



BOYS & GIRLS CLUBS

OF THE PENINSULA

2021 REPORT TO STAKEHOLDERS

AUGUST 2021

BGCP offers what I consider to be a much better model for annual reporting. I have shared their Report to Stakeholders with several nonprofits and invite you to take a look at it.

Why do I like it? The report offers lots of facts and impact-oriented metrics, addresses all of its stakeholders, and takes a long-term perspective that reassures the reader that BGCP leadership knows what it's doing. It essentially reads like a business plan.

It also addresses all of its stakeholders, including its three customers: youth, schools, and funders. For funders, it is easy to find the answers to four questions: Are you doing important work? Are you well managed? Will my gift make a difference? Will the experience be satisfying to me?

—Howard Stevenson, Professor Emeritus, Harvard Business School



BOYS & GIRLS CLUBS
OF THE PENINSULA

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Boys & Girls Clubs of the Peninsula

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Boys & Girls Clubs of the Peninsula Fast Facts

Vision

All youth grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning

Mission

To empower the youth in our community with equitable access to social, academic, and career opportunities to thrive


Context

- Serving the low-income neighborhoods of East Palo Alto, eastern Menlo Park, and North Fair Oaks in Redwood City
- 97% of our students are people of color and 57% are English Language Learners
- Half the parents didn't graduate from high school; navigating educational pathways and school systems is new for many families
- Access to activities that promote school success, such as tutoring, mental health services, and career exposure, are limited
- Fewer than one in three students meet grade level proficiency in math and literacy

Our Work

At the heart of our work is safety, caring relationships, and cultivating a sense of belonging. High-frequency, high-quality programs add 740 learning hours for students annually. Our activities equip students with the knowledge and skills they need to achieve school success.

- Academic support (e.g., literacy, homework, tutoring)
- Enrichment (e.g., art, athletics, technology, culinary)
- Social and emotional learning and mental health counseling
- Career exposure and paid summer internships
- College access and support through completion
- Family engagement



60% increase in learning time over the school day alone

*2,490 Active Members**

- | | | |
|-------------------|-----------------------------|-------------|
| • 59% Grades K-5 | • 86% Latinx | • 52% Girls |
| • 13% Grades 6-8 | • 4% Black | • 48% Boys |
| • 24% Grades 9-12 | • 3% Asian/Pacific Islander | |
| • 4% College | • 7% Other | |

Sites (17)

- Clubhouses (3): East Palo Alto, Menlo Park, Redwood City
- School Sites (14):
 - Ravenswood: Belle Haven, Cesar Chavez Ravenswood, Costaño, Los Robles
 - Redwood City: Garfield, Hoover, Kennedy, Taft
 - High schools: EPA Academy, Menlo-Atherton, Oxford Day Academy, Redwood, Sequoia, Woodside

Staff, Volunteers, & Budget

- 220 staff
- 1,830 volunteers
- \$21 million budget

*FY20 active membership. Active membership in FY21 was 1,749 due to the Covid pandemic. We anticipate a return to pre-pandemic active member levels in FY22.

BGCP 2021 Report to Stakeholders

Dear Team BGCP,

FY21 was unlike any other. The ongoing pandemic led to new and deepening challenges for our community, and as an organization we faced hurdles such as limits on serving students in-person. Fortunately, thanks to your partnership, we were able to pivot and find new ways to support and empower them. We begin FY22 in a stronger position than ever. We're looking forward to returning to almost entirely in-person programming while also improving and incorporating new ideas borne out of necessity during the pandemic.

FY21 Reflections

I'm proud of how BGCP responded to the pandemic and how we leaned in to serve our students and families. We stayed focused on understanding and meeting our community's needs.

The biggest risks we saw facing our students were disengaging from school, feeling socially isolated, and developing an overall sense of apathy. Collaborating closely with our school partners, we adopted the mantra of Gina Sudaria, Superintendent of Ravenswood City School District, to help our students "Stay in the Game." BGCP staff leveraged their relationships with students and teachers to keep our youth connected to their online learning, to their peers, and to other resources they needed to navigate life during the pandemic.

To help students Stay in the Game during distance learning we launched in-person learning hubs and virtual crews. Our **in-person learning hubs** spanned twelve sites and served 917 K-12 students. The learning hubs served as safe and supportive workspaces for students to do their online learning. Students could access reliable Wi-Fi and laptops, in-person tutoring, hot meals and a community of their peers and our caring staff. We implemented rigorous Covid safety policies, including social distancing, testing and contact tracing to keep everyone safe.

For some students, attending a hub upon its opening was their first time logging on to school since the start of the pandemic. Two of our hubs were at our East Palo Alto and Redwood City clubhouses and the rest were run by our staff on school campuses while teachers taught remotely.

As the school year progressed, we recognized that getting students to consistently attend their remote classes was not enough. So, we adopted the mantra of Amika Guillaume, Principal of East Palo Alto Academy, to "Get in Our Kids' Business" academically. We ramped up our tutoring, academic check-ins, and collaboration with teachers and caregivers with the goal of helping our kids not just survive but thrive academically in these unusual learning circumstances.

We remained nimble and responsive to evolving needs. When most schools returned to some in-person instruction in the spring, BGCP worked closely with principals to bring as many students as possible back to campus. We heard from our school partners that their spring reopening would not have been possible without our support. We also heard from our caregivers what a gamechanger these hubs were for their families.

BGCP 2021 Report to Stakeholders

For those students who didn't attend on-site programming, we offered **virtual crews**. These were groups of four to seven students who met online daily with BGCP staff members to check-in on wellbeing and progress in school, receive academic support, engage in literacy circles and participate in fun online enrichment classes like cooking and ukulele lessons. These crews became a safe, consistent online community for our kids, and over 500 students logged on daily.

Another critical element of helping students Stay in the Game was supporting their mental well-being. As the pandemic stretched on, our therapists found more students reaching out to them for support. So, we hired additional providers, and now have four therapists in total. We actively speak with our students about the importance of mental health to destigmatize seeking help. We appreciate our strong partnerships with Acknowledge Alliance and Child Mind Institute.

In addition to supporting our students' academic success, social and emotional well-being and mental health during the pandemic, it was also important to us to address the needs of our broader community. When shelter-in-place was first mandated, many families lost their incomes and faced food insecurity. So, we leveraged our kitchens and staff in our East Palo Alto and Redwood City clubhouses, normally used for serving students dinner. Our **dinner distribution program** started with a few hundred to-go dinners each night. But when demand across the community took off, we ended up cooking, packaging and distributing 480,000 meals to anyone in need. Once students were allowed back in our clubhouses for the summer, we stopped the community meal service to focus on our core mission of serving youth. However, we are continuing to distribute groceries weekly in partnership with Second Harvest.

The pandemic shined an even brighter spotlight on issues of equity across our community. Enhancing our diversity, equity, inclusion, and belonging at BGCP is a strategic priority, and last year we revised our vision and mission statement to be more asset-based, less deficit-based. Our new vision is that "all youth grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning." And our new mission is "to empower the youth in our community with equitable access to social, academic, and career opportunities to thrive." We also updated our values and core beliefs, which you can read in Appendix A. Words matter, and I appreciate the many people who partnered in this crucial work.

Lessons Learned

The pandemic reinforced the value of BGCP's approach to serving our students with in-person programs, built on positive relationships. While we were able to remain connected to many students virtually, it was not the same as in-person, and the number of active members fell significantly. We were thrilled to return to full in-person learning over the 2021 summer and look forward to reengaging students in the fall with whom we lost contact.

At the same time there were some silver linings and lessons learned that will make us even stronger in the coming year. Most notably, our partnerships with schools deepened. We teamed up in new ways to provide our shared students with more comprehensive and cohesive support. We are looking forward to building on this collaborative momentum in FY22 to further improve student experiences.

Although restrictions on in-person programs were challenging in many ways, our mental health therapists found on-line therapy to be surprisingly effective. Virtual sessions allowed our students to work with a

BGCP 2021 Report to Stakeholders

BGCP therapist, even if they could not physically come to a Clubhouse. Some students reported feeling more comfortable chatting via Zoom than face-to-face. On-line therapy also made it possible for BGCP to provide mental health support to BGCP college students, some of whom found themselves feeling exceptionally isolated and in crisis during the pandemic.

The pandemic prompted us to reexamine elements of our programs and consider how to maximize our impact on students academically, socially, and emotionally. As such, our strategic priorities this year include strengthening our academic Power Hour block, introducing a new Social and Emotional Learning Curriculum, and providing more intentional opportunities for students to form positive connections with each other. We will be focused on continuous improvement of our programs to support our students on the long road to healing from the many effects of the past eighteen months.

The pandemic also spurred new and different opportunities to connect with our broader community. Our live, virtual events proved surprisingly effective, allowing more people to join than expected. We will continue to provide donors with the option of seeing our programs in-person or virtually. Attendance at Board and Committee meetings increased and going forward we will continue having many of our meetings virtually.

This past year also reinforced how many people in our community care about the students we serve. We were blessed to receive financial support from so many generous donors, and this support allowed us to respond quickly to meet our students' and families' changing needs. It also allowed us to retain all of our staff. While most other Boys & Girls Clubs laid off staff, the Board committed to keeping our team intact. Many of our staff are essential income earners for their families, and we didn't want to exacerbate the hardships that our lower-income families were facing. Creating a culture and building a trusting team takes years, and we wanted to preserve ours for when we were back at full speed. The community also showed its care for others by volunteering with our dinner service. 1,585 people volunteered to help with the meals, most returning multiple times.

We never could have done what we did without this outpouring of support.

What's Next

At BGCP we remain committed to deepening our impact every year, and these are our strategic objectives for FY22.

Area	FY22 Strategic Objectives
Serve more students	<ul style="list-style-type: none">• Add new site at Kennedy Middle School• Add new site at Redwood High School• Add new site at Oxford Day Academy• Engage more boys in Youth of the Year and Future Grads• Look for ways to serve more students per site
Strengthen academic supports	<ul style="list-style-type: none">• Deliver supercharged summer programs for all grades• Re-envision K-5 literacy supports to benefit more students• Strengthen school day push-in classroom support

BGCP 2021 Report to Stakeholders

Area	FY22 Strategic Objectives
Expand post-secondary programming	<ul style="list-style-type: none"> • Increase support for post-secondary students • Provide more non-four-year college options to serve a broader range of students • Increase access to career opportunities
Increase mental health supports	<ul style="list-style-type: none"> • Provide more mental health supports for students and families through deeper partnerships • Expand social and emotional learning (SEL) training and support to staff and students
Enhance enrichment opportunities	<ul style="list-style-type: none"> • Launch BGCP-wide sports league • Launch Best Buy Teen Tech Center at EPA clubhouse • Partner with community organizations to expand access to community resources
Invest in staff	<ul style="list-style-type: none"> • Ensure staff compensation and benefits are competitive to attract and retain the best talent • Elevate professional development opportunities for staff
Enhance diversity, equity, inclusion and belonging	<ul style="list-style-type: none"> • Increase diversity, equity, inclusion, and belonging training & education • Ensure Development practices are asset-based and positive experiences for students • Ensure students feel empowered by BGCP

See Appendix D for details

While we're proud of what we accomplished last year, there is still more we could be doing. We have ambitious ideas for deepening impact going forward. First, we will **serve more students**. At all of our sites, we will hire as many staff as needed to serve all students who want to participate. We are committed to having no waitlists. We've added three new school sites, Kennedy middle, Redwood high, and Oxford Day high schools, to reach more students. Most of the Taft students go to Kennedy for middle school, and now they will be able to remain in our programs. And we are looking at adjusting our requirement of attending five days a week, so students who have other extracurricular activities can still participate.

While BGCP's evolution toward BGCP 3.0 and our focus on school success has proven successful, we recognize we may have lost some students who did not connect with our increased academic emphasis, especially boys. This year we are making a concerted effort to review our programming and messaging so **these youth, who often are the ones who need us the most, feel welcome at BGCP**. Redwood High serves students who didn't succeed at the standard high schools, and we will have a full-time staff person there. Another tool to broaden our reach is **launching the Barry Carr Sports League**. We have hired someone to lead this initiative, and we plan to use sports to engage more students. Many of our families don't have the resources for their children to play in organized leagues, and we see a large unmet need. Our first priority will be middle and high schoolers, and teams will be school based. We will have intramural games at each site and also organization-wide games where schools compete with each other.

We see an opportunity to **strengthen our academic supports**, especially as our school partnerships have deepened. While most of our staff are not teachers, we can still make a significant impact on our students' academic success by focusing on instilling a love of learning in students, helping them gain confidence as learners, and building habits of independence. We are introducing a more intentional

BGCP 2021 Report to Stakeholders

tutoring block during which instructors will teach strong academic habits and students will receive homework support. We are also extending our literacy support, formally reserved for a small group of intensive services students, to all K-5 students in the form of online learning programs and read alouds. And, building on the momentum of our strengthened school partnerships, we will have at least one full time staff member at each of our K-8 schools to provide additional school-day support and caseload advising.

Our **Future Grads** program continues to be impactful at helping first generation students attend and complete college. This year we want to do better at serving students who are not ready to pursue a college degree immediately after high school. We need to offer more career pathways and trainings, so all of our students see a path toward an appealing future and utilize BGCP as their partner to get there. We have also hired another staff member to provide greater support for our increasing college population. Finally, we want to figure out how to engage more boys in Future Grads.

The **mental health** needs of our students only increased during the pandemic. In addition to hiring our fourth onsite therapist to provide counseling to more students, we want to equip our entire staff with the fundamental tools to support students. BGCP will provide training on trauma informed care to all direct service staff and integrate the components of trauma informed care (safe environment, strong relationships, and teaching emotional regulation) into all our afterschool programming. We will also partner more deeply with Child Mind Institute, Acknowledge Alliance, and Children's Health Council to offer Trauma Treatment Groups to more students, and provide mental health consultation and resources to caregivers.

Finally, staff development remains an on-going priority. Our students can't thrive if our staff isn't thriving. In addition to retaining all of our staff, we implemented raises and continue to invest in staff training and development. We enhanced benefits, including for part time staff. We have built and nurtured an outstanding team at all levels, and we will continue to invest in keeping it strong.

As I write this, our staff is preparing hard for the 2021-2022 school year. The vast majority of our students have not attended in-person school for 18 months, and we want to make sure we're doing all we can to support their successful reentry – both academically and socioemotionally. Our staff cannot wait to be back in-person with our students across all 17 of our sites, and I hope you'll come visit us when the time is right.

Thank you for your partnership in making our community a great place for *all* kids to grow up.

With appreciation,



Peter Fortenbaugh
Chief Executive Officer

BGCP Overview – *Unleashing Talent*

It can be an incredible time to live in Silicon Valley. Despite the pandemic, many are enjoying unprecedented levels of growth and wealth. People from all over the world strive to move here to participate in our culture of optimism and opportunity.

BGCP's vision is that *all* youth grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning. We want kids' futures to depend more upon their own actions than upon the circumstances into which they were born. We believe all young people have the innate skills and capabilities to achieve this. It's our job to provide an environment where these skills can be nurtured and where our students' talents can blossom.

But too many young people are growing up without having their talents fully nurtured. They are living outside of all Silicon Valley has to offer. If we don't take action, they are unlikely to share in the prosperity that many are enjoying.

The root cause is the **opportunity gap**. In low-income neighborhoods served by BGCP, immediately adjacent to some of the wealthiest in the world, 25% of the youth are homeless or in foster care. Approximately half of our students' parents didn't graduate from high school, and around a quarter weren't able to attend high school. Many youth enter elementary school without having attended preschool. Few can access tutors, summer camps or travelling sports teams. Many parents work multiple jobs. Many teens need to work or take care of younger siblings. Families lack the time and expertise to navigate our complex educational system. And most youth lack the social capital needed to assess college opportunities and find their first job.

In addition, generations of systemic racism have created policies and conditions that further the challenges our youth face. For example, their schools receive less funding, their environment is more polluted, and many live in a town without a comprehensive high school. And the Covid pandemic disproportionately affected BGCP's families; black and brown people are significantly more likely to die from Covid and to lose their jobs. In the lowest-income school districts, kindergarten enrollment declined by 20%.

At BGCP, the first step to unleashing our students' talent is providing them with the sense of safety and belonging that everyone needs. Students form positive relationships with caring adults, role models who help them develop a sense of possibility. They believe in themselves and set goals for their future. Then we provide enrichment classes such as technology, athletics, art, leadership, and culinary, that help students discover their talents and passions. They learn how to learn.

Over the past few years, BGCP has deepened the academic support we provide our students, including help with homework, tutors, literacy, and math instruction. Core to this strategy is our partnerships with the K-12 school districts. We run programs on school campuses, integrate our after-school and summer programs with the school day, and share curriculum, data, and even staff.

Our programs provide 740 hours of expanded learning time for our students, a 60% increase over the school day alone.

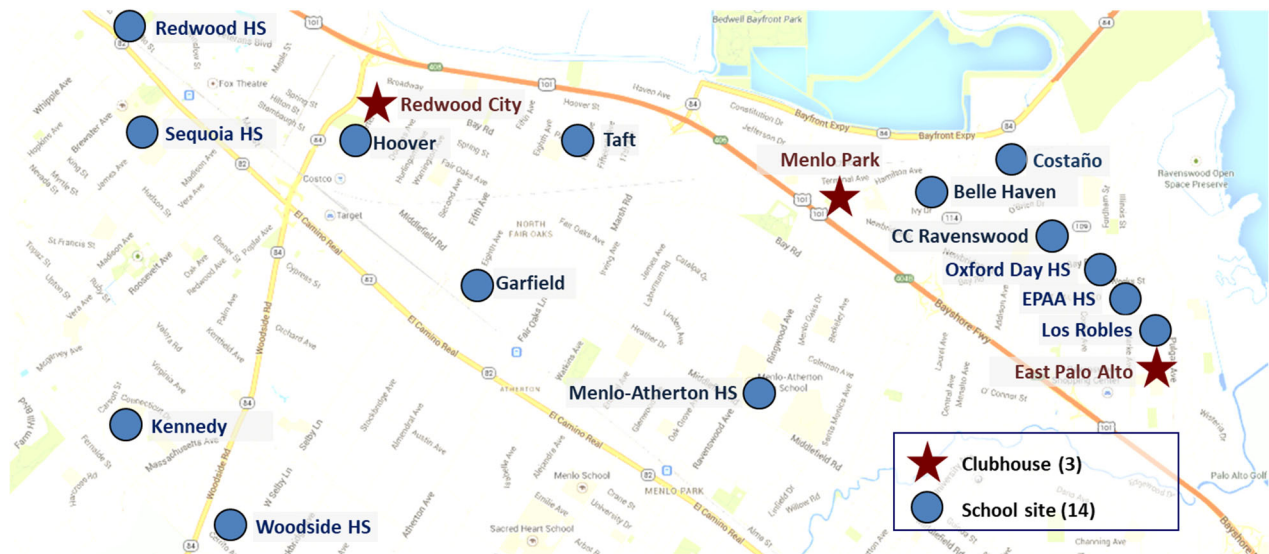
Another change at BGCP has been the amount of college access and post-secondary support we provide. 400 high school and college students are actively involved in our Future Grads program. We are also providing more career supports, exposing students to potential careers and connecting college students with paid summer internships.

One of the most important differentiators between BGCP and other youth serving organizations is that all youth are welcome at BGCP. While other organizations select participants based on achievement, ambition, or parental involvement, we serve any student who wants to join. The onus is on us to inspire our students, so they can unleash their talents.

Finally, BGCP is not a charity. Our students aren't looking for handouts. They just want a shot, guidance, someone to show them a path toward a positive future for themselves. They'll do the hard work.

Locations

BGCP serves youth in our community's lowest-income neighborhoods of East Palo Alto, eastern Menlo Park, and the North Fair Oaks region of Redwood City. Students attend one of 17 sites: three clubhouses (one in each city), eight Center for a New Generation (CNG) schools serving elementary and middle school students, and six high schools. 81% of our active members are served on school campuses vs. clubhouses.



Community Reach

Approximately 11,000 youth attend the schools in our community’s low-income neighborhoods, those served by BGCP. In FY20 we served 2,500 students, 23% of the “market.” In FY21, due to the pandemic and shelter in place, our active members declined significantly to 1,773. However, we expect students served to rebound in FY22 and increase as we open new school sites at Kennedy middle and Redwood and Oxford high schools.

Ravenswood K-8	SY20-21 Enrollment	Redwood City K-8	SY20-21 Enrollment
Aspire EPA Charter	632	Adelante – Selby Lane	652
Belle Haven	477	Garfield	527
Costaño	475	Hoover	710
KIPP Valiant	630	Kennedy	687
Los Robles - McNair Academy	206	KIPP Excelencia	842
Cesar Chavez Ravenswood Middle School	554	Rocketship	311
		Taft	363
<i>Subtotal Ravenswood K–8</i>	<i>2,974</i>	<i>Subtotal Redwood City K–8</i>	<i>4,092</i>
High School from East Palo Alto	1,683	High School from eastern Redwood City	1,780
Total Market Size: 10,529			

Measuring Effectiveness and Impact

At BGCP we are committed to maximizing the return on our donors’ funding and our staff’s time. We aspire to be a learning organization, one that sets clear goals, evaluates its progress, and adjusts as it learns how to do better. We are also committed to transparency and earning the public’s trust. What we discuss internally, we share externally.

One of the greatest challenges expanded learning time providers like BGCP face is succinctly quantifying and measuring impact. We don’t have a silver bullet that measures impact. We can easily report our profitability like for-profit businesses, but that’s not the goal. In 2018, we published an article on the challenge of proving impact in the *Stanford Social Innovation Review* (see Appendix E).

Four questions guide our evaluation of organizational effectiveness and impact:

1. Are we **executing and adapting** our plan?
2. Are we implementing our programs with **quality**?
3. Are we having an **impact** through the programs we can measure?
4. Are we building a **sustainable** organization?

#1: Are we executing and adapting our plan?

Actual Results vs. FY21 Strategic Priorities

Area	Strategic Objectives	Actual Results
Immediate needs during pandemic	<ol style="list-style-type: none"> 1. Support students’ social-emotional needs 2. Keep students “In the Game,” engaged with classes and schoolwork 3. Provide academic supports virtually 4. Serve BGCP community with to-go dinners 5. Transition staff and students safely back to on-site programming 	<ol style="list-style-type: none"> 1. Done 2. Done 3. Done 4. Done 5. Done
Deeper impact	<ol style="list-style-type: none"> 1. Launch summer 2020 program for middle school students 2. Revisit continuing investment in intensive services 3. Infuse all programming with best practices in social-emotional learning 4. Increase support for 8th to 9th grade transition 5. Provide students, families and staff with more mental health supports 	<ol style="list-style-type: none"> 1. Not done due to Covid 2. Done 3. Partially done 4. Done 5. Done
Access for more students	<ol style="list-style-type: none"> 1. Add site at Los Robles 2. Move Brentwood staff to Costaño and meet demand of larger school 3. Expand Belle Haven to include former Willow Oaks students 4. Expand size of Cesar Chavez Ravenswood Middle School 	<ol style="list-style-type: none"> 1. Done 2. Done 3. Not done due to Covid 4. Not done due to Covid

BGCP 2021 Report to Stakeholders

Area	Strategic Objectives	Actual Results
Stronger organizational systems	<ol style="list-style-type: none"> 1. Keep all positions filled with effective professionals so all students can be served 2. Ensure staff are thriving so our students can thrive 3. Develop site leadership capacity to coach staff 4. Enhance staff's SEL skills 5. Make financial processes and systems more efficient and helpful to managers 6. Update and implement safety policies, trainings, and procedures 7. Increase impact of volunteers and community partners 8. Address issues identified by Racial Equity Committee 	<ol style="list-style-type: none"> 1. Done 2. Done 3. Partially done 4. Not done 5. Done 6. Partially done 7. Done 8. In progress

See Appendix C for details

Active Members

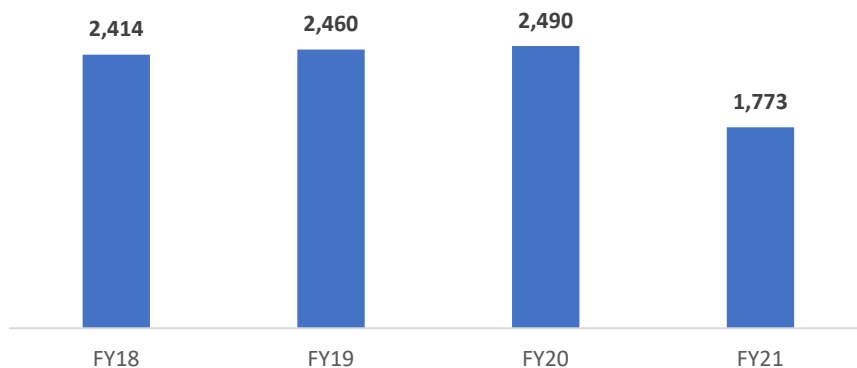
At BGCP, we do not evaluate our programs based on how many students are enrolled. Rather, we focus on active members, which we define as students we believe participate enough to be impacted.

During this past year, due to Covid, shelter in place, and school going mostly virtual, we couldn't deliver normal summer and after school programming. We pivoted to provide in-person learning hubs and virtual crews, and the number of students who could participate decreased significantly. For FY21 we define active members as students who meet any of the following criteria:

- During the school year, attend at least 20 program days (equivalent of 1 month of programming)
- During the summer, attend at least 8 program days (equivalent of ~2 virtual classes/week)
- Participate in multiple months of middle school, high school, or postsecondary advising

In FY21, BGCP served 2,574 students. 1,072 students were served in BGCP's virtual summer program and a total of 2,304 students participated in school year programming. Among the students served, 69% or 1,773 youth were active members in BGCP programs in the summer and/or school year. Our total number of active members declined in FY21; it is 71% of the 2,490 students we actively served in FY20.

Active Members by Year



We aimed to serve as many students as possible through virtual programming and in-person programming as County health and safety guidelines permitted. Yet, access to facilities and need for

BGCP 2021 Report to Stakeholders

physical distancing limited the number of students we could safely serve at school partner campuses and BGCP clubhouse locations. We expect this number to rebound in FY22.

Active Members by Location

	Summer			School Year (SY)		
	2020 Served	2020 Active	2019 Active	SY20-21 Served	SY20-21 Active	SY19-20 Active
BGCP Total	871	408	1,248	2,250	1,487	1,770
<i>Ravenswood School District</i>						
Belle Haven (K-5)	53	33	163	177	110	94
Costaño (K-5)	70	43	205	209	144	140
CC Ravenswood MS (6-8)	50	13	--	183	115	81
Los Robles (K-5)	--	--	--	110	82	81
<i>Redwood City School District</i>						
Garfield (K-8)	126	70	117	242	173	183
Hoover (K-8)	127	20	298	285	182	262
Taft (K-5)	126	81	150	171	133	211
EPA Clubhouse (K-12)	124	40	134	173	97	200
Menlo Park Clubhouse (K-8)	67	36	36	83	62	94
RWC Clubhouse (9-12)	128	72	145	231	123	121
East Palo Alto Academy			--	34	34	58
Menlo-Atherton HS			--	85	70	104
Sequoia HS			--	94	89	90
Woodside HS			--	86	86	102
College Students			--	157	151	95

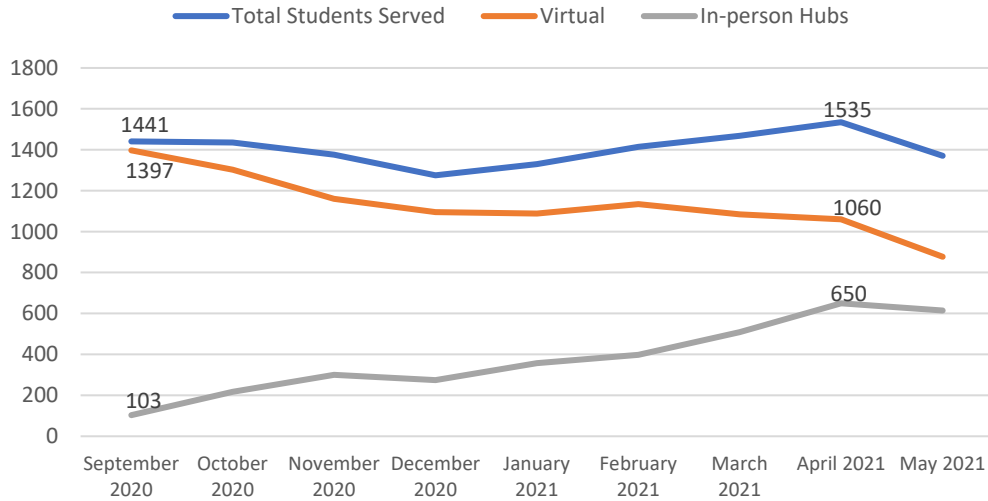
Note: Total FY21 active members (1,773) does not equal school year (1,487) + summer (408) because 122 students were active in both the summer and school year. 1,749 represents the unduplicated (i.e., a distinct count of) active members.

Daily Attendance

BGCP served 750 students per day and 1,404 students per month throughout the pandemic. At the start of the school year, most students were engaged in virtual classes. Quickly we partnered with schools to open in-person learning hubs to boost student attendance and classroom engagement.

BGCP 2021 Report to Stakeholders

Students Served by Month – Virtual vs. In-Person Hubs



In addition to serving students in virtual classes and in-person Community Learning Hubs, BGCP staff provided personalized school success services to 22 teen staff through the Career Pathways Program, 128 students in Success Advising, and 408 students in Future Grads.

Active Member Demographics

Gender	
Female	54%
Male	46%

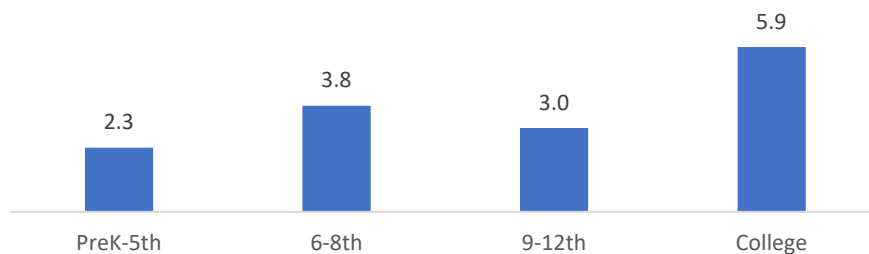
Race/Ethnicity	
Latino	88%
Asian/Pacific Islander	4%
Black/African American	3%
Other	5%

Grade Band	
TK-5 th	47%
6-8 th	18%
9-12 th	26%
College	9%

Member Tenure

On average, active members have been attending BGCP for 3.1 years. The length of tenure is 2.3 years for elementary students and 5.9 years for post-secondary students.

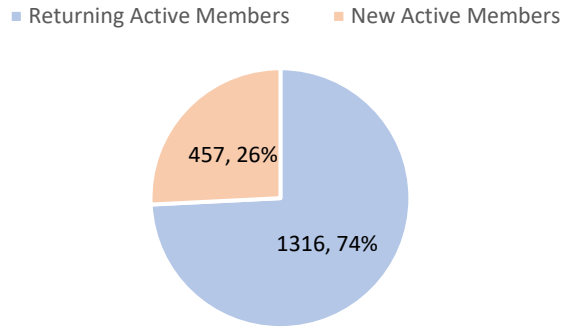
Average Active Member Tenure (Years)



Returning vs. New Active Members

This year we reached 457 new active members, 26% of total active members. This includes 295 elementary, 66 middle school, and 96 high school students. Reaching new members resulted from expansion within the Ravenswood City School District to serve students at Costaño and Los Robles. It also reflects our ability to attract high school students who preferred ‘zooming in’ to Future Grads or to their

classes from our clubhouses.



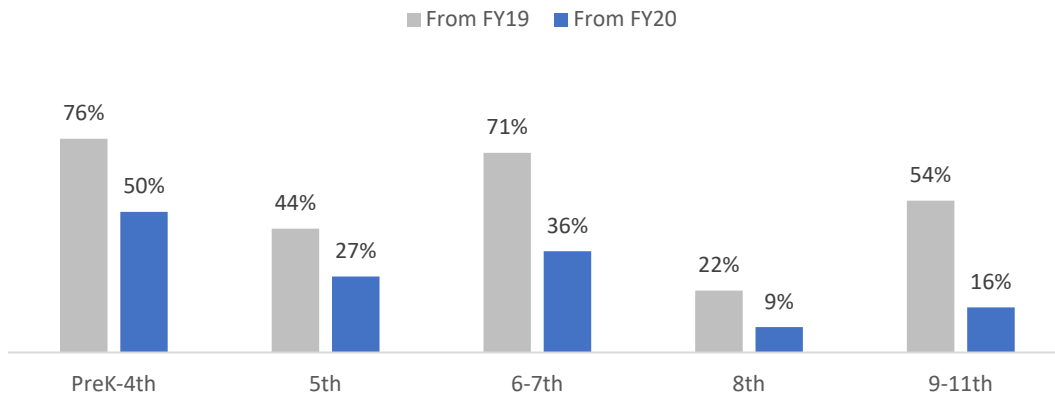
Over the year, the number of students attending in-person learning hubs 6 hours a day, 5 days a week grew from 100 students a month to 650. In total, our Community Learning Hubs reached 917 students. To serve more students in-person we reassigned staff from virtual classes to in-person distance learning support, and as a result, the number of students engaged in virtual programming slightly declined. When schools reopened in the Spring, BGCP was poised to support students in classrooms by providing another adult leader, classroom aide, and supervisor to allow for safe physical distancing and smaller class sizes.

Retention

BGCP retained 35% of the students it served during the 2019-2020 school year. Retention across all grade bands dropped from the previous year, most notably in 8th grade and high school. Observing this continued trend of attrition from BGCP programs in 8th grade, clubhouse staff made a concerted effort to bring 8th graders on site before the end of the school year.

Engaging high school students during the pandemic was extremely challenging. Many high school students took on extra responsibilities at home during the pandemic and were less interested in participating in virtual classes after a full day of online learning. Safety requirements limited the number of high school students we could serve at clubhouses to about 40 students most of the year. We anticipate high school retention rebounding as we resume traditional in-person programs.

Retention of Active Members from 2019-2020 Compared to 2018-2019 by Grade



#2: Are we implementing quality programs?

BGCP 2021 Report to Stakeholders

BGCP is committed to running high quality youth development programming. BGCP conducts an annual assessment of program quality modeled on the David P. Weikart Center for Youth Program Quality Assessment in partnership with our school site partners. The assessment utilizes observation of program activities and data from surveys of staff, students, parents, and school partners. Data is captured in the fall, and results inform mid-year action plans designed to improve the quality of programming in the spring.

We believe high quality programs have the following characteristics:

- **Safe, supportive environment:** Students are physically and emotionally safe in a hazard-free and sanitary space that accommodates program activities and offers nutritious food
- **Interaction:** Students get to know each other and build relationships with caring adults
- **Engagement:** Students participate in activities that are enjoyable and build their social-emotional, academic, and/or professional habits, mindsets, and skills
- **Effectiveness:** Students experience a well-managed environment, adequate preparation for learning experiences that make real-life connections, and activities that reflect principles of quality instruction

Overall, stakeholder survey results and our internal annual Program Quality Assessments provide indications that our programs meet standards associated with high quality expanded learning time programs.

Quality Characteristic	Data from Stakeholder Surveys (FY21)
Safe, Supportive Environment	<ul style="list-style-type: none"> • 97% of caregivers feel that their child was safe at the learning hubs • 92% of students feel respected by staff
Interaction	<ul style="list-style-type: none"> • 91% of students “feel supported and cared for” by BGCP staff • 89% of students “feel like they belong at BGCP” • 83% of students “feel respected by other kids at BGCP”
Engagement	<ul style="list-style-type: none"> • 96% of students enjoy coming to crews (virtual classes) • 88% of students spend time on projects or activities they care about
Effectiveness	<ul style="list-style-type: none"> • 98% of school staff surveyed believe the partnership with BGCP has had a positive impact on students’ success in school • 95% of school staff surveyed believe the partnership with BGCP has helped students attend class more • 86% of students that attended crews agree that BGCP “helps in school” • 75% of students who attended learning hubs agree that BGCP “helps in school”

See Appendix B for more details by stakeholder group: students, teachers, administrators, caregivers

This past year, our efforts focused on helping students ‘stay in the game’ and providing a safe learning environment. From the Fall to the Spring, we saw an increase (from 70% to 95%) in K-8 teachers’ belief that BGCP was having a positive impact on students’ success in school and was helping students attend class more. This correlated with the expansion of Community Learning Hubs, which brought more students back to campus quickly so that they could connect to class and complete their assignments.

As we look ahead to FY22, we will continue to provide a safe, enjoyable environment where all students feel they belong and can develop positive, healthy relationships with their peers. As an organization we plan to double down on emotional safety by expanding social and emotional training to support both staff and students.

#3: Are we having an impact through the programs we can measure?

For the past several years we have run three programs whose impact we can measure: Building Readers, Virtual Tutoring, and Future Grads.

Building Readers

Three years after launching Building Readers, a high-dosage literacy intervention for a subset of our 2nd and 3rd graders, we partnered with researchers at Stanford University to understand the impact of the program on executive functioning (e.g., working memory, cognitive flexibility) and growth in literacy. In a quasi-experimental study¹ using data from 109 Building Readers students, 164 additional BGCP students enrolled in the afterschool program, and 1,953 students not attending BGCP programs, researchers examined the association between receiving the Building Readers program and attending the general afterschool program with literacy skills—while accounting for selection bias. The study also examined whether participation in Building Readers was associated with gains in executive functioning compared to participation in BGCP’s general afterschool program.

The study found a significant, positive difference in reading scores and executive functioning among students in Building Readers relative to students in BGCP’s afterschool programs or not attending any BGCP program. In third grade, children who attended the literacy program for one year had higher reading scores relative to no afterschool program, $b = 2.96$, $SE = 0.62$, $p < .001$. A matched-pair analysis confirmed the significantly greater program effect on literacy scores in third grade relative to second grade. Additionally, for third graders, students in Building Readers had more cognitive flexibility ($b = 0.12$, $SE = 0.03$, $p < .001$) and better working memory ($b = 2.07$, $SE = 0.59$, $p < .001$) compared to the general program.

While these results are encouraging, the program served only a fraction of our students. We believe we can increase total impact by expanding literacy supports to all students, and for FY22 we are running a modified program that includes “key ingredients” that made this program successful: quality training, ongoing staff coaching, and design and execution of a highly structured literacy intervention.

Virtual Tutoring

To meet the increased demand for individualized academic support during the pandemic, BGCP partnered with a start-up tutoring nonprofit to provide virtual volunteer tutoring services to 60 of our K-12 students. However, fewer students received services than expected. Only 30 received at least one tutoring session in the first three months of the partnership, and only 24 attended at least five sessions.

¹ Obradovic, J & M Sulik. (2021, submitted for publication). "Boys and Girls Clubs of America Afterschool Programs: Associations with Students' Literacy and Executive Functioning". Stanford University. Submitted to: American Educational Research Association 2022 Conference.

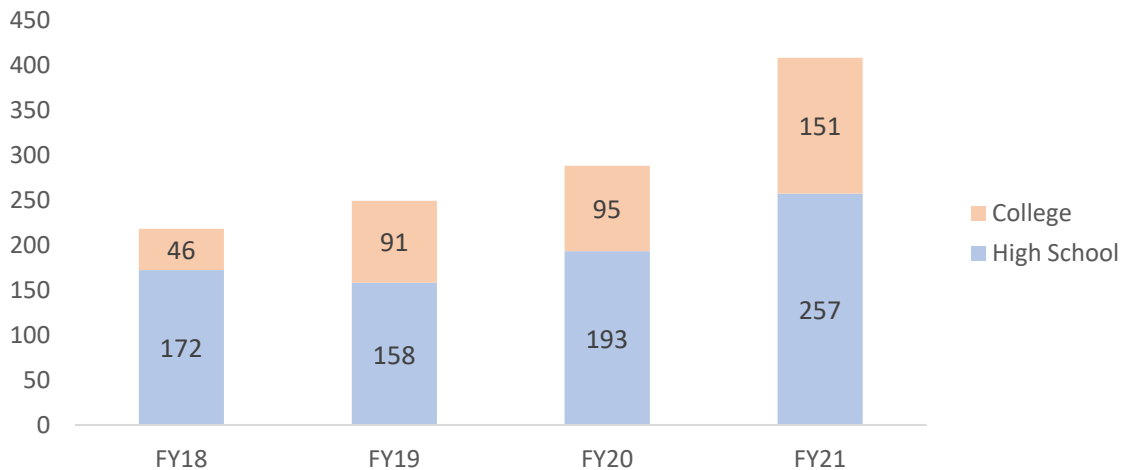
In partnership with Exact Path, BGCP gave tutors access to Common Core-based curriculum and was able to gather pre- and post- diagnostic data on changes in students' math and literacy skills. According to BGCP analysis, participation in virtual tutoring did not have an impact on math or ELA skills among students who received tutoring services.

Going forward, our priority will be to support students with in-person individual tutoring, staff-led group academic supports, and school-based resources.

Future Grads

Future Grads provides students with the skills, coaching, and peer support they need to become first-generation graduates of four-year colleges. As national postsecondary engagement decreased significantly in the wake of the pandemic, Future Grads grew from 288 to 408 students in high school and college. To support this program expansion, Future Grads hired two additional college success managers and added a mental health clinician.

Future Grads Active Members

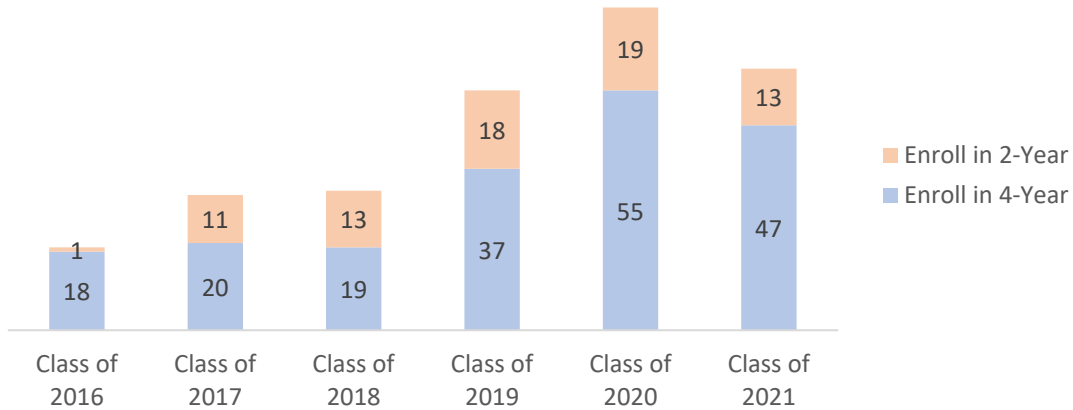


First Year College Enrollment

Of our 62 high school seniors, 61 were accepted to a four-year college. 46 were accepted at University of California campuses, including a record number at Berkeley (13). The colleges with the greatest number of Future Grads acceptances were San Francisco State (36), UC Merced (32), San Jose State (31), and CSU Sacramento (27). 47 of the high school seniors enrolled in four-year colleges, 13 enrolled in community college with the plan to transfer, one is doing a gap year mission trip, and one is training with the reserves and plans to enroll in community college in the spring.

This is a smaller senior cohort size than last year. Some students disengaged when we could no longer serve them in-person and had to shift to remote programming. A staff member's transition out of BGCP also resulted in a few students dropping, reinforcing what we know to be true: our staff's relationships with students are at the core of our work. We are launching the 2021 school year with a strong, dedicated team, and we're looking forward to returning to school sites to connect with students in-person.

BGCP 2021 Report to Stakeholders



Retention

94% of our 74 2020 high school graduates successfully completed their first year of college and enrolled in their second year, compared to the 74% first year persistence national average.

In 2020, ten of the 19 students from the high school class of 2016 graduated from four-year colleges. In 2021, nine additional students graduated with a bachelor’s degree (five from the Class of 2016 and four students from the Class of 2017.) Eight students in the Classes of 2016 and 2017 continue to pursue a 4-year degree, while 21 are enrolled at a community college and 3 are no longer pursuing a degree. As our postsecondary cohort sizes grow, we are ramping up our support. We have hired two additional college success managers so that we can provide all students with the quarterly check-ins, workshops, and post-secondary-focused summer programming that our most recent high school graduates have been receiving.

#4: Are we building a sustainable organization?

Human Capital

We are committed to BGCP being a great place to work. 92% of staff are proud to be part of BGCP.

	FY18 (n=145)	FY19 (n=136)	FY20 (n=126)	FY21 (n=135)
Proud to be part of BGCP	88%	84%	83%	92%
Positive perception of organizational culture*	79%	74%	76%	81%
Satisfaction with role, training, and workload*	79%	77%	74%	89%
Satisfaction with direct manager*	82%	76%	83%	84%

*Percentages reflect the average percent of respondents reporting “Agree” or “Strongly Agree” to four to six independent survey questions related to the topic listed above.

Employee Retention

Staff retention is critical to our ability to accomplish our mission. The average tenure for full-time staff is six years, and the median tenure is five years.

BGCP 2021 Report to Stakeholders

	Full Time				Part Time			
	2018	2019	2020	2021	2018	2019	2020	2021
Total positions	69	79	88	97	113	118	126	113
Scheduled departures	8	11	10	11	21	24	23	26
Unscheduled departures	2	7	3	5	20	20	12	10
Turnover	14%	21%	14%	17%	36%	37%	27%	32%

Volunteerism & Community Engagement

In a year when BGCP pivoted to address the needs of our families and the greater community due to Covid, BGCP volunteers showed tremendous creativity and flexibility. The usual in-person volunteer opportunities with students were limited, so volunteers rallied around our Community Meals Program, where they prepared, packaged and distributed to-go dinners out of our East Palo Alto and Redwood City Clubhouses. Additionally, volunteers supported our students as college coaches and summer interns. Finally, they supported our students and families with Project Stocking and Project Back(pack) to School.

In total, 1,830 volunteers provided 30,168 hours of service to our community.

To help support and best utilize a record number of volunteers in FY21, BGCP invested in an additional full-time role within the Volunteerism & Community Engagement department. The addition of our Community Engagement Associate will help us launch Project Connect, an opportunity for volunteer community groups and corporations to be paired with a specific BGCP site to meet student and volunteer needs. We plan to continue improving our onboarding and training of volunteers to ultimately improve volunteer experience, efficacy, and retention.

Community Meals & Second Harvest Grocery Boxes

Volunteers made it possible serve nightly to-go meals and distributing grocery boxes to families. BGCP volunteers prepared, packaged, and distributed 480,000 dinners and distributed 150,000 Second Harvest grocery boxes during the pandemic. We stopped our drive-through Community Meals Program in May 2021, as we prepared to welcome back students in-person for our summer programming.

Volunteers Engaged: 1,585 Hours Served: 18,944

Summer Teen Internships

BGCP revived our teen intern program this year (after a year off due to Covid), recruiting and training 95 high school interns to support our K-8 Summer Learning Academies. Before their impactful work with our students, interns engaged in an unprecedented 40-hour training week where they learned the history of the community, youth development strategies, and ethical community engagement. The volunteers received rave reviews from site leadership and students alike. In addition to the interns, 15 BGCP students worked for pay as team leads at each site, and some of our undocumented high schoolers, who face barriers qualifying for many professional development opportunities, participated in a fellowship where they learned about data analysis.

Volunteers Engaged: 95 Hours Served: 7,102

Future Grads Coaching

BGCP 2021 Report to Stakeholders

As part of our Future Grads program, 60 volunteer college “coaches” provided weekly in-depth virtual one-on-one support to BGCP high school seniors. The coaches guided students through the college application and financial aid process and, after acceptance, the transition to college.

Volunteers Engaged: 58 Hours Served: 3,480

Project Stocking and Project Back(pack) to School

15 volunteers mobilized their networks and raised funds from 386 donors to make 1,000 holiday stockings for BGCP families. Volunteers also executed Project Back(pack) to School, a back-to-school drive that provided 650 BGCP students with backpacks stuffed with gift cards for new shoes and clothes.

Board of Directors

Our Board is a great asset. All 29 members are actively engaged, each fulfilling a valuable role that contributes to our mission. Several years ago, we shifted the Board's focus from management to oversight, and now BGCP is firmly led by staff with strong Board oversight and support. Our committees have become highly effective, led by staff and supported by Board members. The Board was especially impactful this past year, collaborating with staff on how to respond to the many unexpected strategic challenges posed by the pandemic. Some highlights are:

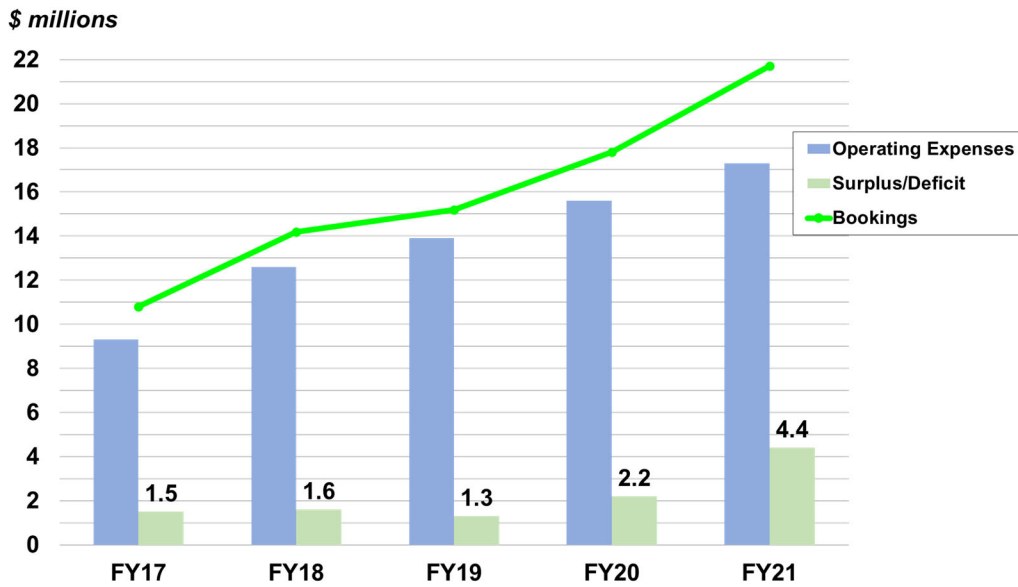
- The HR Committee implemented a mandatory vaccine policy for staff and ensured our strongest staff are compensated appropriately
- The Development Committee executed a new virtual Youth of the Year that raised a record amount
- The Finance Committee navigated the Paycheck Protection Program
- The Program Committee helped staff think through new programs to meet the unexpected needs of our students, families, and school partners
- Our Investment Committee ensured our reserves are invested responsibly
- Our three physicians advised on how to respond to the ever-changing Covid situation
- Many Board members volunteered at our Community Meals Program

We continue to attract talented and passionate board members and added one new member in FY21: Kelly Bavor. Kelly is a former teacher and serves on our Program and Development committees.

Financials

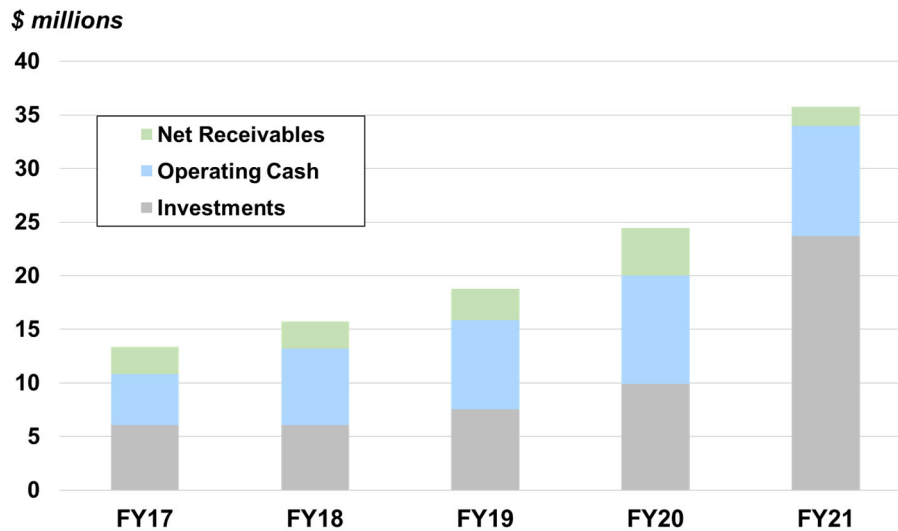
Bookings and Expenses

FY21 bookings (funds raised for FY21 programs) were \$21.7 million, another new high. \$1.9 million of this was from a one-time Paycheck Protection Program loan from the federal government that was forgiven. Expenses were \$17.3 million. This generous community support is allowing us to expand our programs in FY22 with a budget of \$21 million.



Balance Sheet

We ended FY21 with a balance sheet of around \$36 million of liquid assets.

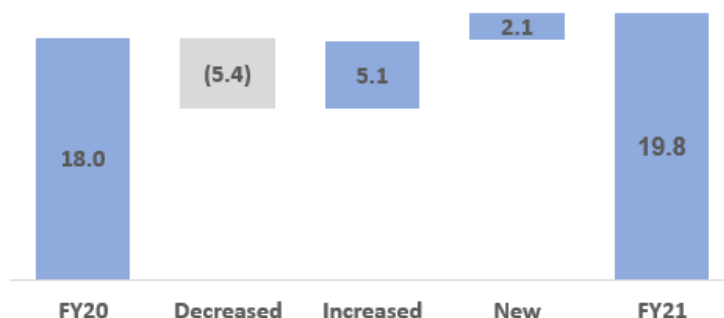


BGCP 2021 Report to Stakeholders

The following analyses of bookings do not include the \$1.9 million PPP forgiven loan as it was a one-time event.

Change in Bookings, FY20 to FY21

A \$5.1 million increase from existing donors and \$2.1 million of giving from new donors positively offset decreased support of \$5.4 million to result in bookings of \$19.8 million for FY21. This does not include a \$1.9 million Paycheck Protection Program grant that we received in FY21.



Bookings by Type

Donations from individuals constituted 73% of gifts in FY21.

Donor Type	FY20	FY21	FY21%	FY21 Donors
Friend	9,324,638	11,813,466	60%	1,331
Board/Advisory	3,992,016	2,590,640	13%	31
Foundation	2,134,459	2,725,174	14%	53
Corporation/Community Organization	1,161,092	1,110,484	6%	55
School Contracts	1,067,292	1,197,335	6%	2
Government	183,397	312,527	1%	2
BGC of America	98,046	71,652	0%	1
Total	17,960,938	19,821,278	100%	1,475

Donors by Giving Level

The overall number of donors increased by 12% from FY20 – primarily driven by an increase of donors at the lower levels (who contributed at our virtual events). Donations at the \$25,000 - \$49,999 level increased due to a generous 2:1 challenge match at the virtual “Youth of the Year” celebration, which motivated a group of donors who usually give at the \$10K level to increase their giving to the \$25K level.

Donor Level	FY20 Donors	FY21 Donors	Change
200,000+	16	16	0
100,000-199,999	35	32	(3)
50,000-99,999	35	37	2
25,000-49,999	53	70	17
10,000-24,999	128	105	(23)
5,000-9,999	76	82	6
1,000-4,999	245	314	69
<999	731	819	88
Total	1,319	1,475	156

BGCP 2021 Report to Stakeholders

Major Donor Retention

We retained 71% of donors over \$10,000 in FY21.

Donor Level	Total FY20 Donors	Retained at same level or higher in FY21	% Retained at same level or higher	Retained at any major level in FY21	% Retained at any major level
200,000+	16	12	75%	15	94%
100,000-199,999	35	26	74%	31	89%
50,000-99,999	35	23	66%	26	74%
25,000-49,999	53	33	62%	43	81%
10,000-24,999	128	75	59%	75	59%
Total	267	169	63%	190	71%

Donor Distribution

155 donors (the top 11%) accounted for 87% of bookings. 260 donors (the top 18%) accounted for 94% of bookings.

Donor Level	Donors	Cumulative Donors	% of Donors	Cumulative % of Donors	Revenue	Cumulative Revenue	% of Revenue	Cumulative % of Revenue
200,000+	16	16	1%	1%	9,074,312	9,074,312	46%	46%
100,000-199,999	32	48	2%	3%	3,986,277	13,060,589	20%	66%
50,000-99,999	37	85	3%	6%	2,168,436	15,229,025	11%	77%
25,000-49,999	70	155	5%	11%	1,996,121	17,225,145	10%	87%
10,000-24,999	105	260	7%	18%	1,383,967	18,609,113	7%	94%
5,000-9,999	82	342	6%	23%	476,892	19,086,005	2%	96%
1,000-4,999	314	656	21%	44%	532,307	19,618,312	3%	99%
<999	819	1,475	56%	100%	202,966	19,821,278	1%	100%
Total	1,475	1,475	100%	100%	19,821,278	19,821,278	100%	100%

Appendix A: Vision, Mission, Values and Core Beliefs

Vision

All youth grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning

Mission

To empower the youth in our community with equitable access to social, academic, and career opportunities to thrive

Values

- **Curiosity:** We wonder why things are and explore fearlessly
- **Respect:** We honor our community and our diversity
- **Ownership:** We step up and take responsibility for our learning and actions
- **Ganas:** We keep going when it's tough
- **Unity:** We are inclusive and support each other to reach our goals
- **Equity:** We elevate the strengths and support the needs of those around us

Core Beliefs

1. All youth have talents, and it's our job to identify and nurture them so they blossom. And all youth deserve to have optimism about their future. We welcome and support all youth and meet them where they are.
2. The cities around BGCP are part of a single community. While we have many disparate neighborhoods, we're all interconnected. We have a shared responsibility to ensure all of our youth have the opportunity to live fulfilling lives. "Our Kids, Our Town, Our Watch."
3. Systemic barriers adversely affect members of our community. We must work to dismantle these barriers through policies, procedures, practices, and programming that promote diversity, equity, inclusion, and belonging.
4. Positive adult and peer relationships are the foundation on which we deliver quality programming.
5. Youth need to have fun in a physically and emotionally safe, supportive environment.
6. Success in school and earning some form of post-secondary training or degree increases the options youth will have and vastly enhances their ability to become self-sufficient adults.
7. We must serve the whole child; succeeding in school and career requires a foundation of social and emotional mindsets and skills.
8. Authentic, real world experiences drive engagement and interest in learning.
9. Knowledge of a range of college and career opportunities and the steps and networks required to achieve them increases youth's likelihood of success.
10. Schools are essential to the solution, and we partner closely with them by aligning our programs and sharing resources.
11. Engaging caregivers in their children's education increases children's chances of success.
12. Other organizations have valuable expertise and assets, and we seek to partner with them.
13. In order for our youth to thrive, our staff must thrive as well.

Appendix B: Stakeholder Survey Results

BGCP is committed to listening to the people we serve. We typically deploy surveys twice a year utilizing the Net Promoter System (NPS) and Listen4Good’s survey methodology. Due to shelter-in-place restrictions and changing priorities to best support students and school partners transition to in-person schooling, BGCP did not conduct Spring surveys for students and caregivers. Instead, we focused our efforts on understanding the impact BGCP had on school partners through surveys and one and one interviews with school leadership and teachers via Zoom.

The results for FY21 below reflect feedback received in Fall 2020 for students and caregivers and Spring 2021 for school partners.

Student Perceptions and Feedback

In Fall 2020, 476 3rd–12th grade students completed the survey.

About NPS

NPS produces a score to assess whether stakeholders would recommend BGCP to others. The survey item uses a 0 to 10-point scale and classifies each respondent as a “detractor” (0–6), “passive” (7–8), or “promoter” (9–10). The score is calculated by subtracting the number of detractors from the number of promoters and dividing by the total number of respondents. Interpretation of what is a “good” net promoter score is relative to the organization’s score year over year, as well as industry comparisons. We use this data to assess stakeholder satisfaction and identify opportunities for program improvement.

Overall Satisfaction

Based on NPS responses, 52% of students would highly recommend BGCP programs to a friend or classmate, up from 43% in FY20. Students also reported high levels of respect, safety, and relationships.

Group (NPS Rating)	FY19 (n=781)	FY20 (n=771)	FY21 (n=476)
Promoters (9-10)	44%	43%	52%
Passives (7-8)	21%	24%	20%
Detractors (0-6)	35%	33%	28%
NPS Score	9	10	24

	Fall 2019 (n=771)	Fall 2020 (n=469)
<i>Percent positive responses</i>		
Feels respected by staff	86%	92%
Enjoys coming to BGCP	89%	96%
Feels safe at BGCP	84%	n/a
Feels supported and cared for by staff	84%	91%
Believes BGCP helps student in school	80%	84%
Feels a sense of belonging at BGCP	80%	89%

School Partner Perceptions and Feedback

BGCP and its district partners surveyed 75 K-8 school staff in Fall 2020. In Spring 2021, a follow up survey was completed by 91 K-12 teachers and school leaders and six interviews were conducted by BGCP’s Impact & Evaluation team. The surveys were completed by school staff at thirteen school sites. The purpose of the survey and interviews were to understand school partners’ perceptions of the value and effectiveness of BGCP programs and to discover opportunities for further collaboration.

K-8 School Partners

63% of the 75 K-8th school partners surveyed are promoters of BGCP programs, with no change from last year. In comments, school partners highlighted BGCP’s flexibility and support with transitioning to in-person learning, as well as the extra help they provided in the classroom for high need students.

Group (NPS Rating)	FY19 (n=75)	FY20 (n=67)	FY21 (n=75) *K-8 Only – Fall 2020
Promoters (9-10)	49%	63%	63%
Passives (7-8)	35%	27%	29%
Detractors (0-6)	16%	10%	8%
NPS Score	33	52	55

BGCP continues to strengthen its relationships with schoolteachers and administrators. Among those surveyed, 77% said they would describe BGCP as “a critical thought partner with strong working relationships with the school and the school staff. BGCP helps our students thrive academically, socially, and emotionally.” Strengthening our partnership with teachers to ensure alignment and synergy in school day and after school programming continues to be a top priority.

	Spring 2021 (n=72)
<i>Percent positive responses</i>	
BGCP has had a positive impact on students’ success in school.	97%
BGCP has helped students attend class more.	96%
BGCP has helped students complete their assignments.	90%
BGCP has helped students stay connected with their peers during distant learning.	89%

High School Partners

Seven of the eight high school teachers completing the survey (88%) expressed high satisfaction with BGCP programs, an increase from 56% last Fall.

Group (NPS Rating)	FY19 (n=30)	FY20 (n=18)	FY21 (n=8)
Promoters (9-10)	70%	56%	88%
Passives (7-8)	30%	39%	0%
Detractors (0-6)	0%	6%	12%
NPS Score	70	50	75

Most (63%) of high school staff surveyed report that “BGCP is a critical thought partner with a strong working relationship with the school and the school staff. BGCP helps the students it serves thrive academically, socially, and emotionally.” This was a similar response to last year and lower than

our findings from K-8 school staff whom tend to have more interactions with during the year.

<i>Percent positive responses</i>	Spring 2021 (n=72)
BGCP has had a positive impact on students' success in school.	100%
BGCP has helped students attend class more.	88%
BGCP has helped students complete their assignments.	100%
BGCP has helped students stay connected with their peers during distant learning.	63%

Caregiver Perceptions and Feedback

BGCP surveyed 98 caregivers whose students attended Community Learning Hubs and interviewed 52 caregivers in Fall 2020 to gather information about their child's experience. 97% of caregivers say that Hubs have met their needs "very well" or "extremely well" since the start of the school year.

<i>Percent positive responses</i>	Fall 2020 (n=98)
Safe, Supportive Environment	
My child is comfortable at the learning hub.	98%
My child is safe at the learning hub.	97%
School Performance	
Since attending the learning hub, my child attends class more consistently.	98%
Since attending the learning hub, my child finishes their schoolwork more.	91%
Enjoyment	
My child is excited to come to the learning hub.	99%
Since attending the learning hub, my child is happier.	98%

Caregivers believe that community learning hubs kept students safe and happy during virtual learning. Additionally, caregivers were surveyed about the crews BGCP provided during virtual programming. Caregivers believe crews were a positive alternative to in-person programming, helped with homework, and provided a distraction for students during stressful and uncertain times.

Appendix C: Results vs. FY21 Strategic Objectives

FY21 Strategic Objective	Target Results	Actual Results
<i>Immediate needs during pandemic</i>		
Support students' social-emotional needs	<ol style="list-style-type: none"> 70% of enrolled students attend crew meetings an average of 3 out of 4 weekly sessions 90% of students enjoy coming to crews 90% of students feel cared for and supported by BGCP staff 	<ol style="list-style-type: none"> Not done. 47% of students attended 3 or more crews/week Done. 96% of students enjoyed crews Done. 91% of students felt cared for and supported
Keep students "In the Game," engaged with classes and schoolwork	<ol style="list-style-type: none"> Active members attend 80% of school activities 	<ol style="list-style-type: none"> Done. Students active in crews and active in Hubs attended 96% and 92% of school days, respectively
Provide academic supports virtually	<ol style="list-style-type: none"> 80% students say that BGCP supports their academic success 	<ol style="list-style-type: none"> Done. 83% of students say they use what they learn at BGCP in school
Serve BGCP community with dinners to go	<ol style="list-style-type: none"> Families have access to daily dinners and food boxes as needed at our EPA and RC clubhouses, until onsite programming resumes Pilot BGCP to go dinners at one school site in Ravenswood and Redwood City communities for one quarter 	<ol style="list-style-type: none"> Done. 480,000 dinners cooked, packed, and distributed Not done. Decided to keep distribution at clubhouses given the size of the operation
Transition staff and students safely back to on-site programming	<ol style="list-style-type: none"> Students, staff, volunteers, partners, and others are able to return safely to sites when allowed by San Mateo County and partner school districts 	<ol style="list-style-type: none"> Done. Began with pods and opened fully in-person in June
<i>Deeper impact</i>		
Launch summer program for middle school students	<ol style="list-style-type: none"> 30% of school year active rising 6-8th graders actively participate in BGCP summer program 	<ol style="list-style-type: none"> Not done. Our 2020 summer program was much smaller since it was virtual due to Covid
Revisit continuing investment in intensive services	<ol style="list-style-type: none"> School partners, Program Strategy team, and site staff agree our limited resources are being deployed most effectively 	<ol style="list-style-type: none"> Done. Building Readers is being replaced by Read Alouds and Online Learning Programs for all K-5 students. Middle School Success Advising and High School Success Advising will continue with a revised model and more oversight and support
Infuse all programming with best practices in social-emotional learning	<ol style="list-style-type: none"> 80% of site leadership report observing emotion coaching in programming 80% of staff report confidence in utilizing emotion coaching to support students through difficult emotions 	<ol style="list-style-type: none"> Done. 92% of site leaders report observing Not done. 54% of site leaders report confidence in emotion coaching. Data not collected on staff self-efficacy

BGCP 2021 Report to Stakeholders

FY21 Strategic Objective	Target Results	Actual Results
Increase support for 8th to 9th grade transition	<ol style="list-style-type: none"> 70th grade students will enroll in a high school summer program 80% of BGCP 8th graders who are referred to the COMPASS program will enroll in COMPASS 	<ol style="list-style-type: none"> Almost done. 67 8th grade students enrolled Data not collected. Data on COMPASS referrals and enrollment among BGCP students was not available.
Provide students, families and staff with more mental health supports	<ol style="list-style-type: none"> 75 K-8 students receive individual or group mental health therapy, who would not otherwise have had access to appropriate services 75 unduplicated HS students receive individual or group mental health therapy who would not otherwise have had access to appropriate services 90% of program staff receive a training related to mental health first aid All BGCP program staff have access to training opportunities related to self-care 	<ol style="list-style-type: none"> Done. 85 students received group therapy through our partnership with Child Mind Institute Done. 69 High School Students and 43 Post-Secondary students received accessed to individual or group therapy through our partnership with Acknowledge Alliance. Due to the demand reported by our Future Grads team, we decided to expand services to include Post-Secondary students Not done. There are plans in place to provide mental health first aid training to staff this year, starting with Middle School Success Advisors, K-8 Program Associates, and K-8 UDs during Be Great Training Week Partially done. While all staff had access to training opportunities related to self-care at the end of the FY20, very few staff attended
Access for more students		
Add site at Los Robles	<ol style="list-style-type: none"> 85 Los Robles students actively served on campus or at EPA Principal and 80% of teachers believe partnership with BGCP positively impacts student success 	<ol style="list-style-type: none"> Done. 82 students were actively served, although due to Covid only 56 could be on-site 100% of school staff surveyed (N=6) believe our partnership has had a positive impact on students' success
Move Brentwood staff to Costaño and meet demand of larger school	<ol style="list-style-type: none"> 200 active members served on campus 80% of Brentwood students retained from 2019-20 SY Principal and 80% of teachers believe partnership with BGCP positively impacts student success 	<ol style="list-style-type: none"> Not done. 144 students were actively served, 45 on site Not done. Only 17% retained in transition. We expect this to be an outlier due to Covid Done. 100% of school staff surveyed (N=10) believe our partnership had a positive impact on students' success
Expand Belle Haven to include former Willow Oaks students	<ol style="list-style-type: none"> 180 active members served on campus 80% of Belle Haven students retained from 2019-20 SY Principal and 80% of teachers believe partnership with BGCP positively impacts student success 	<ol style="list-style-type: none"> Not done. 110 students were actively served, 35 on site Not done. Only 24% retained Done. 93% of school staff surveyed (N=14) believe our partnership had a positive impact on students' success
Expand size of Cesar Chavez Ravenswood Middle School	<ol style="list-style-type: none"> 150 active members served on campus 15 students receive Success Advising Principal and 80% of teachers believe partnership with BGCP positively impacts student success 	<ol style="list-style-type: none"> Not done. 115 students were served actively, 12 on site Partially done. 12 students received Success Advising Done. 100% of school staff surveyed (N=8) believe our partnership had a positive impact on students' success

BGCP 2021 Report to Stakeholders

FY21 Strategic Objective	Target Results	Actual Results
Stronger organizational systems		
Keep all positions filled with effective professionals so all students can be served	<ol style="list-style-type: none"> 90% of PT positions filled within 21 days of opening and 90% of FT positions within 45 days of opening 80% of PT applicants that receive an A or B score during the interview process are hired 75% of exiting PT and 90% of exiting FT staff complete an exit interview (FY20 at 32%, 79%) 	<ol style="list-style-type: none"> Done. 94% PT and 96% FT Done. 80% of applicants that received an A or B were hired Partially done. 95% of FT staff completed exit interviews, 72% of PT staff completed exit interviews
Ensure staff are thriving so our students can thrive	<ol style="list-style-type: none"> Employee Net Promoter Score of 20 or higher 	<ol style="list-style-type: none"> Data not collected as NPS was not included in this year's staff survey. 86% of employees say they would recommend BGCP as a Great Place to Work
Develop site leadership capacity to coach staff	<ol style="list-style-type: none"> 80% of site-leadership report improving their skills in coaching staff 80% of site-leadership report having weekly coaching conversations with staff 80% of-site leadership report observing program on a weekly basis 	<ol style="list-style-type: none"> Partially done. 77% of site leaders report improving their skills in coaching staff Partially done. 69% of site leaders report having weekly coaching conversations with staff Done. 92% of site leaders report observing program at least weekly
Enhance staff's SEL skills	<ol style="list-style-type: none"> 80% of staff and leadership are satisfied with professional development and implementation supports for SEL 80% of staff report increasing their skill in using SEL practices in program (i.e., emotion coaching) 	<ol style="list-style-type: none"> Not done. 38% of site leaders report being satisfied with SEL supports. Data not collected for all staff this year Not done. 62% of site leaders report increasing their skill in using SEL practices. Data not collected for all staff this year
Make financial processes and systems more efficient and helpful to managers	<ol style="list-style-type: none"> Accounting Policies and Procedures manual created as a resource to Finance and staff Improve financial reporting 	<ol style="list-style-type: none"> Done Done
Update and implement safety policies, trainings, and procedures	<ol style="list-style-type: none"> 80% of sites consistently follow operational policies and practices to ensure youth and staff safety and facilities management efficiency 	<ol style="list-style-type: none"> Partially Done. We created Covid –19 health and safety policies, protocols, and trainings that allowed BGCP to serve students in our learning hubs safely. However, we still need to update our Crisis Management and training plan to ensure youth and staff safety post-Covid.
Increase impact of volunteers and community partners	<ol style="list-style-type: none"> 500 volunteers serve 32,000 hours 65% give Net Promoter Score of 9+ 70% of BGCP site leaders give Net Promoter Score of 9+ 	<ol style="list-style-type: none"> Done. 1,830 volunteers served 30,168 hours. With Covid, we didn't have normal volunteer opportunities, but we did recruit many more to help with dinners 86% of volunteers gave NPS of 9+ 100% of BGCP site leaders gave NPS of 9+

BGCP 2021 Report to Stakeholders

FY21 Strategic Objective	Target Results	Actual Results
<p>Address issues identified by Racial Equity Committee</p>	<p>Create Racial Equity Committee comprised of staff, Board, alumni, students, and community members to:</p> <ul style="list-style-type: none"> • Define and communicate BGCP's position on the political and social issues that impact the lives of the families we serve • Ensure fundraising events and donor communications, when portraying youth stories, emphasize asset-based over deficit-based language • Develop youth engagement playbook to educate staff and volunteers about the racial and socioeconomic context our students are growing up in • Implement organizational systems and policies that encourage staff to voice their thoughts and opinions when they disagree with leadership 	<p>The REC delivered a set of recommendations in four categories:</p> <ul style="list-style-type: none"> • Mission, Vision & Values Alignment • Training & Education • Development Practices • Youth Engagement <p>The Mission/Vision task force completed its work with a revised Mission, Vision, Values and Core beliefs. The three other task forces continue their work in FY22</p>

Appendix D: FY22 Strategic Objectives

Strategic Objective	Target Results	How We Will Know	Actions Required
Serve more students			
Add new site at Kennedy Middle School	<ol style="list-style-type: none"> 1. 130 active members 2. 50% of active Kennedy 8th graders enroll in 2022 Redwood City Clubhouse summer program 3. 90% of students feel like they belong at BGCP and enjoy coming to BGCP 4. 90% of school staff surveyed believe BGCP positively impacts students' success in school 5. 80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff 	<ol style="list-style-type: none"> 1. Salesforce 2. Salesforce 3. Student Survey 4. School Survey 5. School Survey 	<ul style="list-style-type: none"> • Hire a strong Site Director and build out the staff • Establish strong relationships with school leaders and teachers • Recruit and enroll toward active member target with a focus on Taft/North Fair Oaks • Solicit input from key stakeholders (leaders, teachers, parents, students) to design and implement fun, high impact program • Connect Kennedy students (focus on 8th graders) to teen center programming, through visits from staff, trips to the clubhouse and crossover programs
Add a new site at Redwood High	<ol style="list-style-type: none"> 1. 40 active members 2. At least 28 of these active members will be boys (reflecting the demographics of the school) 3. 16 students engage in Career Pathways Programming 4. 90% of school staff surveyed believe BGCP positively impacts students' success in school 5. 80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff 	<ol style="list-style-type: none"> 1. Salesforce 2. Salesforce 3. Salesforce 4. School Survey 5. School Survey 	<ul style="list-style-type: none"> • Establish strong relationships with school leaders and teachers • Hire a BGCP Redwood High Advisor with a Career Pathways focus • Recruit and enroll toward active member target • Establish credit-bearing course(s) at the Clubhouse • Connect Redwood High students with Teen Staff opportunities • Lead onsite intramurals
Add a new site at Oxford Day Academy	<ol style="list-style-type: none"> 1. 30 active members 2. 20 students complete Response to Intervention (RTI) process at the Clubhouse 3. 90% of school staff surveyed believe BGCP positively impacts students' success in school 4. 80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff 	<ol style="list-style-type: none"> 1. Salesforce 2. School Report Cards 3. School Survey 4. School Survey 	<ul style="list-style-type: none"> • Establish strong relationships with school leaders and teachers • Hire a full time High School Success Advisor to serve a caseload of students onsite • Recruit and enroll toward active member target • Collaborate with school leaders to align on RTI process; build and implement RTI curriculum • Host school-run PE classes in the Clubhouse gym

BGCP 2021 Report to Stakeholders

Strategic Objective	Target Results	How We Will Know	Actions Required
Engage more boys in Youth of the Year and Future Grads	<ol style="list-style-type: none"> The number of boys participating in Youth of the Year increases from 2 to 8 The number of Future Grads sophomore male students who actively engage in monthly programming doubles to 30 	Salesforce	<ul style="list-style-type: none"> Youth of the Year <ul style="list-style-type: none"> Keep YOY engaged in enrichment programming at the Clubhouse Continue lunchtime intramurals at feeder high schools to target male members Partner with Athletic Departments from feeder high schools to attract & recruit more male members (modify program schedule to accommodate student athletes) Future Grads <ul style="list-style-type: none"> Leverage current male post-secondary Future Grads students to recruit more boys Send personalized reminders about monthly programming Implement monthly individual check-ins with Sophomore Lead focused on program engagement & well-being/relationship-building Adjust programming schedule to ensure all students can receive monthly content
Look for ways to serve more students per site	<ol style="list-style-type: none"> Obstacles to student participation identified and program alterations made that allow more students to participate 	Community Survey	<ul style="list-style-type: none"> Gather data on the drivers of and barriers to student and family enrollment in BGCP programs to understand effective strategies to reach more students Determine highest impact changes to program design and recruitment strategies, such as: <ul style="list-style-type: none"> Revised active member requirements Extended hours Additional enrichment offerings Peer/postsecondary ambassador program Incentivizing peer referrals Increasing field trips and programming for K-8 students at clubhouses Greater signage/marketing
Strengthen academic supports			
Supercharge summer - K-8	<ol style="list-style-type: none"> 950 active members 85% of students and caregivers believe that the summer program achieved its goals of (1) fostering learning; (2) sparking passion and joy; (3) creating a sense of connection, belonging and wellbeing 	<ol style="list-style-type: none"> Salesforce Student and Caregiver Surveys 	<ul style="list-style-type: none"> Enroll 1,200 rising K-8 students (555 in Ravenswood, 672 in RWC) Offer attendance incentives Offer full-day, in-person summer programs at 6 school sites Partner with high-quality enrichment providers Provide more intensive training, preparation and coaching to implement curricula with fidelity Hire BGCP youth to support at sites Integrate SEL groups programs (focus on 3rd grade)

BGCP 2021 Report to Stakeholders

Strategic Objective	Target Results	How We Will Know	Actions Required
Supercharge summer – HS	<ol style="list-style-type: none"> 250 active members 85% of students and caregivers believe that the summer program achieved its goals of (1) fostering learning; (2) sparking passion and joy; (3) creating a sense of connection, belonging and wellbeing 	<ol style="list-style-type: none"> Salesforce Student and Caregiver Surveys 	<ul style="list-style-type: none"> Offer in-person programs at the EPA and RWC clubhouses for high school students aligned to their academic needs and extracurricular interests Over enroll at sites to plan for attrition Partner with the school district to become an alternate summer school site where students are assigned Leverage field trips as incentives for attendance
Supercharge summer – Future Grads	<ol style="list-style-type: none"> 185 FG students served with a focus on current active members and new students from partner schools who will be first generation college students 	Salesforce	<ul style="list-style-type: none"> Engage 10th and 11th graders in Summer Academy (1-week, all day program) to learn about College Knowledge and Eligibility, and Individual Advising sessions Engage Seniors in Individual Advising to help each senior finish building their college list and complete their personal statements draft Engage rising College Freshmen in a 1-week Post-Secondary Retreat (1-week, all day program) to explore the resources available at their campuses and plan their fall coursework, and Individual Advising
Re- envision K-5 literacy supports to benefit more students	<ol style="list-style-type: none"> Students develop more confidence as a learner (target to be set after baseline fall 2021 survey) Students express an increased love of reading (target to be established after fall baseline) 50% of teachers report higher rates of homework completion among BGCP students 	<ol style="list-style-type: none"> Student Survey Student Survey School Partner Survey 	<ul style="list-style-type: none"> Get homework help “right” with a focus on building independence by teaching transferable academic habits and developing confidence as a learner <ul style="list-style-type: none"> Redesign homework block to focus on transferable skills Train and provide ongoing coaching to staff Implement high impact, low lift literacy elements through: <ul style="list-style-type: none"> Online, engaging, adaptive learning programs that focus on reading foundations in English and/or Spanish Read Alouds (RA) with a focus on great texts/love of reading/genre-based thinking/discourse Building Readers instructors evolve into Lab Site instructors that <ul style="list-style-type: none"> Provide flexible school-day support Model excellence as an afterschool instructor Develop curriculum
Strengthen school day push-in classroom support	<ol style="list-style-type: none"> 90% of school partners believe that school-day push-in supports have had a positive impact on students 80% of students on advising caseloads receive a weekly check-in 	<ol style="list-style-type: none"> School Partner Survey Salesforce 	<ul style="list-style-type: none"> Pilot Labsite Instructor position at each K-5 school site to provide flexible and accountable support school-day support Refine our Middle School and High School Advising Programs with a focus on caseload selection, consistency, advising structure, school partnerships and staff support and accountability Establish stronger systems (not one size fits all) to foster effective communication and accountability between BGCP and school site staff including more clear roles, responsibilities, and commitments for K-12 push-in

Strategic Objective	Target Results	How We Will Know	Actions Required
Expand postsecondary programming			
Increase support for post-secondary students	<ol style="list-style-type: none"> 61 college students (Class of 2021) are supported in transitioning into college by receiving quarterly check-ins during their first year of college 20 community college students successfully apply & transfer to a 4-year institution 	Salesforce	<ul style="list-style-type: none"> Hire & onboard new postsecondary team member to help with quarterly check-ins Develop check-in protocol for first-year students to standardize quality and content of check-ins Monitor student engagement and employ unresponsive strategy for students in first year that miss a quarterly check-in Develop a transfer timeline that aligns with high school senior timeline to increase transfer application support Increase the application support sessions available in fall & spring to support transfer students
Provide more non-four-year college options to serve a broader range of students	<ol style="list-style-type: none"> 16 Redwood seniors enroll in postsecondary education/training (e.g., certification programs, 2-year degree programs, job training) The number of students who complete VITAL program doubles to 14 	Salesforce	<ul style="list-style-type: none"> Recruit seniors from Redwood High & other high schools to understand students' career interests (work closely with RHS Advisor) Develop the necessary partnerships with JobTrain, YearUp, community colleges & other programs to connect students Develop the timeline to support students with program and community college applications Host career panels that highlight career pathways that don't require 4-year degrees Start VITAL recruitment in Fall 2021 for new cohort to begin Spring 2022 Establish VITAL timeline for summer and fall 2022 Provide monthly individual advising for all VITAL participants to monitor individual progress & support needed by student
Increase access to career opportunities for high school students and college grads	<ol style="list-style-type: none"> 30 high school and college students secure a meaningful summer internship (<i>double # of previous college interns</i>) 15 high school students gain career exposure through a job shadow opportunity 25 college students (graduating—Class of 2022) secure a meaningful career opportunity post-college graduation 	Salesforce	<ul style="list-style-type: none"> Hire a FT Career Pathways Director that can develop the necessary partnerships to help with student placements for internships and employment Identify students & take inventory of their career interests and major interests to inform partnerships for job shadowing, internship, and employment placements Conduct advising with students as necessary to identify career interests Develop the necessary partnerships and continue existing ones Hold resume, cover letter, LinkedIn, and interviewing preparation sessions to help students navigate & apply for opportunities Support & coordinate between partners & students for placements

BGCP 2021 Report to Stakeholders

Strategic Objective	Target Results	How We Will Know	Actions Required
<i>Increase mental health supports</i>			
Provide more mental health supports for students and families through deeper partnerships	<ol style="list-style-type: none"> 1. 200 students receive mental health services, up from 166 2. 30 BGCP caregivers receive a mental health consultation through the Ravenswood Wellness Partnership 3. 75% of direct service staff report they know how to respond in the event of a mental health crisis such as a panic attack or suicidal ideation 	<ol style="list-style-type: none"> 1. Data shared by Acknowledge Alliance and Child Mind Institute 2. Data shared by Children’s Health Council 3. Staff Survey 	<ul style="list-style-type: none"> • Hire an additional full-time mental health clinician in partnership with Acknowledge Alliance to expand mental health services to more EPA and Future Grads college students • Provide families/caregivers with weekly access to Children’s Health Council Family Partner at the EPA clubhouse • Partner with Child Mind Institute (CMI) and Acknowledge Alliance to provide trauma informed care training to staff • Provide mental health first aid training to direct service staff at Be Great week • Conduct a needs assessment to better understand outstanding mental health needs for students in K-8 • Train all Middle School and High School staff on mental health first aid
Expand social and emotional learning (SEL) training and support to staff and students	<ol style="list-style-type: none"> 1. 80% of K-8 students receive a weekly SEL lesson 2. 180 BGCP students receive an SEL workshop during the summer program 3. 90% of direct service staff receive a training on social and emotional learning 4. 75% of staff report an improvement in their own social emotional skills 	<ol style="list-style-type: none"> 1. Salesforce 2. Staff Survey 3. CMI Data Report 4. Staff Survey 	<ul style="list-style-type: none"> • Be Great Training on new SEL curriculums • Leverage partnership with CMI to provide summer workshops to students • Be Great Training on the CASEL competencies • Launch new K-5 SEL Curriculum (Second Step) and 6-8 Curriculum (Character Strong) • Assess social and emotional learning needs for High School programs
<i>Enhance enrichment opportunities</i>			
Launch BGCP-wide sports league	<ol style="list-style-type: none"> 1. 550 middle and high school students participate in BGCP sports leagues, 50% are re-engaged or newly engaged with BGCP 2. 90% of youth believe the program has a positive impact on their lives 3. Gyms and fields busy most nights and Saturdays 4. 30 high school students engage in sports league related leadership 	<ol style="list-style-type: none"> 1. Salesforce Enrollment Data 2. Student Survey 3. Salesforce Attendance Data/Sports League Events Calendar 4. TBD 	<ul style="list-style-type: none"> • Hire new director position to lead development • Implement BGCP-wide leagues that have competitions within sites and across sites • First middle school and high school in partnership with districts, second elementary school • Recruit students, with an emphasis on students not currently participating in BGCP programs for sports leagues • Incorporate curriculum/framework that emphasizes life skills and fun in games and practice • Strengthen elementary athletics program quality and host holiday sports camps to begin creating an elementary to middle school pipeline

BGCP 2021 Report to Stakeholders

Strategic Objective	Target Results	How We Will Know	Actions Required
Launch Best Buy Teen Center at EPA	<ol style="list-style-type: none"> 1. 20 students complete Gold Standard project-based learning projects in Year 1 of TTC 2. 40 students engage regularly (15x over the course of the school year) with TTC programming 3. 60 students engage with the TTC over the course of the school year 	<ol style="list-style-type: none"> 1. PBL Gold Standard Rubric 2. Salesforce 3. Salesforce 	<ul style="list-style-type: none"> • Launch Teen Tech Center (TTC) Fall 2021 • Redesign space and work with Best Buy to purchase and set up new equipment • Vashon and Lena attend both Best Buy TTC conferences (National Conference and Immersion Week) • Redesign existing, successful tech programs to integrate new equipment possibilities and the resources of the TTC (examples include: Digital Canvas and New Voices 4 Youth) • Build new program offerings to integrate new equipment and the resources of the TTC • Align EPA HS programming with The Forest programming where appropriate (e.g., MakerMania) • Consider the opportunity of launching a partnership with BUILD • Collaborate with EPAA Makerspace to align BBTC programming where there are opportunities to do so
Partner with community organizations to expand access to community resources	<ol style="list-style-type: none"> 1. Amount of groceries distributed to community from Second Harvest doubles 2. Partnership set with at least 1 legal aid service 3. 50 BGCP family members receive dinners at clubhouses per day per site 4. Partnership set with at least 1 healthcare service to create opportunities for BGCP families 	<ol style="list-style-type: none"> 1. USDA / Second Harvest Meal Distribution Data 2. Legal aid service data 3. California Department of Education Child Nutrition Data 4. Partner agency enrollment data 	<ul style="list-style-type: none"> • Expand Second Harvest grocery distribution to reach more families; continue working to tap into other services that they provide like CalFresh and Nutrition programs to offer to our families • Identify opportunities for partnership with a legal aid service in EPA and RC; develop a system to capture the needs of our families for legal aid services; outreach to legal aid services to develop a partnership to provide services to our families • Identify opportunities for partnership with healthcare services; look into free healthcare services that Ravenswood, San Mateo County Health Department, Stanford, and Fair Oak Clinic can provide to our families
Invest in staff			
Ensure staff compensation and benefits are competitive to attract and retain the best talent	<ol style="list-style-type: none"> 1. Turnover rate <30% for full-time staff and <50% for part-time staff 2. Part-time staff assisted with financial hardships related to holidays and/or non-service days 3. Data gathered from staff about satisfaction with compensation and benefits 	Staff Survey	<ul style="list-style-type: none"> • Implement salary increases in June 2021 • Look into adding commute cost reimbursement to FSA plan; paid holidays for part-time staff; opportunities to increase hours for part-time staff who would like more hours; policy of requiring Paid Time Off to be taken on non-service days • Develop and communicate opportunities for growth and promotion in all roles • Improve communication around commitment to investing in staff, our compensation philosophy, how we thoroughly analyze pay ranges and rates, how we connect pay increases to performance reviews, and other non-monetary resources we provide to support staff • Add more questions about compensation to Staff Surveys

Strategic Objective	Target Results	How We Will Know	Actions Required
Elevate professional development opportunities for staff	<ol style="list-style-type: none"> 1. 80% of staff and leadership are satisfied with professional development they receive at BGCP 2. 80% of staff gain knowledge and skills at trainings to do their jobs effectively 3. 80% of staff apply what they learned in training in their daily work 	Staff Survey	<ul style="list-style-type: none"> • Launch training platform and develop scope and sequence of professional development for onboarding instructors • Design and launch a system to track professional development hours in ADP • Develop On-Boarding Academies Calendar and launch for new staff • Develop a system to track training evaluation forms and data to use data to inform future training needs and training design adjustments • Pilot Labsite Instructor position at each K-5 school site to provide peer coaching
Racial Equity Committee			
Increase diversity, equity, inclusion, and belonging training & education	<ol style="list-style-type: none"> 1. Staff receive at least 4 diversity, equity, inclusion, and belonging trainings at BGCP 2. 80% of staff report learning about diversity, equity, inclusion, and belonging 	<ol style="list-style-type: none"> 1. Training Offerings Schedules 2. Staff Survey 	<ul style="list-style-type: none"> • Develop a year 1 and year 2 action plan to address training and education REC recommendations • Create a scope and sequence of DEIB trainings for the year • Research and connect with partner organizations that offer DEIB trainings • Create a list of DEIB trainings topics that are aligned to DEIB Competencies • Offer a DEIB training at Be Great and all Quarterly Trainings
Ensure Development practices are asset based and positive experiences for students	<ol style="list-style-type: none"> 1. 80% of students and staff participating in Youth of the Year (YoY) would recommend participation to others 2. 80% of staff report having the knowledge and tools they need to positively engage with donors 3. Marketing (website, social media, RTS, etc.) utilizes an asset-based lens and is accessible to our diverse community 	Staff and student surveys	<ul style="list-style-type: none"> • Program and development staff collaborate closely around Youth of the Year; students meet non-program staff early and often throughout process • YoY receive information about selection panelists and major donors well in advance and engage in conversations about how to prepare for these events • Development and program staff engage in regular conversations about fundraising, and all are clear in their roles; work with HR to have more development information in on-boarding of new staff • A DEIB (diversity, equity, inclusion & belonging) lens is applied to all marketing executions

BGCP 2021 Report to Stakeholders

Strategic Objective	Target Results	How We Will Know	Actions Required
Ensure students feel empowered by BGCP	<ol style="list-style-type: none"> 1. 90% of students participating in the Youth Advisory Council feel empowered and heard by BGCP 2. 90% of Keystone Members feel that the program educates and empowers them on issues of social justice 3. 80% of K-8 staff believe the after-school program fosters a culture of diversity, equity, inclusion and belonging 	<ol style="list-style-type: none"> 1. Student Survey 2. Student Survey 3. Staff Survey 	<ul style="list-style-type: none"> • Engage Keystone students to serve on Youth Advisory Council and facilitate ongoing discussion and feedback from youth representatives on organizational decisions around programming, stances on social/political issues and other topics • Engage group with Unit Directors, Leadership Team and Board as appropriate • Integrate Restorative Community Circles into K-8 program at least 1x a week • Launch a Read Aloud curriculum with a Social Justice theme in K-5 (Quarter 2) • Add a civic leader engagement requirement to every Keystone project

Appendix E



Chasing the Holy Grail of Outcomes

Philanthropists need to acknowledge the challenges nonprofits face in reporting succinct and compelling outcomes, and to avoid celebrating simplistic claims.

By Peter Fortenbaugh Feb. 2, 2018

I love talking about my work at the Boys & Girls Clubs of the Peninsula (BGCP), and answering questions about our vision, mission, and programs. That is, until someone asks, “So you’ve been doing this for 15 years. What is your impact?” I wish I had a crisp, punchline response.

When I joined the nonprofit sector 15 years ago, I was confident I would have a succinct answer. I understand the importance of measuring outcomes. I majored in mathematical economics in college, got an MBA, and worked for McKinsey & Company. I love analysis. I studied philanthropy with the Philanthropy Workshop West, Legacy Venture, and SV2. I bought into the gospel of strategic philanthropy.

But the task is more challenging than I expected. On the one hand, based on personal observation, I strongly believe we are providing a valuable service to our community and improving kids’ lives. I can articulate how we are having a positive impact. But despite investing in program monitoring, we still lack a concise measure of impact. I wonder how many resources we should allocate toward assessing impact and what evaluation approaches will actually help us increase our effectiveness. Clearly we need to do something, but we don’t want to chase an unattainable Holy Grail. Is there a satisfying middle ground?

I want to measure impact for these three reasons:

1. **To improve program design.** We want to spend our partners’ resources as effectively as possible, and we’d like a scorecard to guide us and enhance accountability. One of the hardest parts about managing a nonprofit with a broad mission like BGCP is the lack of simple metrics. Without metrics, how can we know which staff and programs are the most effective, and where we should allocate scarce resources?
2. **To increase fundraising.** If we could prove our impact, we could raise more money, expand our budget, and serve more students.
3. **To enhance employee morale.** Few people acknowledge this, but it’s a big one. When staff—who work crazy hours, and dedicate their hearts and souls to a mission—can see the impact they are having, they are less likely to burn out. My team is hungry for feedback and would respond ambitiously to a real-time scorecard. Even if the results were poor, the challenge to improve and clarify their goals would motivate them.

As we have invested in measuring impact, we have kept running into three seemingly intractable obstacles:

1. **The subjectivity of defining success.** BGCP is about raising kids and providing opportunities. While working at BGCP, I’ve been raising three of my own kids. How do I measure my success as a parent? By my kids’ grades and the colleges that admit them? By how well-behaved they are? By how many friends they have? In truth, what BGCP does is comparable to coaching my daughter’s soccer teams. What would I say if a parent asked for the outcomes? I think I did a decent job as coach; the kids had fun, wanted to keep

playing, bonded as a team, and learned some life lessons. But that's my subjective assessment. Another example: Many of us pay thousands of dollars for our own kids to attend summer camps. How do we measure the value of that experience? Is it realistic to expect BGCP to provide this kind of information?

2. **Social service organizations like BGCP address long-term problems.** Our ultimate goal is for our students to graduate from high school ready for college or career, and we won't know if we're successful with our second graders for at least 10 years. What do we do about the student who comes to us every day for four years, from second to fifth grade, but then stops coming? Very few youth remain with us from age 6 through 18. The students we serve often have little stability in their lives. Many families move out of financial necessity, kids have access to different programs as they change grades, and many high schoolers must work to help their families pay rent. We can measure intermediate successes like avoiding summer learning loss. But that's not the ultimate goal—it's a means to an end.
3. **The challenge of distinguishing between causation and correlation.** To claim causation would require that we manage a control group and possibly randomization, which is beyond the scope of ours and most nonprofits' capacity. Did BGCP's programs make the difference, or was it a teacher at school?

I have reviewed results from countless organizations to find approaches we could replicate, and let me offer this caveat emptor to philanthropists: When reading a nonprofit's annual reports or other documents, take a look behind the numbers. When you see percentages, understand the numerator and denominator before drawing any conclusions. I've seen organizations report that 95 percent of their youth graduate from high school, but they only measure students who are still active at graduation time. Those who drop out of school almost certainly drop out of the program and are therefore not included in the denominator. I recently saw a college access program report that 90 percent of its participants enroll in college. But on closer review, I realized that reflects the proportion of their high school graduates who enroll in college, but excludes students who joined the program as high school sophomores and dropped out during high school, never making it to senior year.

I do not mean to imply that nonprofits are intentionally deceiving donors. Rather, they are under pressure to have succinct and compelling outcomes, and they report what they can.

Philanthropists should acknowledge the challenges nonprofits face and avoid celebrating simplistic claims.

Also, be aware that selection bias is the norm; most programs with results select whom they serve. Their constituents may be similar to others in race and income, but they are usually above average in terms of motivation, resilience, or other character skills. My favorite example of this is my alma mater, Harvard Business School (HBS), which reports that its alumni have higher salaries than alumni from other business schools. But is it HBS's value-add (classroom learning, networking) that results in high salaries? Or is it that its admissions team correctly identifies people who are most likely to make the most money? If HBS has such impact, why doesn't it have a random lottery to admit students?

I have heard people say nonprofits should be run "more like businesses" and be accountable in the same way for-profits are. But for-profits report income, not outcomes. Every nonprofit leader knows exactly how much money he or she raised and spent. That's easy. Which companies report outcomes? Does Microsoft report how productivity increased with its software? Does 24 Hour Fitness report on how much healthier its customers are? McKinsey on how much better its clients perform?

We also know exactly how many "customers" we have. This is a reasonable proxy for value creation at for-profits, because customers pay for their own services. But nonprofits have two customers: recipients and funders. Our recipients don't pay for their services, so demand alone doesn't prove value creation.

Despite these challenges, at BGCP we continue our quest to become a more data-informed organization through these actions:

1. **Establishing a learning culture** that hungers for results. We hire staff who aspire to continuously learn and who crave impact data. Our stars ask the best questions, welcome being challenged, and are constantly seeking ways to increase impact.
2. **Testing a theory of change** based on leading research to guide our program design and implementation. This is our roadmap for resource allocation and highlights what we should measure. While long-term outcomes are far away, the theory of change identifies measurable intermediate outcomes that research has proven to drive desired outcomes.
3. **Focusing on execution.** As a baseline, we're clear about which activities we're committing to do and holding ourselves accountable. This is not a proxy for outcomes, but at least it shows we are running effectively.
4. **Showing impact through stories.** Stories don't replace data, but we use them to test our theory of change and provide valid proof points. Having our students tell their stories in their own words inspires staff, other students, partners, and donors. The stories make our work real.
5. **Surveying all stakeholders,** including youth, staff, parents, donors, and partners, and then reviewing that data to identify areas for improvement. Stakeholder satisfaction is an indicator of an effective program.
6. **Committing to complete transparency.** We share all of our measures and data equally with all stakeholders. We highlight our weaknesses, where we have failed, and what questions we haven't yet answered. We share anything we have discussed internally with any external stakeholders.
7. **Investing in an impact and evaluation team** that operates at the intersection of program strategy and organizational learning. We need a team free from day-to-day execution challenges to steadily beat the evaluation drum. While the team is strong at data collection and analysis, its greatest value-add is creating space for staff to review, question, reflect, and discuss data to drive program improvements.

Today, 15 years since I joined BGCP, I still struggle with the question of how far to push our evaluation work. What are we trying to prove? That we are changing lives? That we are well managed? I struggle with how many resources to deploy on evaluation, because every dollar we spend there is a dollar less we spend on delivering programs. We don't want to become a research organization. But at least we know we are executing our plan, asking the right questions, and striving to improve. We will likely never capture the Holy Grail of outcomes, but we are confident we can still do good well.



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