP												
Optimism												
1.	I think positively about my future.	Agree	81%	79%	78%	87%	82%	84%	83%	70%	68%	67%
Self efficacy												
1.	If I can't do a job the first time, I keep trying until I can.	Agree	87%	88%	91%	84%	80%	94%	81%	83%	96%	74%
2.	In everyday life, I give up on things before finishing them.	Disagree	60%	52%	63%	56%	66%	68%	57%	43%	68%	57%
Total self efficacy			73%	70%	77%	70%	73%	81%	69%	63%	82%	66%
Citizenship												
1.	At the Club, I have been able to do things to help people in my community.	Agree	60%	45%	62%	72%	68%	57%	59%	61%	36%	55%
HEALTHY LIFESTYLES												
1.	In the past week, I have played sports or exercised at the Club.	Often	60%	57%	58%	59%	52%	60%	67%	57%	68%	
2.	In the past month, I have experimented with alcohol or drugs.	Never	88%	90%	88%	88%	88%	89%	84%	91%	92%	76%
Total healthy lifestyles			74%	74%	73%	74%	70%	75%	76%	74%	80%	76%

Note: The total percentages provided for each section under BGCP in this table differ slightly from the percentages provided in the table on Page 10. For the table on Page 9, only those questions that can be compared to the new member survey are included.

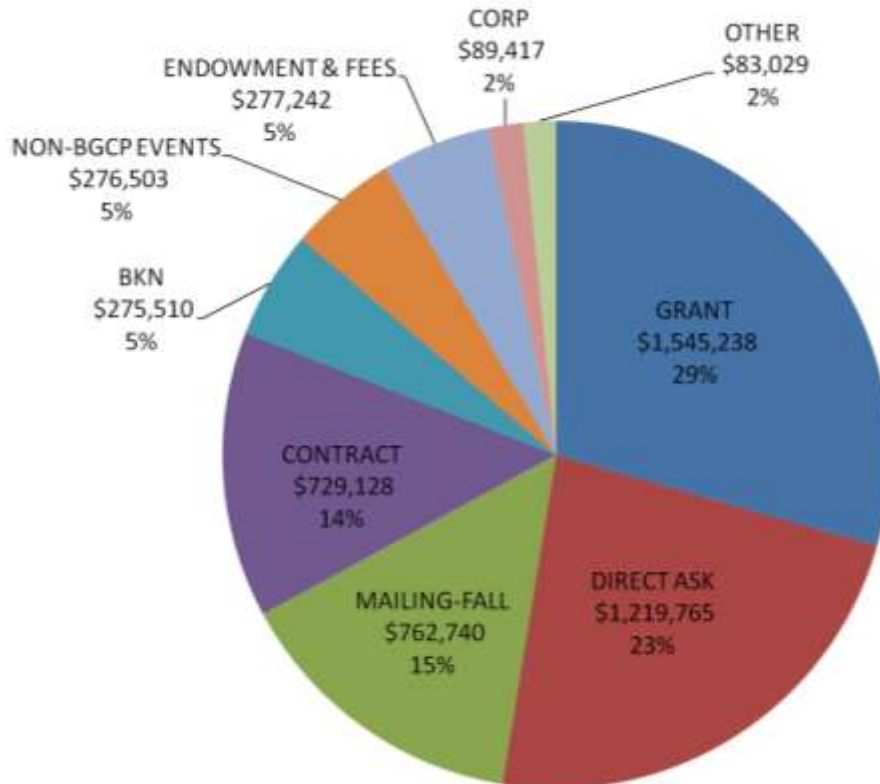
APPENDIX F: REVENUE ANALYSIS

WHERE DOES OUR REVENUE COME FROM?

I. TYPE OF CONSTITUENT

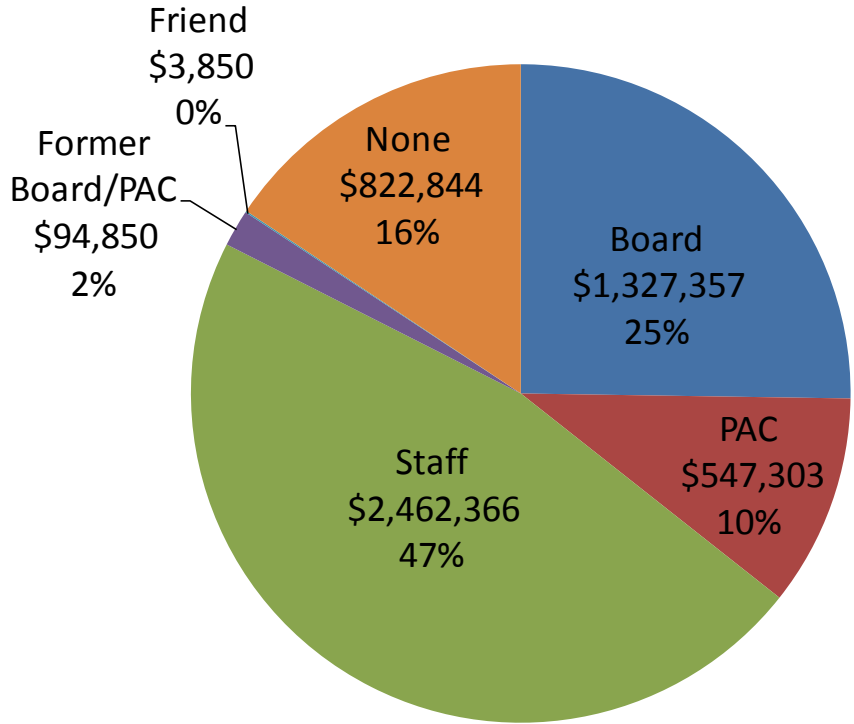


II. TYPE OF APPEAL



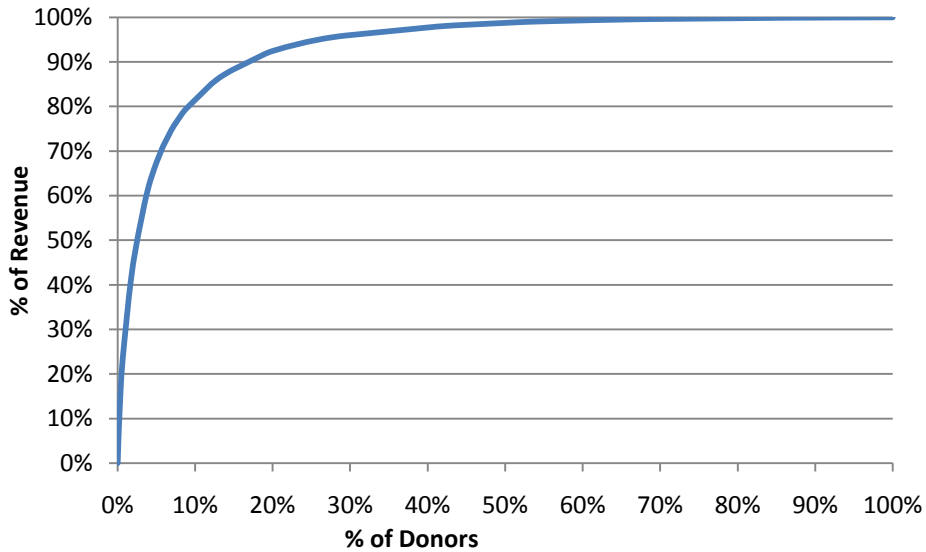
2010 BGCP REPORT TO STAKEHOLDERS

III. TYPE OF SOLICITOR



IV. CUMULATIVE GIVING

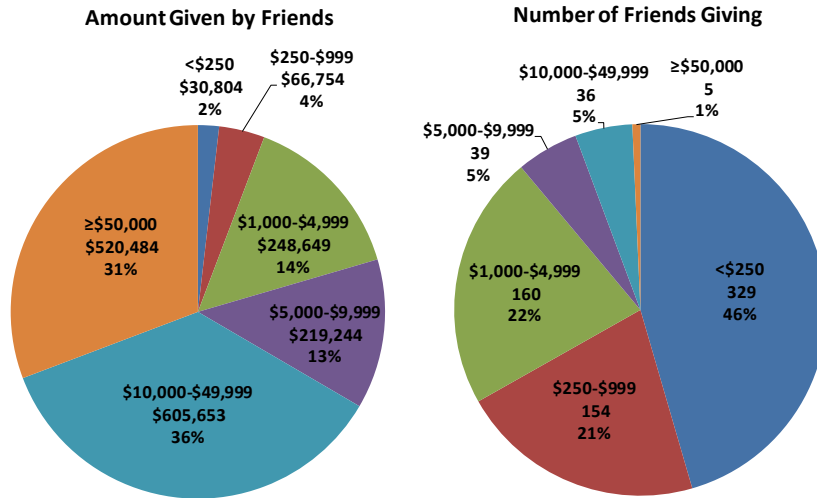
10% of our donors provide 80% of our funding.



V. GIVING BY FRIENDS

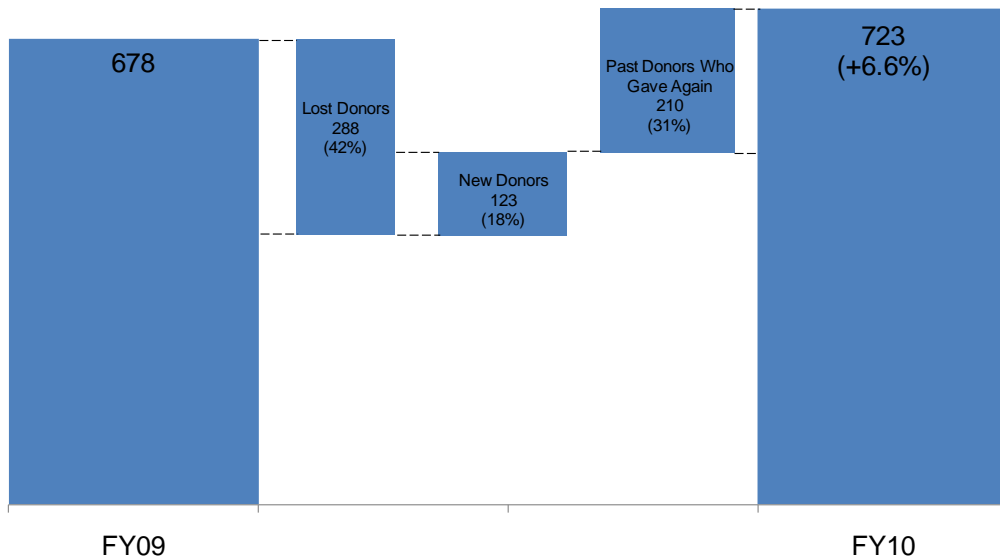
2010 BGCP REPORT TO STAKEHOLDERS

Among donors classified as Friends (individuals who are not Board Members or on the President’s Advisory Council), the largest 6% account for 67% of our Friends’ revenue. Conversely, 67% of the smallest friends account for only 6% of our Friends’ revenue.



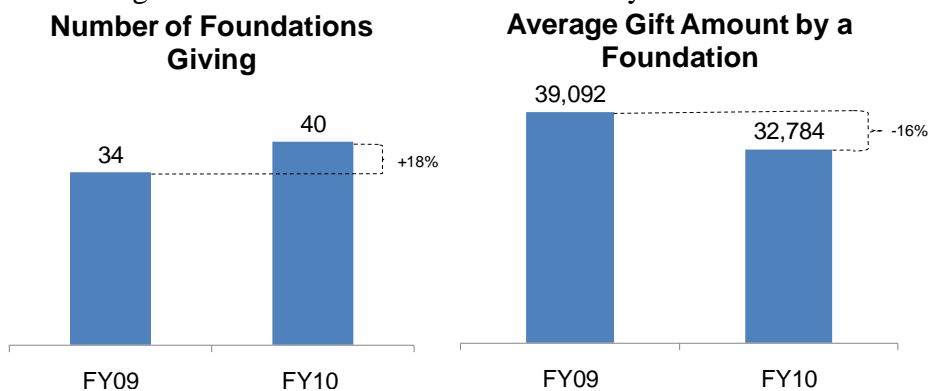
VI. DONOR RETENTION – FRIENDS

This past year, BGCP has 723 donors that are Friends, an increase of 7% from last year.



VII. GIVING BY FOUNDATIONS

This year, BGCP received 18% more grants than the previous year. However, the average amount of gifts from foundations has decreased by 16%.



APPENDIX G: PROGRESS VS. FY10 STRATEGIC PRIORITIES

Strategic Priority	Results	Lessons Learned
Board		
Add 5 new members, including 1-2 from service neighborhoods	Added 4 new members, including the county Under Sheriff	BGCP has been able to attract highly qualified Board members
Host 50 tours	Not done. 36 tours completed	Board members were more successful at bringing guests to BKN
Programs		
Run College Bound 2.0 with 80 active members (45 freshmen); align CB and clubhouse programming from 6-8pm	<ul style="list-style-type: none"> • Successfully established a process for recruiting and integrating members from school sites. • Worked collaboratively with schools to increase our presence on campuses and coordinated teen programming between CB and Teen Directors at all three sites. • We have not effectively recruited Compass teens nor retained freshman at RC. 	<ul style="list-style-type: none"> • The CB recruitment process will be more effective if activities are spread throughout the school year. • CB activities at school sites work best when they directly support our CB strategic priorities; we need to be selective going forward. • Coordinated work between CB and Teen Directors is critical to BGCP CB/Teen programming. • We need to be very careful when integrating freshman into CB, especially in Redwood City.
Run programs twice a week at Sequoia, M-A and EPA High	<ul style="list-style-type: none"> • Done at M-A and Sequoia, not at EPA High • Created relationships with staff members at our partner high schools. • Spent considerable time on high school campuses and attended trainings with school faculty to better understand the schools. • Each CB site has the appropriate staff to allow for off-site activities. 	<ul style="list-style-type: none"> • Schools are complicated organizations where the most effective allies are not always those who have been designated to an area. • We need to continue to engage with school administrative staff. • Staff communication and teamwork are critical to our ability to serve schools.
Enhance Belle Haven school site academic program in partnership with principal and district	<p>Partially done.</p> <ul style="list-style-type: none"> • For grades 3 through 8, academic and arts programming were enhanced with input from school and district staff as well as students. Targeted support for students was given and enrollment was prioritized by referrals. • Due to Belle Haven's new extended school day, after school program hours were reduced and several ideas were not implemented, including adding Read 180, a math club, and increased lead teacher involvement. 	<ul style="list-style-type: none"> • Using pre-set curricula helps us enhance academic programs, as mentors don't have the background or time to design their own curriculum. • Using volunteers effectively— as tutors, for homework support, and to teach classes – significantly enhances program quality. • An extended school day limits our ability to add program elements; we must be more selective. • In some grades, referrals filled up all spots, preventing previous-year members from participating again, which we regret.

2010 BGCP REPORT TO STAKEHOLDERS

Strategic Priority	Results	Lessons Learned
Run Athletics/Life Skills leagues for 40 kids/quarter/city	Done	<ul style="list-style-type: none"> • In order for staff to be effective life skills teachers, we need the trainer to observe class and provide feedback. • It's critical that the staff take advantage of their planning time and add new things to their curriculum so that we're always introducing new skills and concepts, while building on the core life skills building blocks. • We need to include school site staff in athletic league planning. • Staff must take the time to communicate our program philosophy to parents. Parents are more apt to support program participation when they had a better understanding of the program.
Launch Boys in the Woods	Not done – We have decided to host a Boys Day. Task force was formed in April. Event is tentatively scheduled for late September 2010.	We decided that this type of an event needs to happen at a time when there are no other new organizational initiatives happening to ensure full participation from the staff.
Provide Family Support classes for 45 families/quarter/city	Partially done. We surveyed our parents in all three cities and chose the classes based on their direct feedback. RC and MP averaged 20-30 parents at each class. EPA average 11 parents.	<ul style="list-style-type: none"> • Parents are thirsty for the classes. • We need to offer more classes in Spanish. Attendance increases for classes offered in Spanish. • It was difficult to secure translator headphones for all three sites. Organization may need to invest in headphones at a cost of \$3,000.
Redesign Achievement Matters	Done. We redesigned community service requirements, added goal setting, and autobiography component. All materials and information are available in digital form. Participation targets were established and met at most sites.	<ul style="list-style-type: none"> • There is more uniformity at sites, but difficulties still exist with line staff running program differently. • Fundraising started early in the year was more successful. • Finding time to complete book reports was difficult due to homework and other programming at the club.
Win a BGCA Honors Award	Not done. We submitted for RC Teens and Flood school site program but neither won.	The process favors newer programs that are more focused in scope. We will try again with the Peapod Academy.
<i>Evaluation</i>		
Implement Youth Development survey; develop comparison group of new members	Done. A comparison group of new members have been surveyed, and the existing survey was further refined. Results were analyzed this summer.	Need to balance having the best theoretical tool with one that is practical to implement/discuss. Simpler can be better. It was too long so we shortened it for this year. Also, someone at each site must own implementation of the survey, otherwise it does not happen.
Include scorecard results in setting UD goals	Not done. This was partially discussed in the fall, but not enough to have impact.	The feedback loop of almost one year is too long to motivate staff.

2010 BGCP REPORT TO STAKEHOLDERS

Strategic Priority	Results	Lessons Learned
Create On Track indicator for 6-8 th graders	Done. All relevant research read, synthesized, and shared with principals of partner middle and high schools as well as the BGCP Program Committee. The feedback gathered from all constituents has been collected into a comprehensive measurement tool, with indicators broken into two categories: (1) on- or off-track and (2) at-risk.	Getting grade and behavior data for middle school students proved more difficult than expected. We must work with the schools to get as much information as possible.
Development		
Raise \$4.9 million	Done. \$5.2 million	The BGCP mission and plan is compelling to donors, and our loyal funders kept funding even in the difficult economy.
Improve donor stewardship	Partially done for many donors but not consistent enough for all.	
Recruit 10 new members to Legacy League	Not done	Legacy League remains a high priority that was not executed last year. It will not happen until we have focused leadership for it.
Maintain size of donor base at 900; retain 60% of existing donors.	Not done. Donor turnover remains too high.	
Volunteers		
Increase volunteer diversity	Accomplished, but still in progress. We succeeded in identifying champions within African American and Latino community organizations and built lasting relationships that resulted in ongoing programs like tutoring, mentoring and enrichment classes. We were unsuccessful in recruiting a liaison in Pacific Islander community organizations. We made several presentations to local high school and college student organizations and developed relationships with key contacts on the campuses to help expand our efforts.	We need to focus more effort on Pacific Islander community organizations. Pacific Islander organizations aren't as prevalent at the high school and college level. We may need to reach out to our local churches to build relationships with the Pacific Islander community. Presentations aren't as affective in building an instant volunteer base, but they do help create strong name recognition and help us become a recommended organization by campus staff. The most effective use of our time is to build relationships with the key campus staff that promote service opportunities.
Provide Volunteer Management training for full time staff	Accomplished.	This needs to be a consistent part of our training schedule for staff so we can create a norm for how we supervise and manage volunteers. Consider offering it twice a year because of staff turnover. Full time staff needs to train part time staff if they will be supervising volunteers.

2010 BGCP REPORT TO STAKEHOLDERS

Strategic Priority	Results	Lessons Learned
Enhance Corporate/Group volunteer program	Accomplished.	Corporations want to be engaged in more meaningful opportunities where they can see a social value in their effort and want to be asked throughout the year. Having an individualized strategy for engaging corporate volunteers is effective. We should decline corporate projects that do not align with our mission. Field tours are a great way to introduce companies.
Retain 50% of current active volunteers	<ul style="list-style-type: none"> • Not Accomplished. • Volunteer retention was 34%. 	We need to create a strategy for retaining volunteers when we know they are at risk of not continuing their service. We need an exit survey to track and understand why volunteers leave at various points and which volunteer type is most likely to continue their service.
Increase volunteer hours by 10% to 6,600 (not including Special Events hours)	Accomplished. Volunteers (not including Special Events) served 8,585 hours, a 30% increase	Need new tracking systems/procedures for managing volunteer hours. All staff was not on board with the systems we had in place and we put too much trust in the systems. We should have checked in more frequently. We need staff buy in to effectively manage this effort.
Launch mentor program with local high schools and School site programs	Accomplished. We now have a mentor program at James Flood & Eastside Prep and Castilleja & BelleHaven.	High school students are great role models for our kids. Having a teacher or advisor at the mentors' schools is crucial to program's success. We have to work together to design the program, set expectations and share resources.
<i>Human Resources</i>		
Implement teen staff program for School site program	Complete	Teens staff can be successfully integrated into school site program
Revise Employee Handbook	Complete	Streamlining is necessary especially for expectations of staff conduct and education
Develop annual review system for part time staff	Form developed; system not in place	Took on more than able to accomplish
Include behavior management and discipline tools in new hire orientation	Not done	Need to research sources and integrate into new hire process; goal for FY 2011
Continue full time staff development	Ongoing	"Be Great" Conference was a huge success and actually generated revenue!
<i>Finance</i>		
Provide real-time budget tracking tool	Additional licensing would be cost prohibitive in comparison to benefit derived.	Providing budget information and responding to questions on a timely basis can make current tools useful.
Shift all administrative tasks from Development to Finance	Completed.	Standardization and training is necessary to maximizing effectiveness of any data base. R/E software is powerful and useful.

APPENDIX H: FY11 STRATEGIC PRIORITIES

Strategic Priority	Actions Required	Resp.	Date
Board			
Host 50 tours	Designate Board member to lead charge	Peter	Sept
Share talents with staff & members	Create opportunity for sharing at staff/Board dinner	Peter	Sept
Visit 1 site/year	Follow-up quarterly with Board members	Mike G.	Ongoing
Development			
Raise \$5.3 million	Fill vacant Development Director position	Peter	Sept
Increase corporate partnerships	Continue seeking volunteers from target partners Communicate STEM program and vision	Tracy K./ Dave S.	
Add 15 members to Legacy League	Identify estate planning lawyer who can assist	Peter	
Retain 65% of donors	Continue to improve stewardship	Peter	
Redesign website and marketing materials	Identify agency willing to adopt us as pro-bono client	Peter	
Programs			
Explore having full time presence at Sequoia High	<ul style="list-style-type: none"> • Work with Sequoia to support at risk Compass participants • Design ideal structure for program, including staffing model and an outline of how the program will coordinate current after school programming at Sequoia • Work with key RC stakeholders in developing program • Explore funding options for program 	Sean	June – July June – Dec Ongoing Ongoing
Launch College Bound 3.0	<ul style="list-style-type: none"> • Recruit 10 members from Compass per site • Use programs at high schools to gain members • Clarify roles of all staff in clubhouses to support CB 	Sean	Summer
Improve middle school programming in clubhouses	<ul style="list-style-type: none"> • Develop a MSP Committee • Research effective MSP • Work with SSUDs & Unit Directors to create an effective MSP • Pilot MSP at a clubhouse 	Mike	Fall
Align Achievement Matters with existing school & BGCP activities	<ul style="list-style-type: none"> • Match program components of AM with current school and BGCP activities • Establish and implement training for line staff implementing Achievement Matters 	Amy	September
Launch Boys' Day	<ul style="list-style-type: none"> • Develop committee to plan out initial event that serves at least 45 boys. • Participate in bi-monthly meetings with BD committee to develop event • Research similar BD models • Develop mission and theme • Develop workshops and identify speakers 	Jason	Sept

2010 BGCP REPORT TO STAKEHOLDERS

Strategic Priority	Actions Required	Resp.	Date
Provide family support classes for 30 families/city/quarter	<ul style="list-style-type: none"> • Survey parents in all three cites to determine class offerings • Recruit 15 parents from the clubhouse and 15 from local school site for quarterly family support classes • Secure headphones for translation in MP, RC, and EPA meetings • Meet w/CHC to determine what and how many classes they can subsidize • Secure Spanish speaking facilitator for 70% of classes. • Add question and answer session to workshop format. 	James	Jan - May
Enhance school site program mentor capacity to execute academic and enrichment activities	<ul style="list-style-type: none"> • Train SSUDs in project-based learning so they can in turn train the mentors to create project-based programming. • Provide support for executing a lesson plan by sustaining lead teacher observation and feedback throughout the school year and sending each mentor to observe a mentor at another school site. 	Lara + SSUDs	
At Belle Haven, communicate that program is an academic after-school program, not a babysitting service	<ul style="list-style-type: none"> • Build in more communication of our vision and goals. • Revise enrollment practices to align with this vision. 	Lara + Liz	
Increase parent engagement in school site programs	<p>Provide activities such as</p> <ul style="list-style-type: none"> • a parent bootcamp at the start of the year on how to talk to and work with your child to build support for academics. • required parent volunteer hours at school site program. • parent conferences. 	Lara + SSUDs	
Extend continuum of college and career prep at school site programs	<ul style="list-style-type: none"> • Build on the existing High School Prep and Middle School Prep models to establish college and career prep programming for grades 4 through 8. • Continue the existing effort to incorporate elements of College Bound into school site program to both better prepare students for high school and create a pipeline of motivated students into College Bound. 	Lara	
Strengthen clubhouse-school site partnerships	<ul style="list-style-type: none"> • Continue to hold quarterly SSUD-UD planning meetings and to include SSUDs monthly in clubhouse staff meetings to identify opportunities for collaboration and mutual support. • Provide opportunities, such as joint High School Prep meetings and parent classes, for other clubhouse and school site staff to collaborate, learn, and work together. • Share school site program knowledge of middle school programming with clubhouse staff working to enhance middle school programming. 	Lara	
Volunteers			
Increase volunteer diversity	<ul style="list-style-type: none"> • Maintain current relationships with existing groups. Deepen impact with current organizations. • Build a relationship with one new group from the Latino and Pacific Islander communities 	Leila	

2010 BGCP REPORT TO STAKEHOLDERS

Strategic Priority	Actions Required	Resp.	Date
Increase volunteer hours to 10,000	<ul style="list-style-type: none"> • Continue student and corporate outreach efforts. • Use individualized recruitment strategies for targeted volunteer demographics (students, professionals, retirees) • Establish new tracking system and procedures for staff and volunteers 	Leila	
Launch BBBS partnership	<ul style="list-style-type: none"> • Identify students eligible for the program • Co-design program and implement at sites • Match 20 youth with a mentor 	Leila	
Increase collaboration between staff and volunteers	<ul style="list-style-type: none"> • Develop systems/processes for sharing best practices and resources between volunteers and staff 	Leila	
Retain 50% of volunteers (excluding students)		Leila	
<i>Human Resources</i>			
Create annual review process for part timers	Set up system to remind mgrs. when evaluation is due; review & recommend equalized PT rates when inconsistent	Gayle	October
Train new hires in behavior/discipline tools	Find resource for written tools	Gayle	September
Create checklist of responsibilities for full time positions	<ul style="list-style-type: none"> • Draft checklist for each position and review with full time staff member • Have repository on shared drive 	Gayle	February
Provide interview training for managers	Develop curriculum and schedule training	Gayle	April
<i>Finance</i>			
Create back-up plans for senior staff	Identify and prioritize areas of exposure. Document procedures, cross-train, etc.	Cindy	December
Improve timekeeping system	Review ADP payroll product. Write procedures for charging labor hours to other locations.	Cindy	August
Explain budgeting and development to staff	<ul style="list-style-type: none"> • Interview UDs and SSUDs to determine areas that need clarification and identify areas where we can improve reporting. • Work with Katherine and Peter to prepare and make presentations 	Cindy	July

APPENDIX I: MISSION TASK FORCE LESSONS LEARNED

BGCP's Mission Task Force is a cross-functional team that meets two to four times a year for strategic planning. It includes senior management, development, Board and at least one line staff from each site. Everyone's perspective is heard when setting organizational goals and priorities. At a two day offsite in May, members shared what they had learned in FY10 that will make them more effective going forward.

Peter Fortenbaugh, Executive Director

- The organization is bigger than any one of us. The individuals are important, but we have created a strong enough organization that can still do well without any one of us.
- Fundraising is like gardening; it's about developing relationships, building upon them, cultivating them along the way. What happens today is often the result of actions taken a long time ago, and the connections are not always direct. You don't often know when opportunities will blossom due to actions taken several years ago.
- Targeted and focused "asks" have been a tremendous resource. People want to help and be engaged, and it's our job to make it tangible, simple, and actionable. (e.g., Corporate Partner Program and Volunteer Committee.)

Dennis Lenehan, Board Member, past Board president, volunteer since 1997

- Don't assume to know what is in someone's head.
- Shared example of trying to get someone involved in the club to no avail. But now this person is involved because someone asked them directly.

Gayle Crossley, Director of Human Resources

- Learned to listen more and ask more questions. Multiplier training session was very helpful.
- How to play to people's strengths and help them to be successful in their roles.
- How incredibly important life-balance is. It is key to take time for ourselves and we need to be more pro-active towards that.

Mike Jones, Director of Program Services

- Trust more.
- Don't avoid confrontation – deal with it right away.
- Struggling with life balance – when is it appropriate to leave the clubhouse behind and focus on his family. Working with the clubhouse kids is so important but he wants his own kids to remember him being home and engaged with them. He is struggling on how to be a better dad.

James Harris, Director of Operations

- Be a better listener.
- Was not sure he had anything to offer others but realized how often people come to him for advice and guidance.
- He is finding his role in the organization and how to fill the gaps as well as how much there is still to learn behind the scenes.
- Learned how many people want to help the organization and that we reap what we sow. Therefore, he is not afraid to ask anyone for anything for BGCP.
- Back up a bit and let others flourish. Don't be on top of all things rather let people flow and grow.

Cindy McIntyre, Director of Finance

- When struggling with problems, find others who can help find the solutions. It's not cheating.
- Learned what a great group of people work at BGCP and how well the organization functioned while she was gone.

Lara Fox, Director of School Based Programs

- Learned that the organization allows for group decision making and leadership at every level. No one is ever told "never."

2010 BGCP REPORT TO STAKEHOLDERS

- When new ideas are introduced, they are welcomed in a positive atmosphere across the board. Supports morale because people are allowed to contribute and also creates innovation within the organization.
- Learned to take more time to make sure everyone has had a chance to share their thoughts before concluding.

Sean Mendy, Director of College Bound and Corporate Partnerships

- Expected that our College Bound Initiative would be difficult, but it's still way more difficult than anticipated.
- Learned about the diverse talent within this organization by being involved with each club along with the school sites. Impressed to learn about how skilled the BGCP team is.
- Learned quite a bit as a manager. Not everyone enjoys the same types of freedoms. Need to do better at providing the CB team with clear guidance and responding to individual needs and working styles.

Richard Washington, Unit Director – McNeil Family Clubhouse, Menlo Park

- It is key to have relationships with Club member parents. Glad to learn that others are concerned with this. Entire BGCP organization will benefit from getting closer to parents.
- MP Clubhouse is striving to make relationships with parents better. Family Nights have provided ways to talk with parents in a relaxed setting.

Maribel Guzman, Social Education Director - McNeil Family Clubhouse, Menlo Park

- Ask for help. Don't assume you can't reach out because everyone is busy.
- Learned the survey focus group results were enlightening. Disturbed to know that the kids did not feel they were listened to.
- Be an advocate – make sure their needs are heard.

Marcus Jackson, Athletic Director - McNeil Family Clubhouse, Menlo Park

- Although he is an introvert he feels a responsibility to share what he knows.
- As a BGCP kid, he has great perspective and a goal to share that perspective with others.
- Goal is to be an advocate in fundraising efforts.

Peter Pheap, Unit Director – Mervin G. Morris Clubhouse, Redwood City

- All hires need to have good interaction with other staff members.
- Still learning how to manage. Multiplier versus Diminisher workshop has helped improve his skills working with staff.
- Loves the passion that comes from being in the Clubhouse.
- Magic happens at the clubhouse; little things turn into big things.

Diana Ramirez, Health & Life Skills Director – Mervin G. Morris Clubhouse, Redwood City

- Has learned a uniquely broad range of duties covering all programs/age groups. As a result, she has become more detail-oriented and reaches out to other club sites to collaborate for better output.
- Although all of this has been helpful, she needs to learn more time management techniques.

Zareen Kasad, School Site Unit Director – Hoover School Site Program, Redwood City

- Learned to trust and coach others; take time to explain goals. Encourage team members to take a step (even if they need to be pushed) and understand there is a support team in place to help them succeed.
- Take time to coach one-on-one and share expectations.
- Programming challenges – Despite the last minute nature of things, there has been more effort to slow down the process to come up with good quality programming.

Amy Bucher, School Site Unit Director – Taft Community School Site Program, Redwood City

- Learned to give up control.
- Learned to speak up about personal successes.

2010 BGCP REPORT TO STAKEHOLDERS

- Will allow time to implement strategies and to be patient. It is always a process and takes time.

Chris DeTrinidad, Social Education Director – Moldaw Zaffaroni Clubhouse, East Palo Alto

- Learning to make better decisions and how to handle things well rather than quick fix/temporary solutions.
- Taking time to evaluate with team collaboration has facilitated a better environment.
- Has learned new perspective on parenting/how it feels to be an involved parent.
- Learned he can count on his entire BGCP team across all club sites.

Matthew Mayne, College Bound Director – Moldaw Zaffaroni Clubhouse, East Palo Alto

- How to remain positive even though students aren't achieving at the level I would like
- Students need more immediate rewards, not everyone is motivated to work hard to go to college
- How to stay within my department more to change the culture and make the program great
- Parents can be involved in other ways than tutoring students. They can bring food, and talk to students about their jobs, etc...
- Stay firm to my values

Patra Sharp, School Site Unit Director – James Flood Magnet School Site Program, East Palo Alto

- Learned a lot about leading a diverse team, especially following someone who set a high standard.
- With an "age diverse" staff, learned how to capitalize on skills they have but she admits she is still learning.
- Trust your instincts – be observant on how a new hire will interact with the staff lead as well as other members of team.

Katherine Finnigan, Director of Grants

- Learned to trust/give people what they need in a way that makes sense for them.
- Utilize back up systems/have them in place to avoid hurdles but also don't be afraid to wave the yellow flag when things need to slow down and reposition.
- Share information as soon as you have it.

Leila Ganz, Director of Volunteer Services and Community Partnerships

- Has a better perspective on what it means to be a mentor and what the challenges are working with youth. This perspective has helped to recruit and prepare volunteers for the jobs.
- Be observant; discover what staff are good at and tap into those strengths. May discover a way in which staff can share these talents.
- Be observant and don't be afraid to ask questions. Why are things happening this way, why we can't do this, etc? Don't be afraid to rock the boat a little or give up just because someone says no the first time. Keep the issues and things you care about a part of the discussion.

Melissa Hawk, Assessment and Reporting Director

- Learned what kids are capable of if you give them a chance, e.g. songwriting; college applications.
- Impressed by how everyone steps up to work together in a small organization. No one works strictly within their job description. We must all be willing to do anything to get the job done.

Ellen Lynch, Director of Annual Giving

- Learned so much more in the past year than the overwhelming first five months in the position.
- How much fun it has been getting more involved in programs and continuing to learn what we do.
- Being more flexible and adaptable, and the impact of collaboration. These are all invaluable tools.

2010 BGCP REPORT TO STAKEHOLDERS

APPENDIX J: COMMUNITY LETTER OF SUPPORT

June 17, 2009

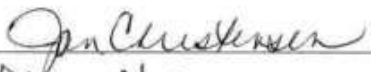
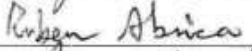
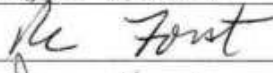
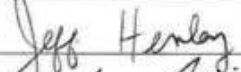
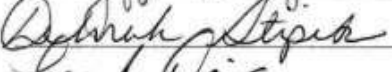
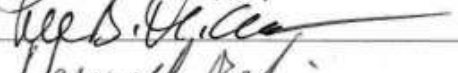


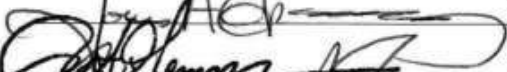
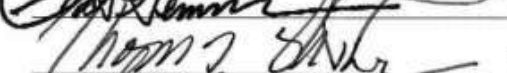
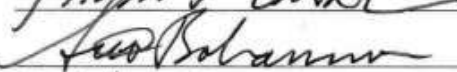
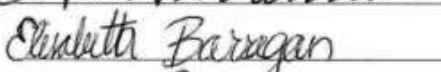

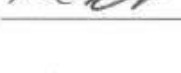
To Whom it May Concern:

We as community and business leaders representing the schools and law enforcement, healthcare and business, as well as the families, children and all other residents of Menlo Park, East Palo Alto and Redwood City and other areas of San Mateo County, California, have joined together to provide this letter of support for the Boys & Girls Clubs of the Peninsula as it applies for a Bank of America Neighborhood Builders Award.

Through its efforts to support children, families and the Peninsula community, the Club truly epitomizes the title "Neighborhood Builder." The following are just a few examples of how the Club builds and/or improves community:

1. The Club provides over 1,100 children ages 6-18 with safe places to go every day after school and all day during the summer so that their parents can work to earn a living.
2. In response to children struggling with reading, math, science and to support schools with low high school graduation rates, the Club partnered with schools, families, volunteers and donors to help extend the learning day and to help schools and teachers to succeed. As part of this collaboration, key learning programs were expanded, enhanced and even added. As a result of these combined efforts a culture of learning is beginning to flourish in our community.
3. Club staff and youth are active at community events including parades, festivals and other cultural celebrations. In addition, youth regularly participate in community service activities. They plant trees, advocate for child safety, serve seniors, host food drives and more. They are truly helping to inspire and create a strong sense of community pride.

We hope that you will seriously consider this information as you deliberate the selection of this year's Neighborhood Builders Award recipients. Please feel free to contact any one of us if you have questions about the Club.

	Jan Christensen, Superintendent, Redwood City School District
	Ruben Abrica, Mayor, City of East Palo Alto, California
	Rosanne Foust, Mayor of Redwood City, California
	Jeff Henley, Chairman, Oracle Corporation
	Deborah Stipek, Dean, Stanford University School of Education
	Lee Michelson Chief Executive Officer, Sequoia Healthcare District
	Heyward Robinson, Mayor, City of Menlo Park, California
	Bruce Goitia, Chief, Menlo Park Police Department
	Louis Cobarruviaz, Chief, Redwood City Police Department
	Pat Gemma, Superintendent, Sequoia Union High School District
	Tom Mohr, President, Cañada College
	Scott Bohannon, Bohannon Development Company
	Elisabeth Barragan, 2009 BGCP Youth of the Year
	Ronald Davis, Chief, East Palo Alto Police Department