BOYS & GIRLS CLUBS
OF THE PENINSULA

2019 REPORT TO STAKEHOLDERS

AUGUST 2019

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

BGCP overview

The Boys & Girls Clubs of the Peninsula's vision is that all young people, if they work hard, can live fulfilling lives with a good education, a fair paying job, decent housing, and the ability to raise a family. We want kids' futures to depend more upon their own actions than upon the circumstances into which they were born.

It's an incredible time to live in Silicon Valley. Many of us are enjoying unprecedented levels of growth and wealth. People from all over the world are striving to move here to participate in our culture of optimism and opportunity. At the same time, this prosperity isn't being felt by all, and too many young people are growing up disconnected from what makes our community so dynamic. In fact, the tech boom's side-effects, especially the skyrocketing cost of housing, are making life even harder for our low-income families and exacerbating the opportunity gap.

Now is the time to expand our impact. Our shift to BGCP 3.0 and school success five years ago has proven successful. Our programs are working and getting better. Demand far exceeds supply. Our partnerships with the school districts are robust. Funders are supportive of our vision and strategy. We have the leadership to execute. In FY20 we are ambitiously deepening our impact per student and broadening our impact by serving more students. This is only possible with the strong partnership of our stakeholders.

Problem

While the Silicon Valley economy continues to boom, gaps in wealth, income, academic achievement, and opportunities are increasing. Too many families can barely, if at all, afford to live here. Many have moved to the Central Valley while those remaining are living in tighter spaces, often sharing homes with multiple families. Differences in education, which is supposed to be the great equalizer, are exacerbating the inequality. In low-income neighborhoods, 70-80% of students are below grade level, and too few are prepared for post-secondary education or training. Too many youth are growing up without the skills required to access Silicon Valley's opportunities.

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 didn't attend high school. Many youth enter elementary school without having attended preschool. Many don't have positive role models or social capital. Many parents work multiple jobs and don't have the time or expertise to navigate our complex educational system. For many youth, education is secondary to household responsibilities like watching younger siblings and earning money to help pay the rent.

All students need access to expanded learning opportunities that foster a love of learning. They need engaging summer learning experiences to avoid summer learning loss, exposure to opportunities that develop interests and passions, and relationships with positive role models to develop the academic and life skills needed to succeed in school. Only this way will they ultimately access the myriad opportunities Silicon Valley has to offer.

BGCP Solution

BGCP has evolved significantly in response to the changing needs of our youth. When BGCP was founded 61 years ago, its focus was to keep young people safe and out of trouble. Youth were able to attend the club, find positive adult role models, and participate in constructive activities. When they turned 18, and as long as they stayed out of serious trouble, they could graduate from high school and get an entry-level manufacturing job. Today, those entry level, low-skilled jobs no longer exist. Some post-secondary education or training is now required to secure living wage employment.

In response to this change, BGCP has evolved its mission to focus on school success. In addition to providing our students with the safe place, positive relationships, and sense of belonging that all children need, we are helping them develop the academic and life skills they need to succeed in school. Our after-school and summer programs are tightly integrated with the schools and are an extension of the learning day. The schools share resources, curriculum, data, and staff training with us. Enrichment activities like art, athletics, cooking, etc. remain a critical piece of our program. We refer to this model as BGCP 3.0.

BGCP 1.0	BGCP 3.0
Goal is safety and positive relationships	Goal is school success
Youth development organization	Expanded learning time provider
Place where youth drop in	Structured program that youth attend regularly, delivered at clubhouses and on school campuses
Independent from schools	Integrated with schools
3 to 8 pm; focus on time the club is open	8 am to 8 pm; flexible in looking for ways to support youth during the school day

The execution of our BGCP 3.0 strategy over the past five years has been a success. Our relationships with the Ravenswood City, Redwood City, and Sequoia Union High school districts are collaborative and productive. All three superintendents have asked us to expand our partnership to more schools and to continue deepening our supports. We are achieving our vision of integrating our after-school and summer programs with the school day to best support our students.

A few proof points from this past year are:
- o At Hoover Community School, our partnership with the school received the San Mateo County Office of Education's Excellence in Education and Equity Award, BGCP staff are leading middle school electives during the school day, and middle school students can now earn a grade for participating in our program
- o The Ravenswood School District requested and paid for our site director at Ravenswood Middle School to attend the Summit Learning Program teacher professional development training in WA
- o Our full-time Reading Coaches and School Success Advisors are increasingly pulled into classrooms during the school day to support teachers and students
- o We hired several teachers to assist with program design and provide math and literacy instruction in our clubhouses for our high school students
- o Our staff taught a Foothill College class at the Redwood City clubhouse for which students earned credit

- o BGCP staff participated alongside EPA Academy staff in a Buck Institute training to deepen our Project Based Learning capacity and to further align PBL efforts between school day and after-school programs

Our programs provide 700 hours of expanded learning time for our students, a 60% increase over the school day alone.

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 13 sites: three clubhouses (one in each city), six Center for a New Generation (CNG) schools serving elementary and middle school students, and four high schools. 80% of our active members are served on school campuses vs. clubhouses. School districts have asked us to expand, and the constraints are funding and the ability to recruit enough qualified staff.

Market Size

Nearly 10,000 students attend schools located in the low-income neighborhoods of our community. With 2,600 active members in FY20, BGCP serves an estimated 26% of this market.

Ravenswood K-8	SY18–19 Enrollment	Redwood City K-8	SY18–19 Enrollment
Aspire EPA Charter	648	Fair Oaks	219
Belle Haven	368	Garfield	533
Brentwood	386	Hoover	652
Cesar Chavez & Green Oaks	121	KIPP Excelencia	711
Costaño	358	Rocketship	278
KIPP Valiant	397	Selby Lane	730
Los Robles/ McNair	257	Taft	279
Ravenswood Middle School	474		
Willow Oaks	416		
Subtotal Ravenswood K–8	3,425	Subtotal Redwood City K–8	3,402
High School from Ravenswood	1,594	High School from eastern Redwood City	1,493
Total Market Size: 9,914			

Strategic priorities to increase impact

Given the positive feedback from students, principals, parents, and teachers, as well as staff and funders, now is the time to redouble our collective efforts to deepen and broaden our impact. Our strategic priorities are:

FY20 Strategic Initiatives	Phase 2 Potential
Broaden impact	
• Add new site at Ravenswood Middle School • Expand Taft program • Expand college success program with more support for college and undocumented students • Open Menlo Park clubhouse in summer to serve non-district students	• Add remaining school sites in Ravenswood and consider adding other Redwood City sites serving low-income students • Expand high school success advising from just 9th grade to 9th-10th grades
Deepen impact	
• Enhance mental health supports for students and staff in partnership with Child Mind Institute and Acknowledge Alliance • Integrate high quality social and emotional learning practices into all programs • Improve data systems to enhance program effectiveness	• Convert EPA clubhouse to high school center • Develop summer middle school program in partnership with K-8 and high school districts

See Appendix E for details

Greatest challenge: sustainable staffing

Given the booming local economy and the increasing cost of rent, our greatest challenge is hiring and retaining effective staff. Last year we were unable to fill all of our part-time instructional positions, preventing us from serving all of our target students. And in some cases, the program quality our students received was sub-standard as we had to rely on less experienced staff. While retention among leadership program staff has been good, we must remain vigilant to keep them. Most have expressed that while they love working at BGCP, they are not sure they can continue financially. They are making significant lifestyle sacrifices to remain.

We are committed to addressing our staffing challenge with these actions:

- Higher pay. Last year we raised the minimum full-time salary to $50,000 and the typical part-time instructor rate to around $22/hour. This year raises for the instructional staff were around 16%. This is our largest source of budget increase
- Improved recruiting, onboarding, and training
- Mental health support for staff
- Career growth opportunities. We have been able to promote many staff within BGCP and will continue to hire from within when appropriate
- More work hours for part-time staff. Working too few hours is a pain point for our part-time staff, and long vacation breaks are especially difficult for staff when they don't get paid
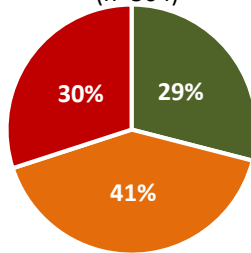
Increasing mental health supports for students and staff

The opportunity gap is not limited to access to academic supports or enrichment—across all BGCP sites and programs, unmet mental health needs are consistently one of the biggest barriers to our students' school and life success. Our students demonstrate incredible resilience, yet some face high levels of stress and trauma, which contribute to mental health challenges. There has been a dearth of effective, accessible mental health supports for our students, and there are often waitlists for the few services available through community agencies and schools. Without access to appropriate supports, mental health needs may prevent students from achieving school success.

According to a recent Holistic Student Assessment administered to our 5th-8th grade students, 71% of our students demonstrate either Tier 2 or Tier 3 social or emotional support needs. While the HSA does not diagnose or indicate mental health problems, we believe these needs are correlated with mental health needs.

Tiers of Student Social and Emotional Learning Needs

BGCP 5th-12th Graders
(n=564)

Tier 1: Exhibit primarily strengths and few challenges	
Tier 2: Combination of strengths and challenges	
Tier 3: Approaching or in crisis	

In FY20, we have forged a new partnership with Child Mind Institute (CMI) and deepened our partnership with Acknowledge Alliance (AA) to ensure many more students have access to appropriate mental health supports. The number of full-time mental health professionals on site will increase from one to five.

Mental health supports for our students in FY20 will include:
- Prevention-focused resilience-building workshops provided by CMI for K-8 students, embedded in regular BGCP programming and/or the regular school day at BGCP partner school sites
- Group trauma treatment provided by CMI to K-8 students on site at BGCP's K-8 school site locations and our East Palo Alto and Menlo Park clubhouses
- Individual therapy provided to BGCP's high school students on site at our East Palo Alto and Redwood City clubhouses
- Caregiver education workshops focused on preventing, identifying, and supporting students' mental health needs, delivered by partner clinicians for all BGCP families and open to the broader community

Our staff can also experience a high level of stress and vicarious traumatization due to the nature of their work. We recognize that for our students to thrive, our staff must also be thriving. We are adding additional mental health support directly for our staff to ensure they have the tools to manage their own stress and support our students. Supports in this area will include:
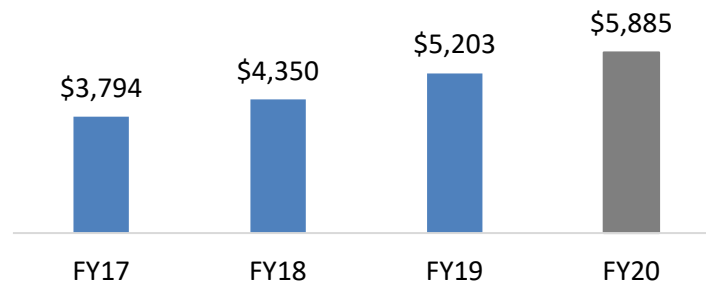
- Professional development and staff consultation focused on supporting students' mental health needs, delivered by partner clinicians for all BGCP staff and staff of partner schools
- Resiliency Consultation Program delivered by AA to provide individual and group support for staff serving high school students
- Group support through CMI's Educator Stress Reduction program for staff serving K-8 students

FY20 Budget

To achieve our FY20 strategic initiatives, we increased our budget for FY20 to $15 million (vs. $13 million in FY19 and $10 million in FY18). The major drivers of this year's budget increase are:

Major increases in FY20 budget over FY19	
Salary increases	700,000
Ravenswood Middle School - new site	480,000
Future Grads growth; add 2 new coaches	170,000
Mental health therapist in EPA	130,000
Taft program growth due to school enrollment increase with Fair Oaks closed	90,000
New member info system (Salesforce)	130,000
Development capacity	150,000
HR capactiy	150,000
Total major increases	2,000,000

As a result of prioritizing going deeper per student over adding more students, our cost per active member has increased to $5,885.

Measuring Effectiveness and Impact

At BGCP we are deeply 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 deeply committed to transparency and earning the public's trust. What we discuss internally, we share externally.

One of the greatest challenges youth service organizations 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 is not the goal. Last year we published an article on the challenge of proving impact in the *Stanford Social Innovation Review (see Appendix F)*.

To best evaluate our organizational effectiveness and impact, we address these four questions:
1. Are we **executing** 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 our plan?

Actual Results vs. FY19 Strategic Priorities

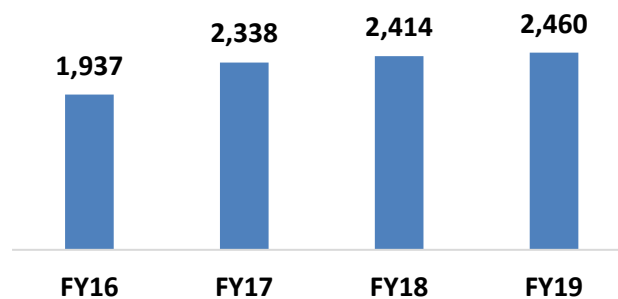| Area	Target Results	Actual Results
Strengthen foundation to support growth	1. Implement a sustainable staffing model that balances quality, cost, and retention 2. Enhance our culture of continuous learning and ongoing improvement 3. Design and implement a comprehensive performance management plan 4. Increase communication between staff and the Exec Team 5. Conduct research to determine what diversity, equity, and inclusion work is needed for the organization 6. Strengthen facilities/operations procedures and support 7. Deploy Information Technology enhancements 8. Strengthen data privacy and security 9. Improve finance operations 10. Build development systems for $14 mm organization	1. Not done. Goal for FY20 2. Partially done. Remains focus in FY20 3. Not done. Goal for FY20 4. Done 5. Partially done 6. Partially done. Remains focus in FY20 7. Done 8. Mostly done 9. Done 10. Not done. Goal for FY20
Deepen impact per student	1. Scale intensive services 2. Improve Social and Emotional Learning programming 3. Pilot the Career Pathways program 4. Enhance technology programs 5. Align programs across sites and service offerings 6. Provide staff with timely access to data that informs program improvement	1. Done 2. Done. Focus in FY20 3. Not done. Focus in FY20 4. Partially done 5. Partially done. FY20 goal 6. Done
Serve more students	1. Expand the Future Grads program 2. Expand the K-5 summer program to meet demand 3. Expand the Taft site program in partnership with the Police Activities League and explore the feasibility of a Redwood City Middle School center for FY20	1. Done 2. Done 3. Done

See Appendix D for details

Active Members

Active members are students we believe we see enough to impact. We do not report the number of students who enroll in our programs but participate only occasionally. We define active members as students who meet any of the following criteria:
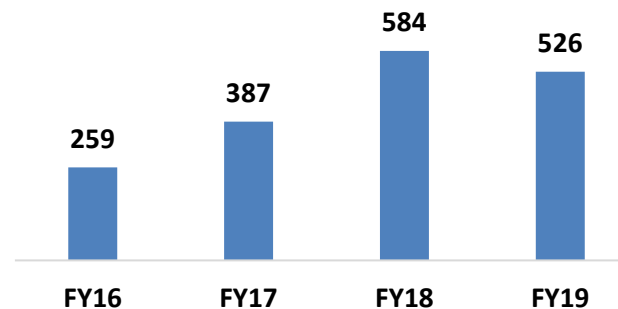
- During the school year, attend at least twice per week
- During the summer, attend at least three times per week
- Participate actively in Future Grads, our college success program, as high school or college students
- Meet regularly at their middle or high school with our Student Success Advisors

We served **2,460 active members** in FY19, a slight increase from FY18.

	FY16	FY17	FY18	FY19
	1,937	2,338	2,414	2,460

This was short of our goal of 2,600, due mostly to a shortfall in active high school members. Between 2016 and 2018 the number of high school active members more than doubled due to expanded post-secondary programming, new school-based success advising services, and the conversion of the Redwood City clubhouse to a high school center. Last year, we had a 10% decline in high school active members.

High School Active Members

	FY16	FY17	FY18	FY19
	259	387	584	526

The main drivers of this decline were a 15% drop in active members served at high school campuses and an 18% reduction in active members at the Redwood City clubhouse. One of the drivers of reduced high school members was a new program structure we tried for seniors that was different from their 10th-11th programming. We've modified the programming for FY20 to be more consistent with earlier years and to increase group touchpoints on campus and the clubhouse. A second driver was staff turnover. We lost our chef and athletic director in Redwood City and student success advisors for Woodside and EPAA. We have replaced these positions and should be in better position for FY20. We anticipate an increase in over 100 active members served on high school campuses through improved recruiting and retention of students participating in High School Success Advising and Future Grads.

Our goal for FY20 is to reach 2,600 active members. This 6% increase over our number of FY19 active members reflects a projection of serving an additional 300 active members during the school year. This growth will be largely driven by opening a new site, Ravenswood Middle School, expanding Taft to accommodate the influx of students from North Fair Oaks, opening our Menlo Park clubhouse to serve students in the summer, and increasing the number of students served on high school campuses and in college.

Active Members by Location

	School Year (SY) Active Members			Summer Active Members		
	SY18—19 Actual	SY18–19 Target	SY19-20 Target	Summer '18 Actual	Summer '18 Target	Summer '19 Target
BGCP Total	**1,599**	**1,760**	**1,908**	**1,386**	**1,355**	**1,337**
Belle Haven (K–5)	126	113	95	240	221	221
Brentwood (K–5)	133	131	131	191	170	170
Garfield (K–8)	194	167	185	100	98	85
Hawes (K–5)	--	--		123	98	--
Hoover (K–8)	262	270	252	272	336	323
Ravenswood MS (6-8)	--	--	131			--
Taft (K–5)	156	131	216	130	132	153
EPA Clubhouse (K–12)	253	320	255	211	150	150
Menlo Park Clubhouse (K–8)	133	140	128	--	--	85
RWC Clubhouse (9–12)	93	200	119	119	150	150
East Palo Alto Academy	40	79	62	--	--	--
Menlo-Atherton HS	61	86	99	--	--	--
Sequoia HS	75	108	75	--	--	--
Woodside HS	73	108	130	--	--	--
College Students	91	77	121	--	--	--

Note: Total FY19 active members (2,460) does not equal school year (1,599) + summer (1,386) because 525 students attended in both the summer and school year. 2,460 represents unduplicated (i.e., a distinct count of) active members.

Summer and School Year Active Members

The percentage of students who were active in both the school year and the summer was 21% in FY19.

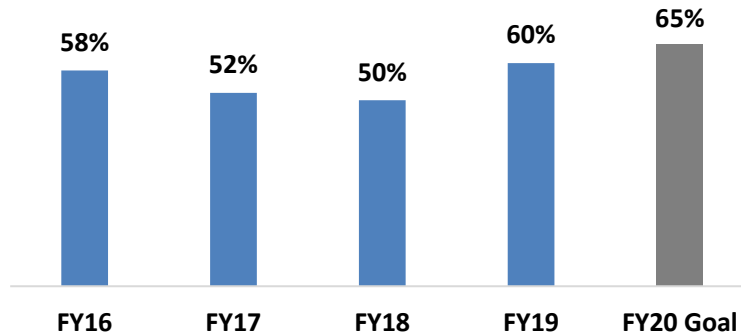| By Program Attendance	
Active members who attend in both the school year and the summer	21%
Active members who attend only in the school year	44%
Active members who attend only in the summer	35%

Active Members Mix

Gender	
Male	50%
Female	50%

Grade	
K– 5th	63%
6th–8th	12%
9th–12th	21%
College	4%

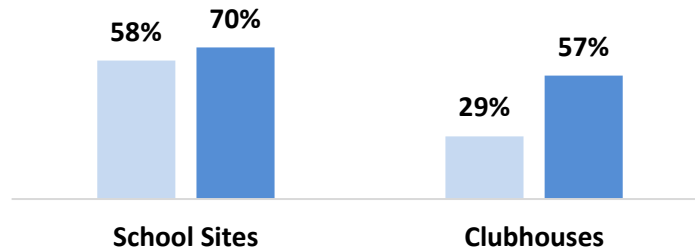| Ethnicity	
Latino	85%
African American	4%
Pacific Islander	2%
Other	9%

Frequency of Attendance

Our active members attend **4.1 days per week** on average. School site students attend 4.2 and clubhouse students 3.7 days per week.

Retention

Retention of active members from FY18 to FY19 increased from 50% to 60%; our goal is 65%.

While retention rates vary between K–8 school sites and clubhouses, the gap has narrowed. Clubhouse retention doubled from FY18 to FY19, including a 24 percentage point increase for high school active members (from 13% to 37%).
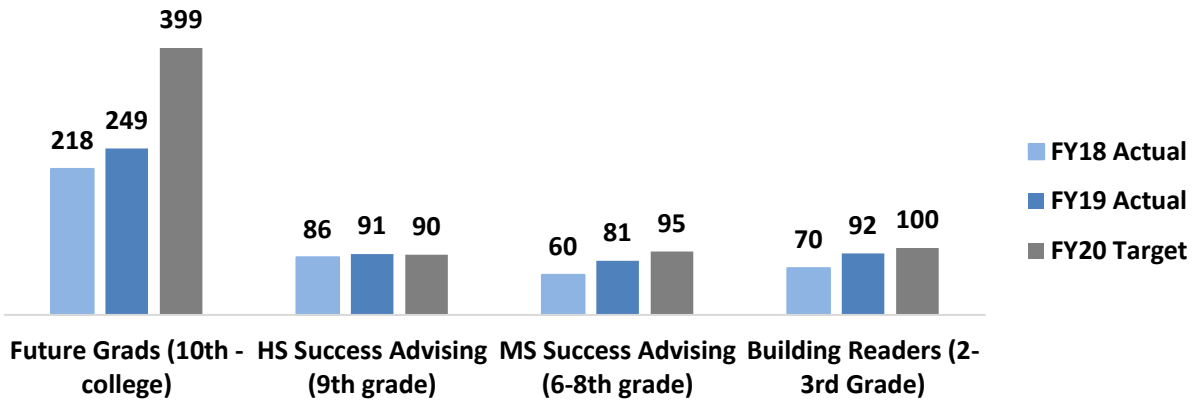

This increase was driven largely by middle school and high school staff working together to collaboratively recruit rising 9th graders to attend our summer Teen Centers. Middle school staff then worked at the Teen Center to provide continuity for the students' transition from middle to high school. Also, staff brought 8th grade students from Garfield and Hoover to the Redwood City clubhouse weekly to participate in engaging enrichment programs and develop an interest in joining the clubhouse in 9th grade.

We continue to hone our retention strategy specifically for the critical transitions between 5th and 6th grade and 8th and 9th grade. With the expansion of BGCP programming to Ravenswood Middle School, we now have more opportunities to provide continuity of expanded learning time services to our rising 6th grade students from Belle Haven and Brentwood at their middle school campus. We also are creating more opportunities for BGCP students from Hoover and Garfield to get familiar with opportunities at the Redwood City clubhouse throughout the year.

Spring 2018 to Fall 2019 Retention *(Active Members only)*					
Grade level	K–4	5	6–7	8	9–11
K–8 School Sites	79%	48%	79%	27%	--
Clubhouses	77%	74%	75%	26%	51%

Intensive Services Program Active Members

We continue to reach more students in intensive services since these programs launched. In FY20, a new cohort of sophomores will join Future Grads, adding approximately 100 new active members, and an initial cohort of 15 students will help launch the MS Success Advising program at Ravenswood Middle School.

Note: Future Grads active members includes students served at high school and college campuses

#2: Are we implementing quality programs?

Our measures of program quality are evolving to better align with our school success goals. Here we report the organization-wide measures we use to gauge quality implementation based on multiple stakeholder surveys. In addition, we conduct an annual Program Quality Assessment modeled on the David P. Weikart Center for Youth Program Quality Assessment in partnership with our K–8th district and school site partners. These results are used mid-year for ongoing program improvements.

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 has 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 Survey (FY19)
Safe, Supportive Environment	• 86% of students feel safe at BGCP • 85% of students feel "respected by staff" • 99% of caregivers often feel "treated with respect"
Interaction	• 87% of students "feel supported and cared for" by BGCP staff
Engagement	• 88% of students "enjoy coming to BGCP"
Effectiveness	• 80% of students agree that BGCP "helps in school" *K–8 School Sites* • 85% of school partners think BGCP is effective at "strengthening students' social-emotional learning" • 62% of school partners think BGCP is effective at "increasing students' reading proficiency" • 49% of school partners think BGCP is effective at "increasing students' math proficiency" *High School Sites* • 93% of high school partners report BGCP is effective at "helping students stay on track to graduate" • 86% of partners report BGCP is effective at "strengthening students' social and emotional mindsets and skills" • 86% of partners report BGCP is effective at "providing exposure to college and career opportunities" • 84% of partners report BGCP is effective at "preparing students for post-secondary education or training"

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

This past year, our efforts targeted at increasing student enjoyment of programs and engagement had a positive impact. 88% of students agreed or strongly agreed with the statement "Overall, I enjoy coming to the Boys and Girls Clubs of the Peninsula" compared to 60% in the Fall. Students express that they value the activities they participate in after school from sports and fitness to academic tutoring and independent study time.

As we look ahead to FY20, we are driven to increase students' sense of emotional safety and belonging. We noticed that students rated peer-to-peer relationships lower than other areas on the survey; 70% of K-8 students agreed or strongly agreed with the statement: "I feel respected by other kids at BGCP." This has fueled our strategy and investment to improve staff practices and student experiences around social and emotional learning, which we believe will contribute to a culture and environment where all students feel they belong and can develop positive, healthy relationships with their peers.

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

Preventing Summer Learning Loss

1,056 students were active participants in our 5-week Summer Learning Academies offered in partnership with the Ravenswood and Redwood City school districts. We received summer learning reading data from the Ravenswood City School District indicating that 85% of students avoided summer learning loss in reading. We did not receive the data from Redwood City for the summer of 2018, but we expect to receive it for summer of 2019.

Early Evidence of Outcomes for Intensive Services

BGCP's four intensive services programs are designed to have a measurable effect on students' success in school. This was the second year of implementation for three programs, and we continue to develop and refine the program design and implementation as we learn what is working well and what can be adjusted to increase our effectiveness.

Building Readers Literacy Outcomes – Year 2

Achieving grade-level reading proficiency in 3rd grade is widely recognized as a key indicator of future school success. Building Readers operates at 5 school sites and served 130 2nd and 3rd grade students in the Redwood City and Ravenswood school districts in FY19. This two-year program is designed to serve students who are reading a half-to-full grade level below reading proficiency at the start of 2nd grade. Our goal is for students to achieve 3rd grade reading proficiency in two years. This means students in Building Readers need to outpace expected reading growth of their grade level peers by 1.5-2x each year to reach this goal.

This year, we had a cohort of 39 students who completed two years of Building Readers. When these students completed 2nd grade, 38% had already achieved grade level proficiency. In 3rd grade, some students' progress stalled, while other students' reading scores soared. By the end of 3rd grade, 41% of the first cohort of 3rd graders who completed two years of Building Readers had achieved reading proficiency according to school assessed F&P assessments.

Goals	Outcomes
Accelerate progress toward reading proficiency for students 0.5-1 grade level behind at the start of 2nd grade	81% of 2nd grade students are on track toward reading proficiency by the end of 3rd grade
Achieve grade-level reading proficiency by the end of 3rd grade	41% of 3rd graders in the program for two years (N=39) reached grade level proficiency by the end of 3rd grade
Sustain literacy gains through the end of 5th grade	Progress monitoring to begin in FY20

Reading comprehension is the biggest barrier to our students achieving 3rd grade reading proficiency, and it's our focus for FY20. We are modifying our curriculum and professional development and piloting a new assessment that better supports the reading needs of our rising 3rd graders.

We also will continue to develop strategies to strengthen students' social and emotional learning, particularly executive functioning. This past year, BGCP collaborated with the Stanford Graduate School of Education to understand the social and emotional learning skills of students participating in Building Readers. We learned that executive functions, which are strongly associated with academic achievement, increased significantly from the beginning of the year to the end of the year. For example, students' accuracy on a game that requires flexibly switching between different rules increased from 78% to 86%, and students were able to choose the correct answers more quickly. Students' working memory also improved: In the spring, 42% of students were able to remember at least one more item in a sequence than they could in the fall. While the gains made are positive, we learned that many of our students require specific intervention to strengthen executive functioning skills that could help them benefit even more from Building Readers.

Next year, we will be expanding our research partnership with Stanford to 1) investigate how students' social and emotional learning skills, such as executive functions and persistence, help students benefit from intensive literacy instruction, and 2) examine how the literacy gains of Building Readers students compare to literacy growth for similar non-BGCP students.

Middle School Success Advising Outcomes – Year 2

Middle School Success Advising is a three-year program designed to support students with academic and social and emotional learning needs so that more students can successfully transition into and through high school. This year the program expanded to serve 85 6th – 8th grade students at Garfield and Hoover schools in the Redwood City School District.

Staff focused their one-on-one advising sessions on helping students develop the learning strategies that will enable students to navigate their current and future educational environments. Student surveys indicated that students valued one-on-one meetings and perceived an improvement in evidence-based learning strategies, such as time management and help-seeking, that will continue to promote success in school.

Goals	Outcomes
Students **develop the learning strategies** that help them succeed in school	76% of students report better time management 73% of students report greater willingness to speak up and get what they need from teachers
Students develop and/or strengthen **social and emotional learning** skills	22% of students show substantial improvement in social and emotional learning from the beginning of the year to the end of the year
Students **attain and maintain a GPA of 2.0** or higher	71% of 8th grade students ended the year with a 2.0 GPA or higher 68% of all 6th–8th grade students ended the year with a 2.0 GPA or higher
Students **enter HS without the need for intensive support classes**	To be assessed in FY20

In addition, we graduated our first class of 8th graders who participated in two years of the Middle School Success Advising Program. Among this cohort, 71% ended the year with a 2.0 GPA or higher. We will continue to monitor these students' trajectory into and through high school (e.g., credit accrual, courses and grades) to understand the longer-term outcomes of the program.

We continue to explore how we can best address the academic remediation needs of students, many of whom are far below grade-level standards in math and/or reading when they enter 6th grade. We will be expanding our Middle School Success Advising to an initial cohort of 15 students at Ravenswood Middle School.

High School Success Advising Outcomes – Year 2

High School Success Advising serves 90 students who have demonstrated academic and/or social or emotional learning needs on four Sequoia Union High School District campuses. The goal of the program is to help students achieve a GPA of 2.5 or better by the end of 9th grade to set students up for high school and post-secondary success. Students receive a combination of support on school campuses and at BGCP clubhouses including one-on-one advising meetings, at least twice weekly academic support through group and individual tutoring, and team building activities, such as excursions to connect students with programs and resources for ongoing support.

Most students in the high school success advising program reported improvements in key learning strategies, including goal setting, help seeking, and time management. Yet, for the second year, fewer than half (41%) of the 9th grade students participating in High School Success Advising met our "on track" GPA target for school success by the end of the year. As a result of this data, we are considering whether and when to expand the HS Success Advising program to support students through both 9th and 10th grades and determining if we have the frequency and intensity of touch points needed with students to demonstrably impact students' academic performance in one year.

Goals	Outcomes
Students **develop the learning strategies** that help them succeed in school	Since working with their advisor: • 66% of students report being better at setting goals • 63% of students report greater willingness to speak up and get what they need from teachers • 56% of students report better time management
Students develop and/or strengthen **social and emotional learning** (SEL) skills	29% of students show substantial improvement in social and emotional learning from the beginning of the year to the end of the year
Students **attain and maintain a GPA of 2.5** or higher	44% of students ended the year with a 2.5 or higher cumulative GPA
Students **graduate high school on time**	To be assessed in FY22
Students **enroll in post-secondary education**	To be assessed in FY23

Future Grads Post-Secondary Success Outcomes

Future Grads provides low-income high school students at Woodside, Sequoia, Menlo-Atherton, and East Palo Alto Academy with the skills, coaching, and peer support they need to become first-generation graduates of four-year colleges. Last year, 249 students were actively engaged in Future Grads throughout the year across high school campuses and in college.

The BGCP alumni cohort in college continues to grow and stay active with BGCP through our Future Grads program. Last year, 89% of our 19 students in the Class of 2016 returned for a 3rd year of college, well above the national average. 80% of students in the graduating class of 2019 were accepted to a four-year college.

We are integrating college and career pathways into our Future Grads program. In the summer of 2019, we connected 19 college students with work experience through paid internships at Google, 23andMe, the Chan Zuckerberg Initiative, IBM, and Hotel Nia. Internships pay students $17-24 an hour and provide invaluable experience, mentoring, network building, and support as students return to campus in the fall. We will continue to incorporate career exposure into Future Grads programming during the school year and summer, and expand these opportunities for graduating seniors, as well as students in college.

Goals	Outcomes
Low-income, first generation students are **accepted to a four-year college**	80% of students in the class of 2019 were accepted to a four-year college
Students **continue on their path toward a four-year** college degree	89% of 19 students in the Class of 2016 returned for a 3rd year of college
Students **graduate college with a four-year degree**	To be assessed for Class of 2016 in FY20

We saw an uptick in students enrolling in community college last year. In order to ensure our students enroll in and complete community college, and successfully transition to a four-year institution, we added a staff position to focus on college success. We also added a second staff position to focus on supporting undocumented students and their families.

	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Participants	19	32	40	56
Enrolled in four-year college	16	18	21	29
Enrolled in community college	1	8	11	20
Enrolled in job training program	0	1	0	1
Military	0	1	0	0
Dropped out	1	1	1	1
Don't know	2	3	7	5
On track for a four-year degree	16	28	32	50

#4: Are we building a sustainable organization?

Human Capital

We are committed to BGCP being a great place to work. 84% of staff is proud to be part of BGCP.

	FY16 (n=125)	FY17 (n=127)	FY18 (n=145)	FY19 (n=136)
Proud to be part of BGCP	87%	90%	88%	84%
Positive perception of organizational culture	75%	75%	79%	74%
Satisfaction with role, training, and workload	75%	74%	79%	77%
Satisfaction with direct manager	--	--	82%	76%

Note: All 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.

For FY20, we are addressing satisfaction through staff-owned climate & culture initiatives, and Diversity, Equity & Inclusion-embedded management trainings
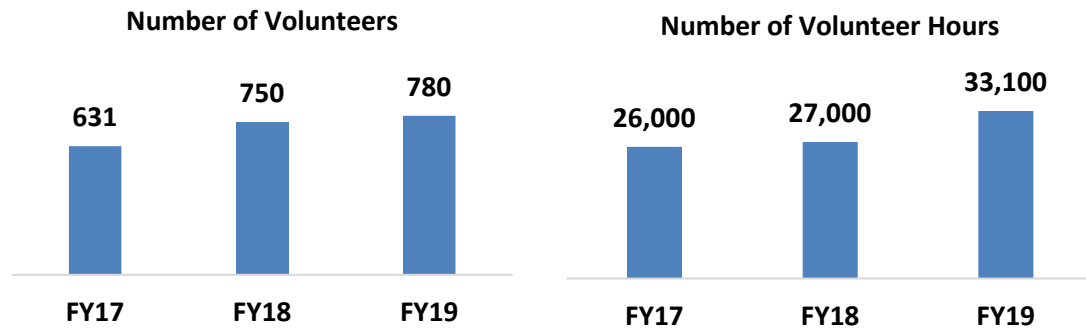
Employee Retention

Staff retention is critical to our ability to accomplish our mission. The average tenure for full-time staff is 5.3 years, and the median tenure is 4 years. Turnover increased in FY19, moving to 20% for full-time and 45% for part-time staff. In FY20, we will focus our efforts on retaining part-time staff by creating more opportunities for bottom-up leadership in building a positive on-site and organization-wide culture and improving compensation and benefits. Additionally, we will invest in internal skill and career growth opportunities.

	Full-Time				Part-Time			
	2016	2017	2018	2019	2016	2017	2018	2019
Total positions	51	54	69	79	111	107	113	118
Scheduled departures	8	9	8	11	29	35	21	24
Unscheduled departures	3	1	2	7	25	21	20	20
Turnover	22%	19%	14%	23%	49%	52%	36%	37%

Volunteers

Volunteers are critical to achieving our mission. This year, 780 volunteers provided our members with 33,100 hours (vs. goal of 28,000 hours) of support through one-on-one tutoring, mentoring, college coaching, university partnerships, and staffing our special events.

Number of Volunteers

FY17	FY18	FY19
631	750	780

Number of Volunteer Hours

FY17	FY18	FY19
26,000	27,000	33,100

In FY20, we will continue to ensure we place volunteers in high-impact roles and focus on building volunteer consistency.

We surveyed 75 volunteers in FY19 about their experiences at BGCP. 72% would strongly recommend volunteering at BGCP to a friend or colleague.

	FY17	FY18	FY19
I have contributed to BGCP's mission	95%	93%	93%
I was able to make a positive impact on the youth with whom I worked	94%	87%	93%
I feel appreciated for my volunteer efforts	87%	91%	92%
My time is used effectively when I volunteer	78%	87%	79%
My questions or concerns are addressed in a quick and timely manner	88%	91%	82%

The volunteer Net Promoter Score for FY19 increased to 67, up from 52 and 44 in FY18 and FY17, respectively.

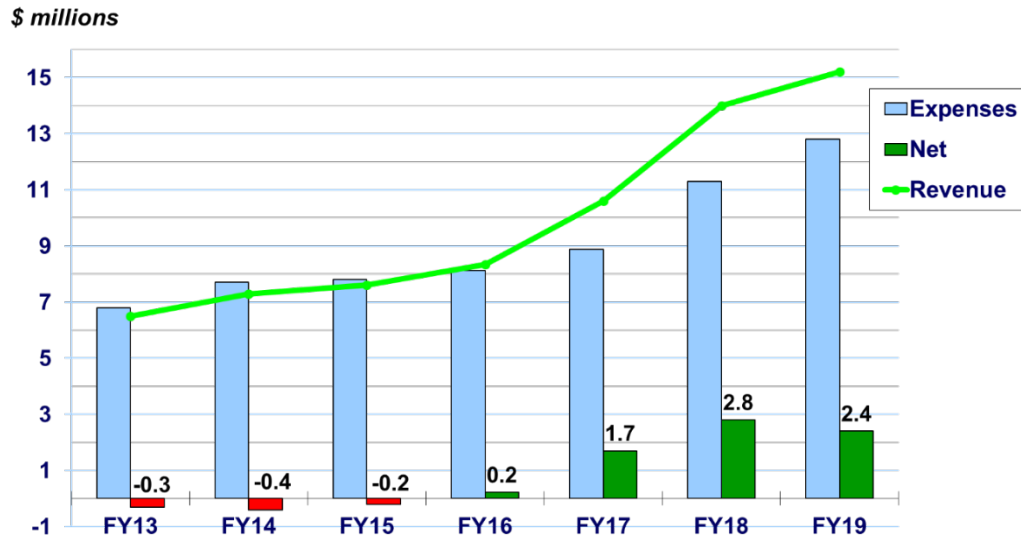|	Promoters (9–10)	Passives (7–8)	Detractors (0–6)
FY17 (N=82)	55%	34%	11%
FY18 (N=98)	58%	36%	6%
FY19 (N=75)	72%	23%	5%

Board of Directors

Our board is a great asset with stability in key leadership positions. Rob Burgess has served as board chair for seven years. Rob was the chair and CEO of Macromedia until its acquisition by Adobe and also serves on the boards of Adobe, Nvidia, and Rogers Communications. His business and board governance experience have played a key role in BGCP's evolution. Debra McCall, partner at Seiler & Co, has served as treasurer for twelve years and helps ensure our fiscal stability.

We continue to attract talented and passionate board members and have added three new members in FY19: Michele Murgel, Alejandro Aguirre and Charlotte Zanders Waxman. Michele is leading our new Human Resources Committee; Alejandro, who grew up in circumstances similar to our students, is bringing his life perspective to program decisions, recruiting Latino role models and mentors, and supporting our volunteers; and Charlotte is expanding our donor base. Our Board now has 27 members.
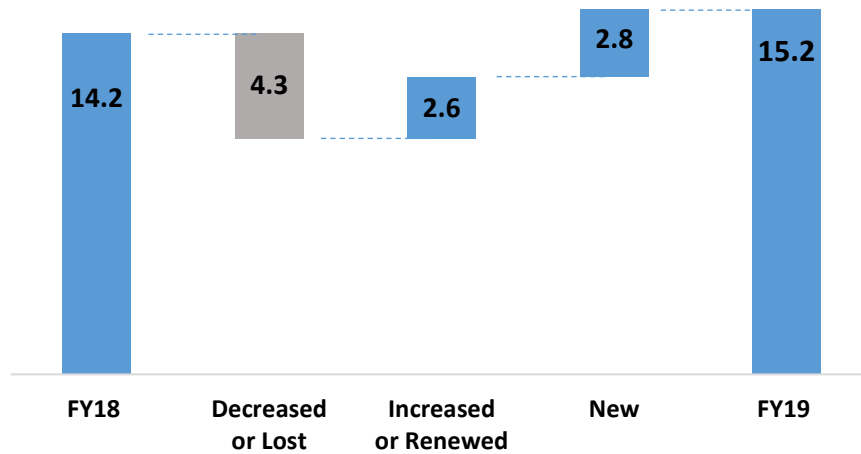
Financials

Revenue and Expenses

FY19 revenue was $15.2 million, another new high. Expenses were $12.8 million. In FY20, as we prioritize deepening our impact per student while also serving additional students, we will increase our budget to $15.3 million.

Change in Revenue, FY18 to FY19

Revenue by Source

Donations from individuals constituted 76% of gifts in FY19.

Donor Type	FY18	FY19	FY19 %	FY19 Donors
Friend	8,665,642	9,770,460	64%	815
Board/Advisory	1,698,474	1,796,595	12%	33
Foundation	1,712,420	2,110,838	14%	79
Government	956,911	1,163,221	8%	8
Corporation	1,108,083	816,187	5%	47
BGC of America	42,910	37,501	<1%	1
Gross Revenue	14,199,440	15,694,802	-	-
Event Expenses	(335,000)	(454,104)	-	-
Total	**13,864,440**	**15,240,698**	**100%**	**983**

Donor Retention

Our retention rate for all donors over $10,000 was 76% in FY19.

Type	Number of Donors FY18	Retained for FY19	Retention FY19	Donor Goal FY20	Retention Goal FY20
200,000+	16	14	88%	16	95%
100,000-199,999	23	19	83%	55	90%
50,000-99,999	33	25	76%	40	90%
25,000-49,999	51	37	73%	60	85%
10,000-24,999	105	79	75%	130	80%

The sharpest decline was among donors who attended events in FY18 but not in FY19. Our goal for this year is to increase retention of $10k+ donors by developing more effective opportunities to engage donors with students throughout the year so they feel more connected to our mission.
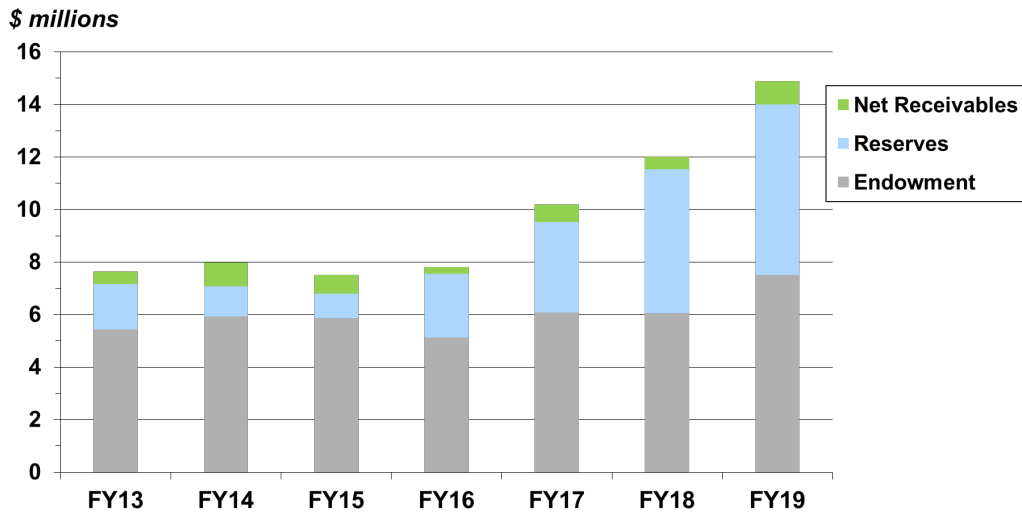
Giving by Gift Size

The top 8% of our donors accounted for 74% of our revenue. 255 donors (the top 26%) accounted for 94% of our revenue.

Donor Type	Donors	Cumulative Donors	% of Donors	Cumulative % of Donors	Revenue	% of Revenue	Cumulative % of Revenue
250,000+	10	10	1%	1%	4,706,485	30%	30%
100,000-249,999	39	49	4%	5%	5,045,467	32%	62%
50,000-99,999	29	78	3%	8%	1,816,073	12%	74%
25,000-49,999	59	137	6%	14%	1,687,536	11%	84%
10,000-24,999	118	255	12%	26%	1,551,466	10%	94%
5,000-9,999	78	333	8%	34%	436,658	3%	97%
1,000-4,999	227	560	23%	57%	353,981	2%	99%
<999	423	983	43%	100%	97,135	1%	100%
Total	**983**	**983**	**100%**	**100%**	**15,694,802**	**100%**	**100%**

FY19 Donor Distribution

Balance Sheet

We ended FY19 with a balance sheet of almost $15 million, excluding fixed assets.

Learn More/Get Involved

Want to learn more or get involved? Please contact Peter Fortenbaugh, CEO, at peter@bgcp.org or (650) 646-6121 to arrange a meeting or visit. Our ability to meet our students' needs depends upon volunteers and financial support from all parts of our community.

Join us in our important mission. Join Team BGCP. Together, in partnership, and with shared values, we are making our community a great place for *all* kids to grow up.

Appendix A: Vision, Mission, Values and Core Beliefs

Vision and Mission

Our **vision** is that all young people, if they work hard, can live fulfilling lives with a good education, a fair paying job, decent housing, and the ability to raise a family. We want kids' futures to depend more upon their own actions than upon the circumstances into which they were born.

Our **mission** is to provide the low-income youth of our community with the opportunities they need to succeed in school.

Our Values

- **Curiosity**: I wonder why things are, and I explore fearlessly
- **Respect:** I honor our community and our differences
- **Ownership**: I step up and take responsibility for my learning and my actions
- **Ganas**: I keep going even when it's tough
- **Unity**: I support my peers to reach our goals

Core Beliefs

- All youth deserve our support; we welcome and serve all youth.
- Young people need to have fun in a safe, positive environment.
- Adult allies can help youth navigate through school and life. Relationships with positive role models help youth thrive and are the foundation of our program.
- Youth need to have optimism about their future. Knowledge of a range of college and career opportunities and the steps required to achieve them increases youth's likelihood of success.
- Academic success greatly increases the options youth will have as adults. All youth must at least graduate from high school to have a realistic chance at becoming self-sufficient adults.
- We do not do this work alone. Schools are essential to the solution and we partner closely with them by aligning our programs and sharing resources. Families also play a crucial role; supporting family members in engaging in their children's education increases children's chances of success.
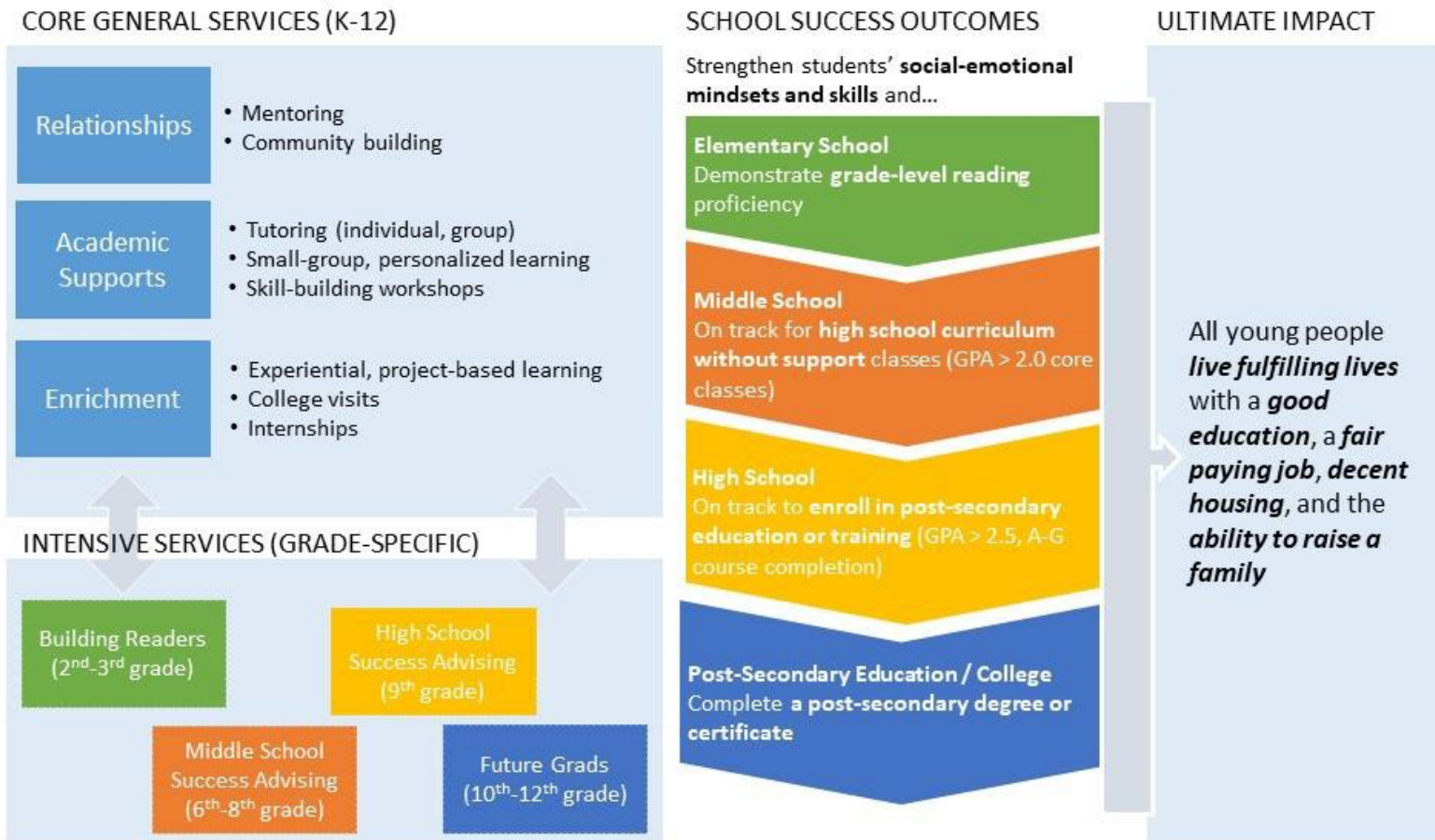
Appendix B: Impact Strategy Framework

OUR MISSION: Support the low-income youth of our community to achieve school success

HOW?

If we provide students with access to core general services as well as intensive services to students who will benefit most…

…then we expect more students to succeed in school, as evidenced by…

…which will result in greater impact.

CORE GENERAL SERVICES (K-12)

Relationships
- Mentoring
- Community building

Academic Supports
- Tutoring (individual, group)
- Small-group, personalized learning
- Skill-building workshops

Enrichment
- Experiential, project-based learning
- College visits
- Internships

INTENSIVE SERVICES (GRADE-SPECIFIC)

Building Readers (2nd-3rd grade)

High School Success Advising (9th grade)

Middle School Success Advising (6th-8th grade)

Future Grads (10th-12th grade)

SCHOOL SUCCESS OUTCOMES

Strengthen students' **social-emotional mindsets and skills** and…

Elementary School
Demonstrate **grade-level reading proficiency**

Middle School
On track for **high school curriculum without support** classes (GPA > 2.0 core classes)

High School
On track to **enroll in post-secondary education or training** (GPA > 2.5, A-G course completion)

Post-Secondary Education / College
Complete a **post-secondary degree or certificate**

ULTIMATE IMPACT

All young people **live fulfilling lives** with a **good education**, a **fair paying job**, **decent housing**, and the **ability to raise a family**

Appendix C: Stakeholder Survey Results

Stakeholder Satisfaction

BGCP is committed to listening to the people we serve. We deploy surveys twice a year utilizing the Net Promoter System (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 promoters from the number of detractors 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.

Students

In Spring 2019, 781 3rd–12th grade students completed the survey. 44% of students would highly recommend BGCP programs to a friend or classmate.

Student NPS

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY18 (N=795)	44%	22%	34%	10
FY19 (N=781)	44%	21%	35%	9

Students reported increased enjoyment of BGCP programs (88% compared to 66%) and continued to report high levels of respect, safety, and relationships.

Student Survey Results

Percent positive responses	2018 (N=795)	2019 (N=781)
Respect *Feels respected by staff*	81%	85%
Fun Programs *Enjoys coming to BGCP*	66%	88%
Safety *Feels safe at BGCP*	80%	80%
Positive Relationships *Feels supported and cared for by staff*	81%	87%
Learning *Believes BGCP helps student in school*	73%	80%
Belonging *Feels a sense of belonging at BGCP*	71%	80%

School Partners

BGCP surveyed 105 teachers and school leaders in Spring 2019 across all nine school site programs. The purpose of the surveys is to understand school partners' perceptions of the value and effectiveness of BGCP programs and to discover opportunities for further support and collaboration.

K-8 School Partners

49% of K-8th school partners surveyed are promotors of BGCP programs, a 31-percentage point decrease compared to last year. In comments, school partners describe wanting BGCP staff to strengthen classroom management skills and expand academic help offered during program.

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY18 (N=56)	80%	11%	9%	71
FY19 (N=75)	49%	35%	16%	33

BGCP continues to strengthen its relationships with school teachers and administrators. 71% would describe BGCP as a "critical thought partner with strong working relationships with the school and the school staff," with 93% saying BGCP "helps the students it serves thrive academically, socially, and emotionally."

Percent positive responses	2018 (N=55)	2019 (N=75)
Social and Emotional Learning (SEL) Support *BGCP helps students with their social/emotional learning*	69%	85%
Academic Support *BGCP is effective in increasing reading proficiency* *BGCP is effective in increasing math proficiency*	61% 53%	62% 49%
Adult Relationships *BGCP helps students develop positive adult relationships*	--	90%
Peer Relationships *BGCP helps students develop positive peer relationships*	--	85%

High School Partners

70% of high school partners remain strong promoters of BGCP programs. Most of these partners are familiar with BGCP's school site programs: High School Success Advising and Future Grads.

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY18 (N=27)	74%	22%	4%	71
FY19 (N=30)	70%	30%	0%	70

A total of 30 teachers and administrators from sites BGCP serves took the survey in Spring 2019. 90% of those surveyed indicated that BGCP was a "critical thought partner with strong working relationships with the school and the school staff," while 100% believed BGCP "helps the students it serves thrive academically, socially, and emotionally."

Percent positive responses	2018 (N=27)	2019 (N=30)
On Track to Graduate *Effective at helping students stay on track to graduate*	89%	93%
Social and Emotional Learning (SEL) Support *Effective at developing students' social-emotional mindset and skills*	89%	86%
College and Career *Effective at providing exposure to college and career opportunities*	77%	86%
Post-Secondary Success *Effective at preparing students for post-secondary education or training*	69%	84%

Caregivers

BGCP surveyed 364 caregivers in Spring 2019 to gather information about what they liked about BGCP programs and how programs can be improved. 90% of caregivers are strong promoters of BGCP.

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY18 (N=338)	86%	9%	5%	81
FY19 (N=364)	90%	6%	3%	87

Caregivers feel respected by BGCP staff.

Percent positive responses	Caregivers 2018 (N=338)	Caregivers 2019 (N=364)
Respect *Often feel treated with respect* *Agree that staff respect their child*	95% --	99% 98%
School Performance *Agree that BGCP contributes to their child's performance in school*	--	95%

Based on open-ended survey responses, caregivers most commonly expressed appreciation for the academic and SEL support BGCP provides to students, as well as the enrichment activities that keep students engaged in positive activities after school. Caregivers expressed a desire for more time devoted to finishing homework, greater flexibility around pickup time, and opportunities to interact with other BGCP caregivers in the program.

Appendix D: Results vs. FY19 Strategic Priorities

FY19 Priorities	Target Results	Actual Results
Overall		
Strengthen foundation to support growth	1. Implement a sustainable staffing model that balances quality, cost, and retention 2. Enhance our culture of continuous learning and ongoing improvement 3. Design and implement a comprehensive performance management plan 4. Increase communication between staff and the Executive Team 5. Conduct research to determine what diversity, equity, and inclusion work is needed for the organization 6. Strengthen facilities/operations procedures and support 7. Deploy Information Technology enhancements 8. Strengthen data privacy and security 9. Improve finance operations 10. Build development systems and processes for this $14 million organization	1. Not done. Goal for FY20 2. Partially done. Remains focus in FY20 3. Not done. Goal for FY20 4. Done 5. Partially done 6. Partially done. Remains focus in FY20 7. Done 8. Mostly done 9. Done 10. Not done. Goal for FY20
Deepen impact per student	1. Scale intensive services 2. Improve Social and Emotional Learning (SEL) programming 3. Pilot the Career Pathways program 4. Enhance technology programs 5. Align programs across sites and service offerings 6. Provide staff with timely access to data that informs program improvement	1. Done 2. Done. Remains focus in FY20 3. Not done. Remains focus in FY20 4. Partially done 5. Partially done. Goal for FY20 6. Done
Serve more students	1. Expand the Future Grads program 2. Expand the K-5 summer program to meet demand 3. Expand the Taft site program in partnership with the Police Activities League and explore the feasibility of a Redwood City Middle School center for FY20	1. Done 2. Done 3. Done
Programs		
Scale Intensive Services	1. 3rd grade Building Readers program implemented at all 5 sites, increasing students served from 75 to 150 2. Middle School Success Advising expanded to 8th grade at Garfield and Hoover, increasing students served from 60 to 90 3. High School Success Advising launched at Woodside for 20 9th graders 4. Future Grads scaled to serve 12th grade, increasing students served from 240 to 340	1. Almost done. Implemented at 5 sites for 130 students 2. Almost done. Expanded to serve 86 students 3. Done. 22 students 4. Done. 352 students

FY19 Priorities	Target Results	Actual Results
Improve Social and Emotional Learning (SEL) programming	1. Most appropriate SEL mindsets and skills for each grade band K–5, 6–8, 9–12 determined 2. New K–8 SEL curriculum at 7 sites, aligned with determined SEL mindsets and skills, launched and assessed for impact 3. 6–8 Real Talk program adjusted based on FY18 findings and to align with grade-appropriate social-emotional mindsets and skills; assessed for impact 4. PEAR's Holistic Student Assessment incorporated into one-to-one School Success Advising programs 5. Staff trained to implement SEL curriculum and support student social-emotional growth	1. Done. CASEL competencies the most appropriate SEL framework across K-12th. Operationalizing competencies into concrete, grade-band appropriate skills and instructional foci planned for FY20 2. Done. Caring School Community program (evidence based and aligned with CASEL competencies) adopted and assessed across all sites. Support plan developed to address challenges in FY20 3. Done 4. Partially done. Done for middle school but not high school. 5. Partially done. Professional development for direct service and leadership staff resulted in increased shared language and understanding of SEL concepts, plus provided implementation support for CSC curriculum at the K-8 level. Identified a greater need to support adult SEL for staff, a goal for FY20
Expand K–5 summer program to meet demand	1. 115 students served at fourth site at Hawes School 2. Kindergarten added to all sites in Redwood City 3. All Ravenswood members have access to a summer program	1. Done. 123 students 2. Done. 41 Kindergarteners served 3. Done. All Ravenswood members that were interested in attending were enrolled since BGCP contributed financially to district so it could hire teachers
Pilot the Career Pathways Program	1. Logic model developed 2. Teen staff program tested 3. Career Pathways framework incorporated into select elective courses to test and refine structure 4. TreeHouse partnership piloted 5. Internship programs established with at least 30 youth successfully completing paid internships in summer 2019	1. Not done. Deprioritized when lead staff left 2. Partially done. Monthly teen staff PD tested in Fall only 3. Not done. FY20 goal to pilot career pathway programming with Teen Staff & non-four-year bound seniors (cohort of 15) 4. Not done 5. Partially done. 15 college students completed internships at Google (4), YouTube (5), CZI (3), 23andMe (1), and Hotel Nia (2)
Enhance technology programs	1. Full-time technology staff hired at RC clubhouse 2. 40 students successfully complete a PBL technology enrichment elective at EPA and RC each quarter as measured by the student demonstration of learning rubric assessment	1. Done 2. Partially done. 18 students completed

FY19 Priorities	Target Results	Actual Results

Align programs across sites and service offerings	1. Opportunities for alignment of K–8 programs across school sites and clubhouses determined
	2. Opportunities for alignment of high school programming across sites determined; clear connections between school-based and clubhouse services identified
	3. Codify comprehensive high school program and align with Sequoia Union High School District priorities including program offerings, hiring and staffing, and professional development
	4. Transition strategy established and implemented to improve retention across grade bands, particularly from 5th to 6th for students changing schools and from 8th to 9th
		1. Done. Program and curriculum more aligned across school sites and clubhouses, with differentiation as appropriate based on environment. Increased collaboration between school site and adjacent clubhouse sites including sharing clubhouse space and staff. Staff training across all K-8 programs followed same structure resulting in increased collaboration and community-building
		2. Done. Increased opportunities for joint strategy sessions and planning across high school programs including developing logic model, shared program plans, and shared training plan. Building increased connections between school-based and clubhouse services will continue in FY20
		3. Done. Will continue alignment and deeper integration efforts in FY20
		4. Partially done. Prioritized 8th to 9th grade. Did not focus on 5th to 6th.
		   a. RWC - Garfield (13/17) and Hoover (15/20) attended Summer Teen Center program, partnered with clubhouse for clubs on Thursdays, RWC staff member ran Torch club at school sites, collaborated on 8th grade camping trip with both school site staff and clubhouse staff, participated in Tech Explosion
		   b. HSSA- attended camping trip with Garfield & Hoover, also used 8th grade data to target students during Compass Summer Program

Impact and Evaluation		
Clarify and refine program models	1. Measurable targets for short- and long-term outcomes for discrete BGCP programs identified 2. Tools deployed to measure quality programming on at least a quarterly basis 3. Quarterly site and program-level staff meetings held to action plan based on stakeholder feedback, program participation, quality indicators, and outcomes	1. Done. All BGCP programs have a logic model with target outcomes 2. Mostly done. Engaged in a comprehensive program quality assessment mid-year, end of year, and during the summer; deployed observation rubrics to monitor program quality and effectiveness quarterly 3. Done. Intensive services program teams met at least quarterly to review performance measurement and outcomes data

FY19 Priorities	Target Results	Actual Results
Provide staff with timely access to data that informs program improvement	1. Strong data partnerships with school districts in place to systematically collect and report data on academic outcomes in the school year and the summer 2. Data system functionality and sustainability evaluated with a clear path for mapping a robust data system that enables accurate and efficient data analysis and visualization 3. Program improvement data (via reports and dashboards) available to all staff, including site leaders, on demand 4. All site leaders trained to create and use reports 5. Site/program directors review attendance data weekly and measures of program performance at least quarterly 6. Outcome data reviewed by BGCP leadership three times a year 7. 80% of full-time BGCP staff know how to get data on program performance and use it regularly 8. 80% staff satisfaction with access to data to support their work	1. Done. MOUs and data sharing underway with 3 main district partners, and MOUs expanded to include Oxford Day Academy and KIPP Valiant for data to be shared in FY20 2. Done. Migrated student data to Salesforce platform for more robust, sustained tracking of student services and outcomes 3. Done. Deployed reports and dashboards in Tableau; needs to be updated with the migration to Salesforce in FY20 4. Mostly done. Most site leaders trained, training to use reports in new data system planned for Q1 FY20 5. Done 6. Done 7. Almost done. 75% access and use data in everyday work 8. Almost done. 75% satisfied
Enhance our culture of continuous learning and ongoing improvement	1. Coalition of champions for Impact Strategy created that cultivates a learning culture through regular meetings of the Impact Strategy Task Force, with a goal of 50% retention on Task Force year over year 2. 50% of full-time staff attend quarterly learning sessions related to key areas of quality programming for our work 3. 80% of staff report BGCP has a positive learning culture 4. 80% of staff report they use data to make decisions	1. Done. 75% retention of Task Force members 2. Done. Intensive services staff engaged quarterly, general services staff semi-annual learning 3. Not done. While progress has been made to develop the systems and structures needed for a positive learning culture, initial baseline measures of staff perceptions indicate there is more to do 4. Done. 81% of sites use data to set priorities, 75% of staff use data in their everyday work
Executive Team		
Increase communication between staff and Executive Team	1. Discussions and decisions from Exec Comm meetings shared with staff monthly 2. All hands meetings redesigned to foster connection between line staff and Exec Team 3. New full-time staff onboarded with Integration Day within first 90 days 4. CEO attends site-level meetings at least twice annually 5. CEO has lunch with full-time staff in their anniversary month 6. Staff satisfaction with Executive Team at 80%	1. Partially done. Decided to report back with information as relevant, not necessarily monthly. Reconvened Mission Task Force to enhance communication and replaced Exec Comm with broader Leadership Team, which added four program leaders 2. Not done. Goal for FY20 3. Not done. Goal for FY20 4. Done 5. Done 6. Not measured. Goal for FY20 with appropriate measures
Human Capital and Operations		
Implement a sustainable staffing model that balances quality, cost, and retention	1. Robust and specific analytics on staff retention, hiring practices, and the BGCP employee life cycle implemented 2. 85% of instructional positions staffed by Be Great training, August 6, 2019 3. 95% of positions staffed by September 1, 2019	1. Not done. Goal for FY20 2. Done. 86% were staffed 3. Done

FY19 Priorities	Target Results	Actual Results
Design and implement a comprehensive performance management plan	1. Competencies for a minimum of 3 K–8 roles and minimum of 6 clubhouse roles developed 2. New performance assessment tool for full-time staff developed	1. Not done. Goal for FY20 2. Partially Done. Processes and tools were drafted, but use was inconsistent
Explore launching a teacher pathway program to improve recruitment and quality of part-time staff	1. Explore collaboration with 2 additional teacher pathway program partners 2. Teacher pipeline cohort increased from 6 to 15 3. Viability for FY20 determined based on outcome measures in original FY17 grant proposal	1. Done. Oxford Teachers Academy, Cañada College 2. Done. 32 staff members participated in initiative 3. Done. Proceeding with OTA and Cañada in FY20 to pilot HS Graduation --> AA --> BA --> Teacher Credential pathway program with 25 BGCP staff
Conduct research to determine if diversity, equity, and inclusion work is needed for the organization	1. Executive team to participate in a minimum of 2 professional development sessions to understand how BGCP might improve from implementing diversity, equity, and inclusion practices and policies 2. Executive team and all managers to attend unconscious bias training, assess its helpfulness for their growth and, if deemed helpful, develop a plan to expand unconscious bias training to all staff	1. Done. The Mission Task Force had 2 sessions 2. Not done. Goal for FY20 with focus on imbedding unconscious bias training and DEI work in on-going coaching and professional development activities to facilitate more effective management practices
Strengthen facilities/operations procedures and support	1. Key facilities and operations services streamlined and made accessible online 2. Clear communication, review, and sign-off on vehicle safety, security, and compliance requirements (vehicle policies and safety training, van schedules, site reservation policies, and maintenance requests) implemented 3. Crisis Management Plan updated 4. Capital improvements made to administrative and school site offices; EPA clubhouse painted 5. BGCP safety policies aligned with BGCA safety standards	1. Done. Ticket system developed and better integrated into new employee on-boarding process and year-round support requests 2. Done. Policies reviewed, and annual trainings conducted prior to start of school year 3. Not Done. Goal for FY20 4. Done. Installed new cubicles in east wing for finance and HC, added new desk, metro racks and additional furniture at school sites. Painted interior of EPA in January 5. Partially Done. All our policies are aligned with BGCA safety standards, except for a board led safety committee. Safety Committee will perform a comprehensive review of all safety policies in FY 20
Deploy information technology enhancements	1. Enhanced device management, patching, inventory, security, and financial controls implemented 2. Migration to MS Office 365 (cloud-based suite of applications) completed	1. Done 2. Done
Strengthen data privacy and security	1. All digital data organizational policies related to privacy, licenses, and data use inventoried 2. 95% of staff follow our data access policy, which includes information about collecting and cleaning data, storing and protecting data, sharing and destroying data, and data rights	1. Done 2. Not done. Policy approved in FY19 and will be rolled out in FY20
Development		

FY19 Priorities	Target Results	Actual Results
Fund operations	1. $13mm raised 2. 80% of $10k+ donors retained 3. 95% of $50k+ donors retained	1. Done. $15.2mm raised 2. Not done. 75% retained 3. Note done. 76% retained
Transition development leadership	1. Hire and onboard new Chief Development Officer	1. Done but she left within a year. New one hired for FY20.
Build development systems and processes for $14mm organization	1. Determine optimal development team structure 2. Optimize use of Raisers Edge 3. Establish clear gift processing and acknowledgment 4. Document annual development calendar and identify opportunities to implement systems	1. Done. New structure determined and hiring in process 2. Not done. Hired, Manager, Database, for FY20 3. Not done. In process with protocols being established and regular communication with finance 4. Not done. Priority for FY20
Broaden and sustain major donor base	1. Action plan executed for top 250 FY18 donors with quarterly touches 2. 25 prospects converted to $10k+ donors 3. 10 new major donors (including first time FY18 donors) make 3 year, $75k+ total, commitments to mini-campaigns 4. Secure five $1mm multi-year commitments 5. Secure 10 $10,000, 5 $25,000, and 5 $50,000 individuals as YoY event sponsors	1. Done 2. Done. 60 prospects converted to $10k+ donors 3. Not done. 4 secured. Will cultivate new donors and strengthen mini-campaigns for FY20 4. Not done. 2 committed 5. Done. 18 $10,000, 13 $25,000, and 5 $50,000
Optimize events	1. Stewardship event executed with 50 $10k+ donors in attendance 2. Women's Breakfast executed with 50 $5k+ donors and 50 MGPs in attendance 3. YoY executed with $2mm in individual gifts, $500k from corporate sponsors, and 50 new MGPs in attendance 4. Shark Tank raises $2.5mm with 5 banks and 5 law firms participating as event sponsors 5. 50 $10k+ donors attend Future Launch	1. Partially done. 34 $10k+ donors attended 2. Not done. 41 $5K+ donors 3. Done. $3mm in individual gifts, $271k from corporate sponsors, and 50 new MGP's attended 4. Partially done. $1mm raised with 1 bank and 1 law firm and 6 total event sponsors 5. Not done. 23 $10k+ donors attended
Finance		

FY19 Priorities	Target Results	Actual Results
Improve finance operations	1. Team fully staffed 2. Processes for employee reimbursements standardized and automated 3. Processes for accounts payable standardized and automated 4. Clear policies and procedures set for credit card usage and reconciliations, expense reimbursement and invoice processing 5. All staff trained on new process and new resources 6. COA modified as needed for better understanding and management of expenses 7. Internal controls and processes streamlined in coordination with the Finance Committee and Hood & Strong 8. Separation of duties established for clear checks and balances with other departments within the organization (H/R, Development, Operations); support and guide departments in creating processes and deliverables 9. Other accounting systems for FY20 deployment analyzed 6. Off-the-shelf enterprise solutions investigated for planning, reporting, and analytics	1. Done 2. Partially done. Reimbursements cleaned-up, but delayed until we implement new accounting system 3. Partially done. Retrained staff on process and usage of forms. Postponed revamping until new system was in place 4. Partially done. Our new accounting system will help to streamline all these processes 5. Done 6. Done 7. Done 8. Done 9. Done. Intacct went live July 2019 10. Done. Intacct provides good reporting (budget to actual) and dashboards. We will determine if we need additional budgeting software after we fully understand the reporting capabilities within Intacct. We will also evaluate the need for an inventory module in FY20

Appendix E: FY20 Strategic Objectives

Area	FY20 Strategic Objectives
Ensure we have the staff needed to meet students' needs	1. All positions are filled with effective professionals so all students can be served 2. Staff are thriving at BGCP so our students can thrive 3. Staff use data to adapt their practice to meet differentiated student needs 4. Teacher pathway program launched to establish sustainable pipeline of instructional experts
Deepen impact per student	1. All programming is infused with best practices in social and emotional learning 2. Students learn more about careers and alternatives to four-year college 3. Students and staff have more mental health supports 4. Partnerships with high schools deepened at school and district levels
Serve more students	1. Ravenswood Middle School students served on campus 2. Taft expands to meet increased school size 3. Future Grads expands, especially to better support undocumented and college students 4. Non-district students served in the summer at the MP Clubhouse
Implement organizational systems necessary to support growth	1. Operational systems are enhanced and consistently followed 2. Fundraising systems and donor relations are strong to fund current and future programs 3. Financial processes and systems are more efficient and helpful to managers

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Ensure we have the staff needed to meet students' needs			
All positions are filled with effective professionals so all students can be served	1. 90% of instructional positions filled throughout the year to ensure continuity for youth 2. 90% of positions filled by Be Great Week 3. 85% of vacancies are filled within filled within 30 days of posting 4. All instructional positions have job descriptions and associated competencies aligned with on-the-ground scope of work and student need	1. Jobvite 2. Jobvite 3. Jobvite 4. Competencies Framework	• Streamline recruitment, selection and placement processes to ensure staff positions are filled prior to roles being vacant • Redesign orientation program and on-boarding process to improve skill and readiness for work prior to start date • Target being overstaffed by 8 extra instructors • Establish baseline data to determine if new staff are 'proficient' during their first 60 days on the job • Develop and roll-out Competencies Framework to assess professional skills and dispositions needed for all instructional roles across sites and clubhouses (assessments to occur before hire, and at 30-60-90-1yr+) • Use clarified scope of work for staff positions to standardize candidate selection criteria, skills assessment tools, and interview process activities

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Staff are thriving at BGCP so our students can thrive	1. Retention for full time >75%, part time >65% 2. 75% of staff feel celebrated in their work (up from 65%) 3. 75% of staff feel they are part of an inclusive and collaborative professional environment (up from 66%) 4. 75% of FT staff set goals, and effectively track progress toward meeting them to increase retention and impact (up from 70%) 5. 75% of staff report progressing in their skills and/or in their career path/goals 6. 75% of staff feel supported and respected by BGCP leadership in their everyday work 7. 90% of staff are assessed as proficient or better in their year-end reviews	1. ADP 2. Staff climate survey 3. Staff climate survey 4. ADP 5. Staff climate survey 6. Staff climate survey 7. Competencies framework	• Implement annual goal-setting and year-round coaching processes with fidelity, and focus on inclusive team-building and data-informed decision-making • Clarify most prevalent challenges impacting professional climate and culture • Establish org-wide culture committee to steward professional learning initiatives; implement solutions to most prevalent climate and culture challenges • Utilize the Mission Task Force to infuse best practices in DEI into everyday work management activities, exchanges, learning opportunities • Develop and roll-out Competencies Framework to support continuous career mobility for all PT and FT instructional roles across sites and clubhouses • Establish an employee life cycle initiative to ensure staff understand career trajectory and path to upward mobility and/or growth
Staff use data to adapt their practice to meet differentiated student needs	1. 80% of site/program leaders use data to inform decisions and actions 2. 80% of full-time staff use data to better address students' needs (75% in FY19) 3. 50% of part-time staff use data to enhance their instructional planning and/or practice	Staff climate survey	• Complete initial configuration and migration of student information to new system by Sept • Train all managers and program staff to use Salesforce for SY19-20 • Implement phase 2 of the system configuration to meet additional program and organizational needs • Implement plan for strengthening analytic, data visualization, and reporting data ecosystem • Define measures of success for K-12 general services • Build capacity of managers to have regular, consistent data conversations with program staff (part time and full time) that lead to action • Site leadership implement tools and rubrics on quality and effectiveness at least quarterly that inform instructional practice • Develop and discuss data and learning expectations and competencies when recruiting, hiring, onboarding, and training staff • Site and program leaders engage in reflection, action planning, and implementation following Program Quality Assessment process • Review and revise BGCP's learning agenda

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Teacher pathway program launched to establish sustainable pipeline of instructional experts	1. 25 BGCP employees pass at least two Cañada college classes 2. Governance structure for Pathway established 3. Education career pathway piloted with 10 high school members	1. Cañada College records/student transcripts 2. Management assessment 3. Management assessment	• Add 1 FTE to BGCP staff (.5 FTE program management; .5 FTE recruitment and retention support) • Recruit 15-20 current staff • Recruit 5-10 new staff • Develop fellowship training program to support "green" candidates for TPP-->job applicants to TPP are qualified to work as instructors • Develop memorandums of understanding with Cañada College and OTA • Identify funders supporting teacher development work • Incorporate an education pathway into career pathways program – teen staff employed as K-8 classroom assistants and take pathways classes
Deepen impact per student			
All programming is infused with best practices in social and emotional learning	1. 80% of managers increase skill in coaching staff on SEL practices 2. 80% of staff increase skill in using SEL practices across all program elements 3. 80% of staff and leadership are satisfied with professional development and implementation supports for SEL	Staff climate survey	• Establish partnerships with Acknowledge Alliance and Child Mind Institute • Annual staff survey to include self-report questions to assess skill in coaching staff on SEL practices, skill in using SEL practices across all program elements, and satisfaction with professional development and implementation supports for SEL
Students learn more about careers and alternatives to four-year college	1. 100 high school students across sites & grades (25 per opportunity) get quarterly career exposure 2. 15 students (senior & postsecondary) create postsecondary training action plan by May 2020 3. 10 High School members participate in pilot Education Pathway, working as K-8 classroom assistants at BGCP School Sites	1. Salesforce: ADA; student focus groups 2. Salesforce: completion of PS plan 3. Employment records, CPP program plans	• Career Pathways framework is incorporated into 2 FG sessions during 10th & 11th grade programming: 100 sophomores & 85 juniors across partner campuses have increased career pathways knowledge • Collaborate with Clubhouses to determine best careers to highlight during exposure opportunities • Identify 15 students (5 postsecondary, 10 seniors) who are looking for non-4-year options • Develop teen staff classroom assistant role for teen staff at K-8 sites

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Students and staff have more mental health supports	1. 50% of K-8 students receive Tier 1 preventative mental health services 2. 150 caregivers of K-8 students receive Tier 1 preventative psychoeducational supports 3. 50 caregivers of HS students receive Tier 1 preventative psychoeducational supports 4. 75 unduplicated K-8 students receive individual or group mental health therapy, who would not otherwise have had access to appropriate services. (i.e. not duplicated on another provider's caseload) 5. 75 unduplicated HS students receive individual or group mental health therapy, who would not otherwise have had access to appropriate services. (i.e. not duplicated on another provider's caseload) 6. 90% of BGCP program staff receive role-appropriate professional development related to supporting student mental health 7. 90% of BGCP program staff can identify a partner mental health provider who can provide them with consultation as necessary to support student mental health 8. 90% of BGCP program staff have access to small-group or individual support for their own job-related resilience or stress reduction 9. 25 BGCP program staff utilize individual or small-group resilience or stress reduction support	1. CMI Service Delivery Report 2. CMI Service Delivery Report 3. AA Service Delivery Report 4. CMI Service Delivery Report 5. AA Service Delivery Report 6. Training Sign-in Sheets 7. Staff climate survey 8. Staff climate survey 9. AA Service Delivery Report & Sign-In Sheets from K-8 Stress Reduction Groups	• Establish partnerships with Acknowledge Alliance and Child Mind Institute • Incorporate FT therapist from AA at EPA • Providers share participation data for student, staff, and caregiver participation • Providers share partnership and service effectiveness data • Annual staff survey to include question to assess knowledge of available MH consultation resources

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Partnerships with high schools deepened at school and district levels	1. 80% school staff surveyed are satisfied with partnership 2. Clubhouse high school ADA increases by 20% at each site, from 93 to 112 at RWC and from 63 to 76 at EPA 3. High school students have access to teachers at RC and EPA 10 hours per week, Mon – Thur and Sat 4. EPAA teacher hired as liaison and communication, and alignment plan with EPA established	1. School survey 2. Salesforce attendance 3. Salesforce attendance 4. Management assessment 5. Management assessment	• Partner with Sequoia, Woodside, M-A, EPAA and continue quarterly meetings to increase consistent communication • Lead Teacher Appreciation Weeks for each partner campus • Have 3-6 credentialed teachers at RC (English & Math) and EPA (Math) Mon-Thurs & Sat • Have BGCP staff support elective courses at partner HS like: culinary, tech., intramurals; support field trips, events like Freshman Day • Additional campus programming for Team Ascent & teacher/counselor referrals • Continue transportation from campuses to Clubhouses • Meet with SUHSD Superintendent or Assistant Superintendent 2x/year
Serve more students			
Ravenswood Middle School students served on campus	1. 130 active members are served on campus 2. Middle School Success Advising program is established and inaugural cohort of 15 students are served 3. Principal reports satisfaction with partnership	1. Salesforce attendance 2. Salesforce attendance 3. School partner survey	• Staff hired and trained – positions include AD, SSA, part-time instructors • Academic program developed to align with Summit learning model • Relationships built with teachers, leadership, families • Establish operations for new site
Taft expands to meet increased school size	• 235 students are actively engaged at Taft, 80 additional students from FY19	1. Salesforce attendance	• Market program to Fair Oaks families • Recruit members who attended Fair Oaks in SY 18-19 • Hire staff
Non-district students served in the summer at the MP Clubhouse	1. 75 non-Ravenswood members actively served in the summer with 4 week program	1. Salesforce attendance	• Recruit 100 school year members from EPA and MP • Develop morning program • Hire staff

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Future Grads expands, especially to better support undocumented and college students	1. 450 students served, including 147 college students 2. 40 of undocumented/mixed status youth create an action plan with Dreamer Specialist 3. 85% of students remain in college from previous year 4. 10th-12th grade students remain "active" in FG (70% attendance to LAs) 5. 85% of seniors accepted to postsecondary school with feasible financial aid plan 6. 75% complete postsecondary year (including completion of Class of 2016 to exit program in Spring 2020)	1. Salesforce 2. Salesforce 3. NSC 4. Salesforce 5. Salesforce & Student Survey 6. NSC	• Add position focused on Undocumented students • Add position focused on Postsecondary students • Improve college retention support infrastructure • Establish communication tools for college support • Develop professional development series during the summer • Improve high school recruitment practices • Revamp the 12th grade curriculum to better serve seniors & coaches
Implement organizational systems necessary to support growth			
Operational systems are enhanced and consistently followed	1. 100% of sites consistently follow operational policies and practices to ensure youth and staff safety and facilities management efficiency 2. 80% of staff know who/where to go to for concerns related to employment requirements, benefits, on-the-job challenges and/or professional development needs to be addressed 3. 90% of all full-time staff trained on operational systems to share, retrieve and process information necessary to maintaining employment and/or effectively implement site support functions practices	1. Operations Audits/Walk-thrus 2. Operations Ticket System and Climate Survey 3. Management assessment	• Codify/update and roll-out internal BGCP organizational chart, operational steering committees, standard policies operating procedures, workflows, planning tools to facilitate organization-wide transparency and buy-in on decisions and decision-making processes • Develop program models to clarify and project organizational growth targets and sustainable funding needs • All staff trained and provided on-going support to ensure site safety. Trainings include but are not limited to: budget management and workflows, van driving, social media usage, intruder alert, earth quake, standard operating procedures for youth supervision • Human Capital and Finance Teams will train staff to fully use staffing, financial, and requisition systems with fidelity

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Fundraising systems and donor relations are in place to fund current and future programs	1. $16mm raised 2. 80% of $10k+ donors retained 3. 90% of $50k+ donors retained 4. $10mm per year booked as 3+ year commitments from 20 major donors totaling $10mm per year secured 5. Major donor stewardship event attended by 50 $10k+ donors 6. Women's Breakfast executed with 60 $5k+ donors and 50 MGPs in attendance 7. YoY executed with $2mm in individual gifts, $250k from corporate sponsors 8. 50 $10k+ donors attend Future Launch 9. Development team filled for sustained growth 10. Establish clear gift processing and acknowledgment processes in partnership with finance 11. Increase website, social media and local media presence by 30% as evidenced by increased	1. Raisers Edge 2. RE 3. RE 4. RE 5. RE 6. RE 7. RE 8. RE 9. Management 10. Management 11. Unique website visitors, followers and incidences of media coverage	• Hire new roles and onboard new team members • Optimize the use of Raiser's Edge to ensure accurate and real time information including projected revenue, strategy and target requests. • Create and implement a development plan which maximizes the potential of each role, the calendar and includes a clear workplan with RE action items that are reviewed weekly • Establish clear gift processing and acknowledgement protocols in collaboration with finance • Identify ways to increase engagement opportunities throughout the year • Create and implement a segmented stewardship plan for donors at every gift level with impactful touchpoints by leveraging the use of volunteer activities and communication and messaging including social media, video and significant program updates • Develop and execute annual communications plan which increases awareness, understanding and commitment among BGCP supporters

FY20 Strategic Objective	Target Results	How We Will Know	Actions Required
Financial processes and systems are more efficient and helpful to managers	1. Intacct accounting system implemented 2. Expensify implemented for new reimbursement and credit card reconciliation system 3. Accounting manual created as a resource to Finance and all staff 4. ADP's Location and Department tags used for better tracking 5. RE export with all donations uploaded into Intacct instead of doing manual entry 6. 80% paperless by end of FY20 7. Fixed assets inventory is better managed 8. Kitchen inventory managed closely 9. Customer Service improved with sites 10. Fiscal and operational audit findings are below national norms for like organizations	Management assessment	• Finance staff to be "Power" users and viewed as a resource to staff on system questions • Train Managers on using Intacct to submit and/approve request to pay invoices • Train Managers to navigate and access Budget to Actual reporting specific • Train Managers on using Expensify to submit and/approve request • Reimburse employees via ACH vs a check • Create accounting manual • Update information on employee's file to make sure ADP and accounting systems are match and for better tracking • Create import template to avoid duplicate manual entry in two systems for same data • Use accounting system as primary source for record retention, eliminating the need to keep hard copies of documents • Merge IT and Fixed Assets inventory • Work with Operations to understand menu, ordering schedule and create a process for auditing inventory • Work with site managers to better support them with new systems as needed; make ourselves available to attend at least one site meeting if needed • Work closely with new Audit and Tax Preparation Firm to make sure no issues arise; work closely with Development, HR and Operations to make sure we are communicating and process flows smoothly

Appendix F

Stanford SOCIAL INNOVATION Review
Informing and inspiring leaders of social change

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 can still do good well.

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