BOYS & GIRLS CLUBS

OF THE PENINSULA

2020 REPORT TO STAKEHOLDERS

AUGUST 2020

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

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

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

—Howard Stevenson, Professor Emeritus, Harvard Business School

Boys & Girls Clubs of the Peninsula Fast Facts

MISSION
To provide the low-income students of our community with the opportunities they need to achieve school success

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

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

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

60% increase in learning time over the school day alone!

2,490 ACTIVE MEMBERS
- 59% Grades K-5
- 13% Grades 6-8
- 24% Grades 9-12
- 4% College

- 86% Latinx
- 4% Black
- 3% Pacific Islander
- 7% Other

- 52% Girls
- 48% Boys

CLUBHOUSES (3)
- East Palo Alto
- Menlo Park
- Redwood City

SCHOOL SITES (11)
- Ravenswood School District (4): Belle Haven, Cesar Chavez Ravenswood, Costaño, Los Robles
- Redwood City School District (3): Garfield, Hoover, Taft
- Sequoia Union High School District (4): East Palo Alto, Menlo-Atherton, Sequoia, Woodside

STAFF, VOLUNTEERS & BUDGET
- 220 staff
- 1,100 volunteers
- $17 million budget

2020 California Nonprofit of the Year

Dear Team BGCP,

The summer of 2020 finds our community in a time of unprecedented uncertainty, the result of forces affecting our entire nation: the COVID-19 pandemic and increasing demands for racial equity. At the Boys & Girls Clubs of the Peninsula, our spring and summer were about pivoting to meet our community's changing needs. As our community's needs continue to evolve, we will remain flexible and adjust our programming and goals.

The past five months have highlighted what BGCP is. We are a critical resource for our community's underserved families. We have been on the ground in East Palo Alto, Redwood City and eastern Menlo Park for 62 years. We have grown slowly and steadily. We are dependable. We are consistent. We are flexible to meet the evolving needs of our families. We are a valued partner of teachers, school principals and district superintendents. In a world of uncertainty, BGCP is a trusted organization upon whom our community depends.

Our work of youth development takes years. Our youth need long-term, trusting relationships, not programs alone. Our work is not project-based; it's always on going. Our long-term perspective and stability are allowing us to pivot effectively. We enter FY21 not retrenching, but fully committed to honoring expansion commitments we made to our partners, while also looking for opportunities to do more. In the recessions of 2001 and 2008, rather than pull back, we pushed ahead, and we are doing so again in 2020.

Priorities during the pandemic

BGCP's theme for FY21 is flexibility. Our overarching strategy has always been to be stakeholder-focused, listening to their changing needs and adjusting our approaches in response. We shifted programs quickly this past spring, and our original plans for FY21 are being modified, as we adjust to the ever-changing COVID-19 environment. Based on what we learned this past spring and summer, we have set five priorities going forward into the fall:

1. **Support students emotionally.** With schools closed and shelter-in-place orders in effect, students are stuck at home with little to do and few opportunities to socialize outside of their family. This spring and summer BGCP developed and delivered virtual programming that was geared to maintain relationships with our students and to keep them from feeling isolated. This fall we are supporting our students with "Crews," groups of five students that will meet virtually with a caring adult every day after school. Crews will provide students with a time and place to share feelings and support for each other.

2. **Keep students "In the Game."** We have been in close communication with our school partners, participating in re-opening committees, attending district Board meetings, and meeting with principals and superintendents. They have shared their biggest challenge is keeping students engaged. We will leverage our Crews to influence students to "stay in the game," to attend their classes and turn in their schoolwork. We will further keep students engaged by welcoming them to our clubhouses, socially distanced with safety protocols in place, for Wi-Fi access and

technology support. We are also looking for ways to support teachers during instructional time.

3. **Provide academic instruction.** This spring and summer, we hosted book clubs to deepen literacy skills and offered intensive classes, such as Algebra readiness, to mitigate learning loss in the transition to virtual learning. This fall, BGCP staff will continue partnering with districts and families to provide additional instructional support and to ensure students have a strong academic year despite these unprecedented challenges. In our Crews of around five students with a staff member, students will strengthen habits, skills and mindsets that will set them up for success in school and beyond. We will also provide tutoring, leveraging both BGCP staff and external tutoring services. In addition, we will continue to engage students in literacy initiatives, such as book clubs and independent reading, that build community and cultivate a love of learning.

4. **Serve dinners to our families.** With many of our students' parents losing their jobs during the shelter-in-place, food scarcity is a significant issue. In response, this spring we repurposed our kitchens in East Palo Alto and Redwood City to make dinners to go for our families. We began by providing around 500 meals a night across both sites, but demand increased to about 9,000 a week. We hired additional kitchen staff and rented additional equipment. 400 volunteers have stepped up to help prepare and distribute the food. Second Harvest Food Bank provides groceries for us to distribute. And the Avenir Restaurant Group and Taverna restaurant contributed highly skilled kitchen staff to help cook the meals. See Appendix D for *New York Times* coverage. We will continue providing dinners until we can resume our normal programming with students in the clubhouses.

5. **Keep our staff employed.** Many of our staff come from the same neighborhoods as our students, and their families are experiencing significant financial strain during this pandemic. Many family members have lost their jobs, making our staff even more dependent upon their BGCP salary. We have had no layoffs or wage cuts as of August, and we do not foresee making any. We have minimized hiring to only the most essential positions. Staff are key stakeholders, and we want to help them survive this pandemic, as we help our students. We also want to keep our staff strong, so when it is possible to resume more normal programming, we will be ready.

Addressing systemic racial inequity

The recent acts of police violence against Black people in this country, as well as the health disparities with COVID-19 across race and ethnic groups, have highlighted the systemic racism that has fueled racial inequities in the United States. More people are becoming aware that:

*   Blacks are dying at 2.5 times the rate of Whites from COVID-19
*   Black and Latinx households earn 59 cents and 73 cents for every $1 earned by White households
*   Blacks are incarcerated nearly 5 times, and Latinx at nearly 1.5 times, the rate of Whites
*   28% of Black and Latinx children live with food insecurity vs. 12% of White children
*   40% of Black and 54% of Latinx students graduate college within 6 years compared to 64% of White students

It's time for us as a nation to face systemic racism head on and acknowledge the current state of our country is the result of insufficient progress on issues that disproportionately affect people of color. It's time to rethink how our economy divides wealth creation between labor and capital, how we allow greater pollution in communities of color, how education resources are allocated so those with the greatest need get the least, and how citizens of color find greater hurdles when trying to exercise their right to vote.

BGCP has been around for 62 years focused on closing the opportunity gap for our community's students of color. We are reducing racial inequities by:

- Providing a place where underserved youth of color feel safe, gain a sense of belonging, form relationships with positive role models and peers, develop their own identity, and identify a future to which they aspire
- Allowing parents to go to work with peace of mind that their children are safe and learning
- Bringing additional resources to underfunded schools to help students of color succeed in K-12 and post-secondary
- Providing first-generation high school and college graduates with networks and contacts to get jobs
- Providing good jobs with benefits and career advancement for employees of color, who represent 90% of total staff, 81% of our Mission Task Force, 64% of our Leadership Team. 33% of our Board members are people of color.
- Inspiring those with advantages to get involved and make a difference. We inform those with privilege about the lives of our families with dignity and explain how we are one community. We create compassion and then provide an effective vehicle through which they can realize our shared values.

And while all of this is significant, we know it is not enough to undo the barriers to opportunity our students face. We are asking ourselves: what else can we do? Can we influence change in the systems and institutions that perpetuate systemic racism? Can we change the way youth and families in our neighborhoods are portrayed to people outside those neighborhoods? Can we change our own organization to reflect the change we want to see in this country? To address these and other questions, we have formed a Racial Equity Committee, comprised of staff, Board members, alumni, students, and community leaders.

FY21 Strategic Objectives

BGCP is constantly looking to increase our impact both by serving more students and by serving existing ones deeper. The following are our FY21 plans as of August, but all plans are subject to change based on COVID-19 and what kind of programming we will be able to run. We will follow guidelines from San Mateo County and the school districts. Our biggest priority now is to navigate the uncertainty around programming and funding and to remain nimble as the situation changes. We will strive to meet the needs of our community while keeping a focus on community safety.

Area	FY21 Strategic Objectives
Immediate needs during pandemic	• Support students' emotional needs • Keep students "In the Game," engaged with classes and schoolwork • Provide academic supports virtually • Serve families with dinners to go • Transition staff and students safely back to on-site programming
Deeper impact	• Launch summer program for middle school students • Revisit continuing investment in intensive services • Infuse all programming with best practices in SEL • Increase support for 8th to 9th grade transition • Provide students, families and staff with more mental health supports
Access for more students	• Add site at Los Robles • Move Brentwood staff to Costaño and meet demand of larger school • Expand Belle Haven to include former Willow Oaks students • Expand program size at Cesar Chavez Ravenswood Middle School
Stronger organizational systems	• Keep all positions filled with effective professionals, so all students can be served • Ensure staff are thriving, so our students can thrive • Develop site leadership capacity to coach staff • Enhance staff's SEL skills • Make financial processes and systems more efficient and helpful to managers • Update and implement safety policies, trainings, and procedures • Increase impact of volunteers and community partners
Racial equity	• Define and communicate BGCP's position on the political and social issues that impact the lives of the families we serve • Ensure fundraising events and donor communications, when portraying youth stories, emphasize asset-based over deficit-based language • Develop youth engagement playbook to educate staff and volunteers about the racial and socioeconomic context our students are growing up in • Implement organizational systems and policies that encourage staff to voice their thoughts and opinions with leadership

See Appendix F for details

It has been rewarding to see our staff, donors and volunteers rise to the many challenges presented over the last six months. With the shared purpose of serving our community in a time of incredible need, we've come even closer together as Team BGCP. Together, we will keep tackling the challenges ahead. Our strong partnership with all of you makes this possible, especially during this unprecedented time.

With appreciation,

Peter Fortenbaugh
Chief Executive Officer

BGCP Overview – *Unleashing Talent*

It can be 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 strive to move here to participate in our culture of optimism and opportunity.

BGCP'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. We believe all young people have the innate skills and capabilities to achieve this. It's our job to provide an environment where these skills can be nurtured and where our students' talents can blossom.

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

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

In addition, generations of systemic racism have created policies and conditions that further the challenges our youth face. For example, their schools receive less funding, their environment is more polluted, and many live in a town without a comprehensive high school. And the COVID-19 pandemic is disproportionately affecting BGCP's families; black and brown people are significantly more likely to die from COVID-19 and to lose their jobs due to government shutdowns.

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

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

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

Another change at BGCP has been the amount of college access and post-secondary support we provide. 300 high school and college students are actively involved in our Future Grads program. We are also providing more career supports, exposing students to potential careers and connecting college students with paid summer internships.

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

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

Locations

BGCP serves youth in our community's lowest-income neighborhoods of East Palo Alto, eastern Menlo Park, and the North Fair Oaks region of Redwood City. Students attend one of 14 sites: three clubhouses (one in each city), seven Center for a New Generation (CNG) schools serving elementary and middle school students, and four high schools. 84% of our active members are served on school campuses vs. clubhouses.

Market Size

BGCP seeks to serve the 9,700 school-age students located in the low-income neighborhoods of our community. The chart below shows where these students attend school. With 2,490 active members in FY20, BGCP served an estimated 26% of this market.

Ravenswood K-8	SY19-20 Enrollment	Redwood City K-8	SY19-20 Enrollment
Aspire EPA Charter	648	Garfield	535
Belle Haven	277	Hoover	732
Brentwood	329	KIPP Excelencia	833
Costaño	261	Rocketship	286
KIPP Valiant	560	Selby Lane	711
Los Robles/ McNair Academy	225	Taft	405
CC Ravenswood Middle School	659		
Willow Oaks	297		
Subtotal Ravenswood K–8	*3,256*	*Subtotal Redwood City K–8*	*3,502*
High School from Ravenswood	1,549	High School from eastern Redwood City	1,430
Total Market Size: 9,737			

Measuring Effectiveness and Impact

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

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

Four questions guide our evaluation of organizational effectiveness and impact:

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

#1: Are we executing and adapting our plan?

Actual Results vs. FY20 Strategic Priorities

Area	Strategic Objectives	Actual Results
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	1. Done. Maintained 95% fill rate 2. Done, although some key data wasn't collected 3. Done 4. Not done. We decided to discontinue program
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	1. N/A. Data not collected 2. Mostly done 3. Partially done. We were unable to fill all positions; remains a priority 4. Partially done
Serve more students	1. Ravenswood Middle School students served on campus 2. Taft expands to meet increased school size 3. Non-district students served in the summer at the MP Clubhouse 4. Future Grads expands, especially to better support undocumented and college students	1. Done but on smaller scale 2. Done 3. Done but on smaller scale 4. Done

Area	Strategic Objectives	Actual Results
Implement organizational systems necessary to support growth	1. Operational systems are enhanced and consistently followed 2. Fundraising systems and donor relations are in place to fund current and future programs 3. Financial processes and systems are more efficient and helpful to managers	1. Done 2. Done 3. Done

*See Appendix E for details*

Active Members

At BGCP, we do not evaluate our programs based on how many students are enrolled. Rather, we focus only on active members, which we define as students we believe participate enough to be impacted. Active members are students who meet any of the following criteria:

- During the school year, attend at least two days per week
- During the summer, attend at least three days 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 **2,490 active members** in FY20, from July 2019 through March 13, 2020, when shelter-in-place orders began. This was a slight increase over FY19, but short of our goal of 2,600. The biggest reason for the slower growth is the shrinking student population driven by families moving out of the area.

Active Members by Year

FY17	FY18	FY19	FY20
2,338	2,414	2,460	2,490
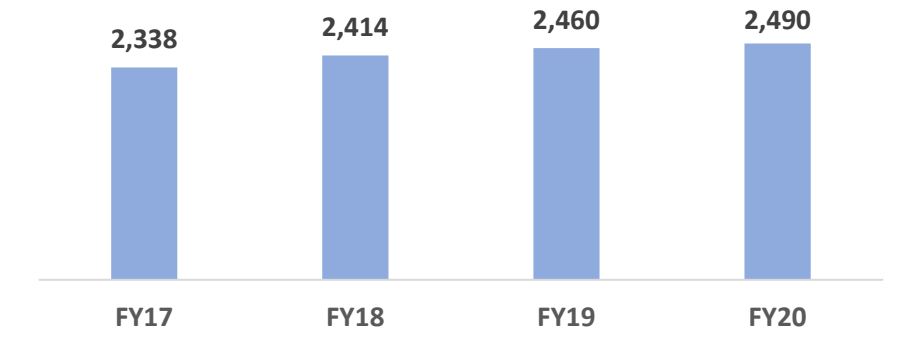
Active Members by Location

	Summer Active Members		School Year (SY) Active Members	
	Summer '19 Actual	Summer '19 Target	SY19-20 Actual	SY19-20 Target
BGCP Total	**1,248**	**1,337**	**1,770**	**1,908**
Belle Haven (K–5)	163	221	94	95
Brentwood (K–5)	205	170	140	131
Garfield (K–8)	117	85	183	185
Hoover (K–8)	298	323	262	252
Ravenswood MS (6-8)	--	--	81	131
Taft (K–5)	150	153	211	216
EPA Clubhouse (K–12)	134	150	200	255
Menlo Park Clubhouse (K–8)	36	85	94	128
RWC Clubhouse (9–12)	145	150	121	119
East Palo Alto Academy	--	--	58	62
Menlo-Atherton HS	--	--	104	99
Sequoia HS	--	--	90	75
Woodside HS	--	--	102	130
College Students	--	--	95	121

Note: Total FY20 active members (2,490) does not equal school year (1,770) + summer (1,248) because 528 students attended in both the summer and school year. 2,490 represents unduplicated (i.e., a distinct count of) active members.

We anticipate a decline in active members for FY21 due to the shelter-in-place orders that are in effect for the summer and the fall. We will serve as many students as possible with virtual programs, but we anticipate this will be fewer than with in-person programs**.**

Summer and School Year Active Members

The percentage of students who were active in both the school year and the summer was 21% in FY20.

| 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	50%
Active members who attend only in the summer	29%

Active Members Demographic Mix

Gender	
Male	48%
Female	52%

Grade	
K–5th	59%
6th–8th	13%
9th–12th	24%
College	4%

Race / Ethnicity	
Latinx	86%
Black	4%
Pacific Islander	3%
Other	7%

Our high school active membership increased from 526 to 610 members and now comprises nearly a quarter of BGCP's active members. This reflects a robust set of programming at our two high school-serving clubhouses in Redwood City and East Palo Alto, as well as on four high school campuses.

High School Active Members

FY16	FY17	FY18	FY19	FY20
259	387	584	526	610
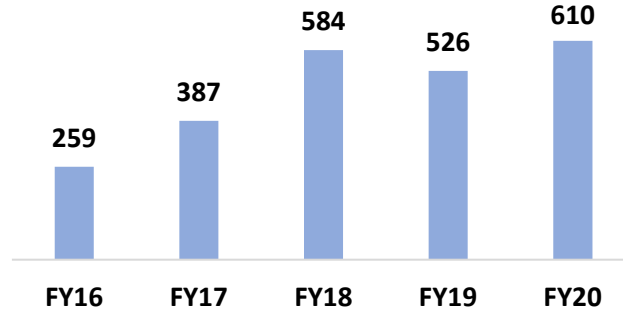
Frequency of Attendance

Our active members attend **4.0 days per week** on average. School site students attend 4.1 and clubhouse students 3.6 days per week.

Retention

Retention of active members varies greatly by grade level and site. Spring to fall retention of students K-4 was 76% and 6-7th grade students was 71%. Despite additional efforts last year to improve retention of 8th grade students going into high school, we saw no change in 8th grade retention among students at K-8 school sites and a drop from 26% (FY19) to 13% (FY20) at clubhouses.

Spring 2019 to Fall 2019 Retention *(Active Members Only)*					
Spring Grade level	K–4	5	6–7	8	9–11
K–8 School Sites	78%	41%	75%	28%	--
Clubhouses	69%	59%	67%	13%	54%
Overall	76%	44%	71%	22%	54%

Virtual Program Engagement

Following shelter-in-place orders in March 2020, BGCP adapted the types of services it provided to students from a fully in-person program model to fully virtual (online or by phone). Given the uncertainty and social isolation affecting students, we focused programming on maintaining relationships with students and connecting students with resources.

Our primary mode of connecting and caring for students was through wellness check-in calls, academic support through individual and small group tutoring sessions, and high-quality enrichment programming through online virtual classes. The resources we were able to provide or refer to families ranged from academic support and homework help to where to pick up meals, access technology, receive mental health support, avoid eviction, and apply for public assistance.

By June, BGCP had served virtually 1,573 students in our community, 89% of our school year active members. However, the extent of student engagement was significantly lower. Average daily attendance fell from 1,173 to 236. The number of students served each week dropped from 1,481 students to 714 students due to lower student to staff ratios, lack of access to devices and connectivity despite school partners' distribution, and reduced demand as families navigated the challenges of the pandemic. Student engagement went from 3 hours per day on average to 3 hours per week. We are concerned about the students whom we couldn't reach and who disconnected from school.

Distance learning exposed the inequities our students and families face, as well as our students' resilience. For example, we heard instances of less than 20% of students attending their school classes. To address these inequities, BGCP is:
- coaching parents in how to log-in to their child's class to boost participation in distance learning
- joining teachers to provide additional support with classroom management and student engagement
- distributing noise-cancelling headsets, computers, hotspots, and even desks
- providing mental health services to students and coaching instructors on how to effectively respond to students' and families' emotional distress during check-ins

Despite the challenges of engaging students virtually, many students, families, and school partners expressed how much they valued the virtual supports BGCP was providing. School partners expressed that BGCP was talking with students that schools have not been able to reach. As a trusted community partner, BGCP plays a key role in connecting families and students with school resources. As one parent said, *"It means a lot that you are checking up on kids, even though they are out of school. It means a lot."*

#2: Are we implementing quality programs?

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

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

Typically, BGCP conducts stakeholder surveys in the fall and spring. However, due to shelter-in-place orders we did not conduct spring surveys. The results reported here reflect information gathered in the fall.

Our greatest strengths are creating physically safe and engaging programming for students. Students interact in clean, physically safe spaces and receive healthy and nourishing food. 89% of students enjoy coming to BGCP, and 88% agree they spend time on projects or activities they care about.

Quality Characteristic	Data from Student Survey (Fall 2019, n=771)
Safe, Supportive Environment	• 86% of students feel safe at BGCP • 86% of students feel respected by staff • 84% of students agree "staff and instructors at BGCP support and care about me"
Interaction	• 82% of students agree "adults listen to me here" • 80% of students "feel like I belong here" • 76% of students agree "I can really be myself at BGCP" • 70% of students feel "respected by other kids at BGCP"
Engagement	• 89% of students enjoy coming to BGCP • 88% of students spend time on projects or activities they care about
Effectiveness	• 86% of students agree "the staff at BGCP encourage me to do my best in school" • 80% of students agree that BGCP "helps in school"

We identified two primary areas for growth from student survey data. One is strengthening middle school programming. Middle school students express more dissatisfaction across several survey items than elementary and high school students. In order to improve the experience of middle schoolers, we are adapting the curriculum and activities to better reflect their interests and needs around leadership, teamwork, and strengthening social and emotional skills.

Second, we are committed to increasing students' sense of emotional safety and belonging. We want all students in our programs to feel they can be themselves while at BGCP and be respected by their peers. This past year, we invested in improving staff practices and student experiences around social and emotional learning. Instructors received formal coaching around social and emotional learning practices. Weekly curriculum updates included strength and growth areas around social and emotional learning based on classroom observations. Emotional safety and belonging will continue to be a top priority for virtual programming in FY21.

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

Preventing Summer Learning Loss

1,248 elementary students were active participants in our 5-week 2019 summer program in partnership with the Ravenswood and Redwood City school districts. This was an 18% increase in active members from 2018.

In 2019 in Ravenswood School District, 74% of students avoided summer learning loss in reading. This is a decline of 11 percentage points from the previous year, a loss that may be explained by the reduction in instruction time from five to four weeks.

Our data from Redwood City School District was limited; of the 72 students with data from spring and fall who participated in BGCP's summer program, 87% avoided summer learning loss.

Building Readers Literacy Program
Building Readers completed its third year of implementation at 5 school sites, serving 123 elementary students in the Redwood City and Ravenswood school districts during the 2019-2020 school year. At these schools, fewer than a third of students meet English language proficiency standards in 3rd grade. The goal of Building Readers is to accelerate reading proficiency, so students are reading at grade level by the end of 3rd grade. This goal was set in acknowledgement that achieving grade-level reading proficiency in 3rd grade is a key indicator of future school success.

Unfortunately, due to shelter-in-place, we could not complete end of year assessments and do not have end of year outcomes for FY20. During the 2018-2019 school year, 81% of 2nd grade students were on track for reading proficiently by the end of 3rd grade. A similar trend was emerging through the first and second trimesters of the 2019-2020 school year.

One of our biggest challenges for the program has been attendance, which was below our target of 15 students per class. This year we will enroll 17-20 students per class, including some 4th graders. We also need to determine how we can increase year to year retention.

Middle School Success Advising
Middle School Success Advising completed its first three-year implementation cycle at Hoover and Garfield and expanded to serve students at Cesar Chavez Ravenswood Middle School. The goal of the program is to increase high school readiness among students who have an identified need for academic and/or social and emotional learning support.

90 6th-8th grade students participated in the program across three school campuses during the 2019-2020 school year. Our program leverages a case management model in order to remove barriers to school success. Students in the program meet weekly with a Middle School Success Advisor in order to set goals and work toward accomplishing them. During advising sessions, advisors coach students to develop their academic mindsets, organizational skills, and emotional resilience. When necessary, advisors link students to support services or advocate for them to receive access to the resources they need.

Unfortunately, due to shelter in place, we could not complete end of year assessments and do not have end of year outcomes for FY20.

The Middle School Success Advising program continues to grapple with several challenges:

- Attrition increased from 15% to 25% from Year 2 to Year 3. Most students who exited the program did so because they moved schools
- Staff turnover among advisors remained high; most advisors were new to the program this year
- Program implementation has been inconsistent; the frequency of advising meetings and parent contacts for many students did not meet the targets
- The program has not succeeded in improving students' levels of academic motivation, and advisors have felt ineffective working with students who are ambivalent toward school

To improve program effectiveness, we are making the following changes in FY21:

- Strengthen staff trainings and routine observations with coaching. Our hope is high-quality staff development will increase our advisors' sense of efficacy and ability to practice self-care, thus resulting in higher retention rates
- Partner with Child Mind Institute to provide trainings to advisors focused on strategies for strengthening student motivation and developing student social and emotional learning skills.

High School Success Advising

High School Success Advising served 88 students in this third year of implementation at four partner high schools. Among these, 68 students received regular one-on-one advising meetings and academic support consistently throughout the year. 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.

Unfortunately, due to shelter in place, schools did not provide course grades, and we do not have a precise year over year comparison related to GPA. Yet, given the pass/fail grading system schools put into place, still fewer than half (41%) of the 68 active students passed all major courses at the end of the year. This year, we will continue to support students in 10th grade who did not pass all courses in 9th grade. We are still determining the frequency and types of touch points needed with students to demonstrably impact students' academic success.

A major challenge to implementing High School Success Advising has been staff vacancies and turnover. Only one of four advisors stayed in the program last year, and students lacked a designated advisor at one school site most of the year. This year we are changing the reporting structure of the advisors, making them part of the closest clubhouse team to align their work more closely with the clubhouse's academic supports. And at EPA Academy, we are integrating the program with the school's new intervention services.

Future Grads

Future Grads provides students with the skills, coaching, and peer support they need to become first-generation graduates of four-year colleges. Last year, Future Grads grew to actively engage 288 students throughout the year across high school and college campuses.

Future Grads Active Members by Year
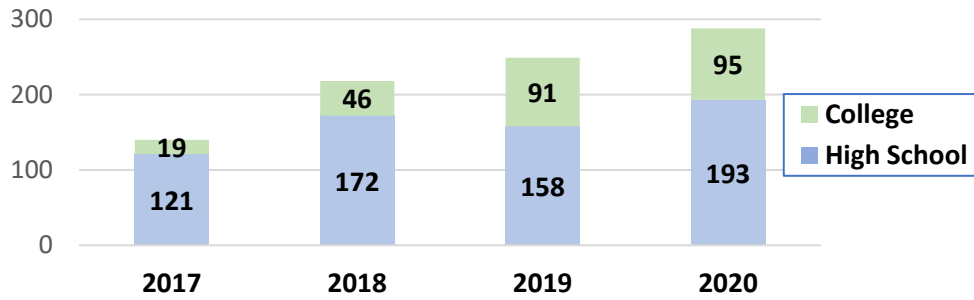
The class of 2020 was our largest graduating senior class yet. Of the 75 class of 2020 graduates, 65 (87%) were accepted to a four-year college. 55 enrolled in 4-year colleges, 19 enrolled in community college, and one student is not enrolling.

First Year College Enrollment
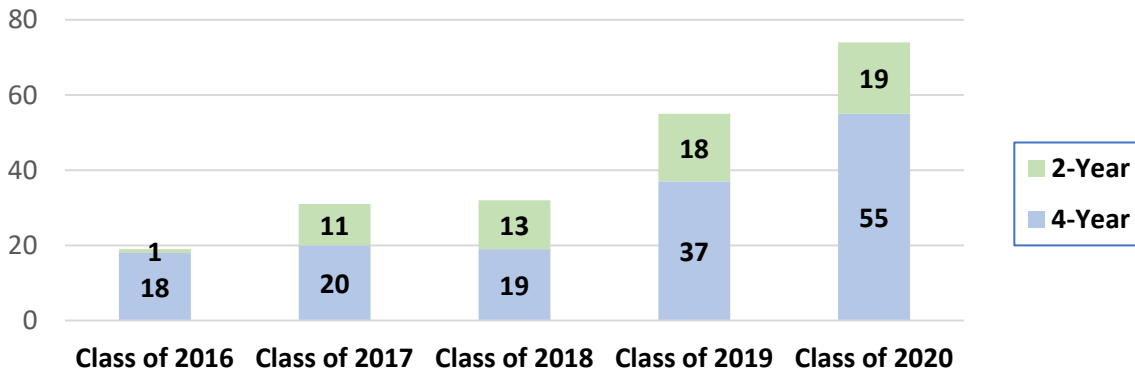
Retention in college is a challenge for many first-generation students. 91% of students in the Class of 2019 completed their first year of college. Since 2017, 82% of postsecondary students have returned for a 2nd year of college, 80% for a 3rd year, and 74% for their 4th year. In contrast, only 66% of first-generation college students nationally remain enrolled three years after beginning college.

Postsecondary Retention
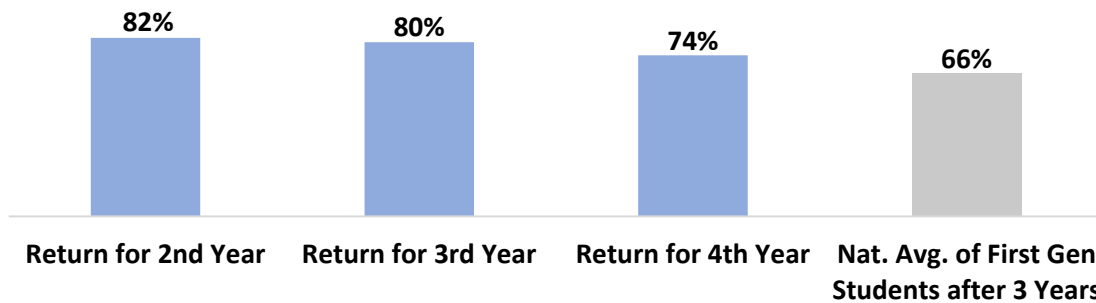
Most importantly, this Spring members of our first cohort graduated from four-year colleges. Of the 19 students in the class of 2016, 10 graduated with their bachelor's degrees in four years. And five are still enrolled in a four-year college, and one has completed an associate's degree. We have not been able to verify enrollment for the other four students. **This 53% graduation rate within four years is well above the 33% national average for first-generation students attending public institutions.**

#4: Are we building a sustainable organization?

Human Capital

We are committed to BGCP being a great place to work. 83% of staff is proud to be part of BGCP.

	FY17 (n=127)	FY18 (n=145)	FY19 (n=136)	FY20 (n=126)
Proud to be part of BGCP	90%	88%	84%	83%
Positive perception of organizational culture	75%	79%	74%	76%
Satisfaction with role, training, and workload	74%	79%	77%	74%
Satisfaction with direct manager	--	82%	76%	83%

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.

Employee Retention

Staff retention is critical to our ability to accomplish our mission. The average tenure for full-time staff is 6 years, and the median tenure is 5 years.

	Full Time				Part Time			
	2017	2018	2019	2020	2017	2018	2019	2020
Total positions	54	69	79	88	107	113	118	126
Scheduled departures	9	8	11	10	35	21	24	23
Unscheduled departures	1	2	7	3	21	20	20	12
Turnover	19%	14%	21%	14%	52%	36%	37%	27%

Volunteers

Volunteers played a significant role in supporting BGCP's efforts to achieve our mission in FY20. 1,096 volunteers provided our members with 41,428 hours of support through one-on-one academic tutoring, college coaching, staffing our special events, and distributing dinners.

	Academic Support	College & Career Advising	Enrichment Support	Mentorship & SEL	Community Dinners	Special Event Support	Total
# of Volunteers	278	78	29	36	499	176	**1,096**
Hours Volunteered	25,316	5,250	1,140	1,102	7,930	690	**41,428**
Average # Hours/Volunteer	91	67	39	31	16	4	**38**

Academic Support

Throughout the school year, we engaged more than 278 volunteers in subject area tutoring, literacy support, and general homework support. 112 were high school students who worked in our K-5 summer program as classroom support and mentors for five weeks.

College and Career Advising

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

Enrichment Support

Enrichment includes our STEM, art and athletic classes that provide students with opportunities to explore various interests and to contextualize their academic learning in fun, community-building activities. We rely on volunteers to help broaden our enrichment offerings, both in quantity and quality. For example, a group of high schoolers teaching a science class twice a week, a group of dads supporting our flag football league, and a volunteer providing classroom support in a dance class.

Mentorship and Social Emotional Learning (SEL)

Engaging volunteer support in student mentorship through our Big Homie Project, a mentorship program aimed at connecting young professionals with high schoolers with similar career interests, and social emotional learning (SEL) from Women and Youth Supporting Each Other (WYSE) proved vital to ensuring our students have the relationships and soft skills needed to navigate K-12 educational experiences. These volunteers help equip our students with the "21st Century Skills" needed to succeed in and out of school.

Community Dinners

Our Community Meals Program, which began on March 19, 2020, turned into a major volunteer effort. 499 people volunteered their time at our East Palo Alto and Redwood City Clubhouses to prepare, package and distribute more than 130,500 to-go meals between mid-March and the end of June. This volunteer effort continues into FY21. Please see Appendix D for the June 4, 2020 *New York Times* article: "2,000 Free Meals a Night, Seasoned by Silicon Valley Chefs."

Special Events

Our three clubhouses are neighborhood hubs for the cities we serve, and special events provide an opportunity to engage the larger community in our work. Holidays like Halloween, Thanksgiving and Christmas, cultural events like Black History Month Celebration, and student celebrations like Youth of the Year provide opportunities for individual and corporate volunteers to be engaged. These events strengthen the larger BGCP community and create special memories for our students, their families and our partners.

In FY20, BGCP invested in adding a new leadership position: Director of Volunteerism & Community Engagement. Remi Sobomehin began in the role in February and immediately engaged our site leaders in conversation around how to utilize volunteers most effectively in programming. In FY21 Remi will lead BGCP's efforts to better onboard, train and track our volunteers across our 14 sites. We aim to increase BGCP volunteer satisfaction, volunteer efficacy and retention.

Board of Directors

Our board is a great asset with stability in key leadership positions. Rob Burgess has served as board chair for eight years. Rob was the chair and CEO of Macromedia until its acquisition by Adobe and also serves on the boards of Adobe and Nvidia. His business and board governance experience have played a key role in BGCP's evolution.

We continue to attract talented and passionate board members and have added five new members in FY20: Andrew Casey, Francis Ebong, Christina Hall, Dennis McBride, and Shweta Siraj Mehta. Andrew is leading our Finance Committee; Francis is supporting fundraising; Christina is supporting Human Resources and is Board Secretary; Dennis is leading our Audit Committee and Shweta is supporting programs and fundraising. Dennis has also served for a couple of decades on the Redwood City Elementary School Board. Our Board now has 28 members.
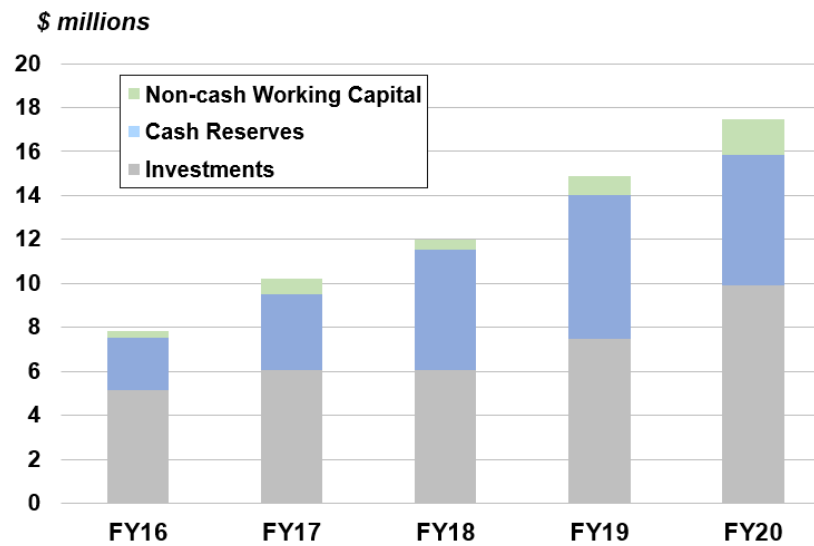
Financials

Revenue and Expenses

FY20 revenue was $18 million, another new high. Expenses were $14.7 million. In FY21, our budget is $17 million.
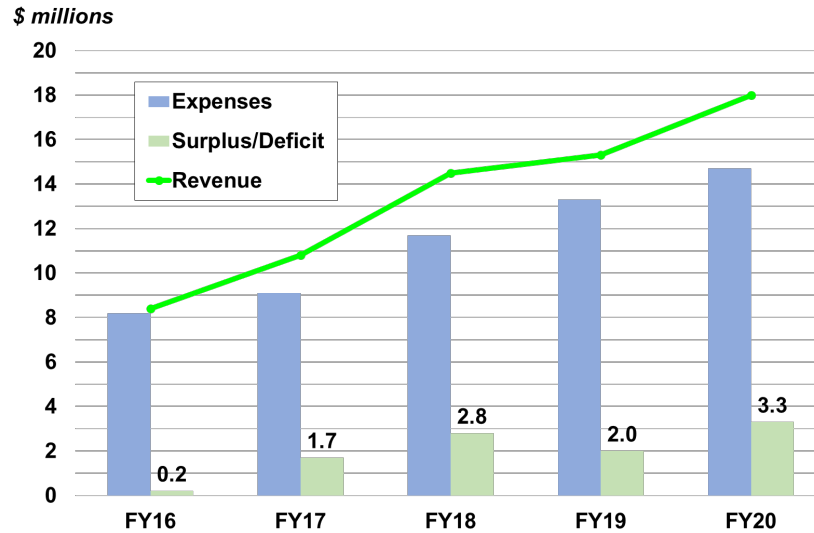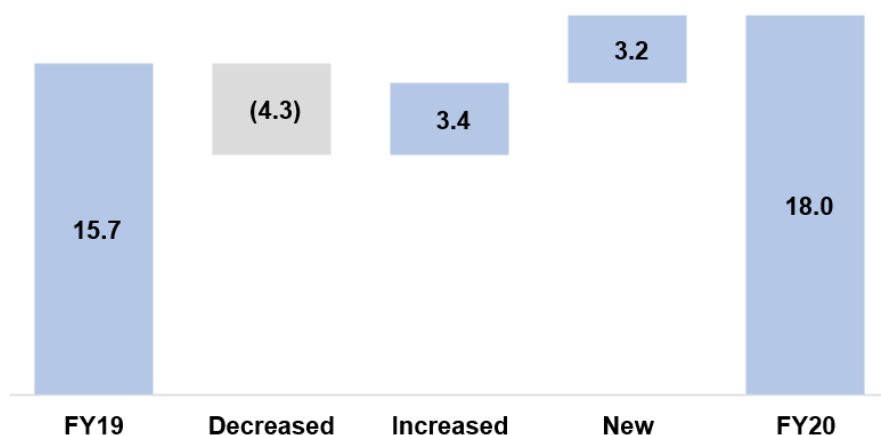

Balance Sheet

We ended FY20 with a balance sheet of around $17 million, excluding fixed assets.

Change in Revenue, FY19 to FY20

$3.2M of giving from new donors and an increase from existing donors of $3.4M positively offset decreased support of $4.3M to result in total gross revenue of $18M for FY20.

FY19	Decreased	Increased	New	FY20
15.7	(4.3)	3.4	3.2	18.0

Revenue by Type

Donations from individuals constituted 74% of gifts in FY20.

Donor Type	FY19	FY20	FY20 %	FY20 Donors
Friend	9,770,460	9,324,638	52%	1,164
Board/Advisory*	1,796,595	3,992,016	22%	36
Foundation	2,110,838	2,134,459	12%	58
Corporation/Community Organization	816,187	1,161,092	6%	59
School Contracts	876,735	1,067,292	6%	3
Government	286,486	183,397	1%	3
BGC of America	37,501	98,046	1%	1
Total	**15,694,802**	**17,960,938**	**100%**	**1,324**

One of BGCP's largest supporters joined our Advisory Board in FY20 – greatly increasing the total giving in this category year-over-year.

Donor by Giving Level

The overall number of donors increased by 32% from FY19 – primarily driven by smaller donations directed to our Community Meals Program.

Donor Level	FY19 Donors	FY20 Donors	Change
200,000+	15	16	1
100,000-199,999	35	35	0
50,000-99,999	30	35	5
25,000-49,999	54	51	(3)
10,000-24,999	117	130	13
5,000-9,999	79	77	(2)
1,000-4,999	237	246	9
<999	434	734	300
Total	**1001**	**1324**	**323**

Major Donor Retention

We retained 68% of donors over $10,000 in FY20. Due to COVID-19 we postponed our Shark Tank fundraiser, which impacted renewals, especially at the $25K-$50K level. Major donor retention will be a primary focus in FY21.

Donor Level	Total FY19 Donors	Retained at same level or higher in FY20	% Retained at same level or higher	Retained at any major level in FY20	% Retained at any major level
200,000+	15	11	73%	15	100%
100,000-199,999	35	24	69%	32	91%
50,000-99,999	30	17	57%	24	80%
25,000-49,999	54	24	44%	30	56%
10,000-24,999	116	69	59%	69	59%
TOTAL	**250**	**145**	**58%**	**170**	**68%**

Donor Distribution

137 donors (the top 11%) accounted for 84% of our revenue. 267 donors (the top 21%) accounted for 94% of our revenue.

Donor Level	Donors	Cumulative Donors	% of Donors	Cumulative % of Donors	Revenue	Cumulative Revenue	% of Revenue	Cumulative % of Revenue
200,000+	16	16	1%	1%	7,447,894	7,447,894	37%	37%
100,000-199,999	35	51	3%	4%	4,105,713	11,553,608	27%	64%
50,000-99,999	35	86	3%	7%	2,059,221	13,612,828	12%	76%
25,000-49,999	51	137	4%	11%	1,524,171	15,136,999	9%	84%
10,000-24,999	130	267	10%	21%	1,812,167	16,949,166	10%	94%
5,000-9,999	77	344	6%	27%	439,657	17,388,823	2%	97%
1,000-4,999	246	590	18%	45%	413,829	17,802,652	2%	99%
<999	734	1324	55%	100%	158,286	17,960,938	1%	100%
TOTAL	**1324**	**1324**	**100%**	**100%**	**17,960,938**	**17,960,938**	**100%**	**100%**

"COVID-19-Motivated" Giving

In FY20 donors stepped up their support of the BGCP students, families and community in response to the COVID-19 pandemic. 476 donors generously gave $1.5M to help BGCP support our community during this unprecedented time. $513,000 of this COVID-19-motivated giving was restricted to our Community Meals Program.

In May, 784 people participated in our "Ride for Good." This ride raised $150,000 from new donors for BGCP's Community Meals Program and brought in 119 new donors. 536 of the riders joined virtually on their Pelotons, helping BGCP execute our first major, virtual fundraiser.

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 students of our community with the opportunities they need to achieve school success

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

BGCP is committed to listening to the people we serve. We typically deploy surveys twice a year utilizing the Net Promoter System (NPS) and Listen4Good's survey methodology. Due to shelter-in-place restrictions, BGCP did not conduct Spring surveys of its stakeholders. Instead, we collected information on emerging student and family needs through our phone calls and wellness check-ins.

The results for FY20 below reflect feedback received in the Fall 2019, before program quality improvement plans were implemented.

Student Perceptions and Feedback

In Fall 2019, 771 3rd–12th grade students completed the survey.

About NPS

NPS produces a score to assess whether stakeholders would recommend BGCP to others. The survey item uses a 0 to 10-point scale and classifies each respondent as a "detractor" (0–6), "passive" (7–8), or "promoter" (9–10). The score is calculated by subtracting the number of 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.

Overall Satisfaction

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

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY19 (n=781)	44%	21%	35%	9
FY20 (n=771)	43%	24%	33%	10

Percent positive responses	Spring 2019 (n=781)	Fall 2019 (n=771)
Respect *Feels respected by staff*	85%	86%
Fun Programs *Enjoys coming to BGCP*	88%	89%
Safety *Feels safe at BGCP*	80%	84%
Positive Relationships *Feels supported and cared for by staff*	87%	84%
Learning *Believes BGCP helps student in school*	80%	80%
Belonging *Feels a sense of belonging at BGCP*	80%	80%

School Partner Perceptions and Feedback

BGCP surveyed 85 teachers and school leaders in Fall 2019 across all ten 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

63% of the 67 K-8th school partners surveyed are promoters of BGCP programs, a 14-percentage point increase compared to last year. In comments, school partners highlighted BGCP's ability to build relationships with students, families, and school partners while providing a safe space for academic and enrichment activities.

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS score
FY19 (n=75)	49%	35%	16%	33
FY20 (n=67)	63%	27%	10%	52

BGCP continues to strengthen its relationships with school teachers and administrators. 87% would describe BGCP as a "critical thought partner with strong working relationships with the school and the school staff."

Percent positive responses	Spring 2019 (n=75)	Fall 2019 (n=67)
Social and Emotional Learning (SEL) Support *BGCP helps students with their social/emotional learning*	85%	87%
Academic Support *BGCP is effective in increasing reading proficiency* *BGCP is effective in increasing math proficiency*	62% 49%	59% 43%
Adult Relationships *BGCP helps students develop positive adult relationships*	90%	92%
Peer Relationships *BGCP helps students develop positive peer relationships*	85%	80%

High School Partners

There was a drop from spring to fall in satisfaction among high school partners who completed the fall survey; 56% of the 18 high school staff who responded to the survey expressed high levels of satisfaction with BGCP programs. Satisfaction was highest among school partners familiar with Future Grads (75%) and lowest among partners familiar with High School Success Advising (38%).

	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
FY20 (n=18)	56%	39%	6%	50

Most (61%) of high school staff surveyed report that "BGCP is a critical thought partner with a strong working relationship with the school and the school staff. BGCP helps the students it serves thrive academically, socially, and emotionally."

Several school staff expressed ways BGCP could strengthen its school partnership, including "more strategic school partnerships with particular teachers to ensure a better pipeline of students from high school to BGCP" and "sustaining support for the 9th grade transition."

School partners perceive BGCP as being effective at providing exposure to college and career opportunities and developing students' social and emotional mindset and skills. However, we noticed a decline from the spring to fall in school staff reporting BGCP is effective at helping students graduate on track ready for a post-secondary education. We plan to strengthen our communication regarding graduation and post-secondary outcomes for the students we serve as we enter the next school year.

Percent positive responses	Spring 2019 (n=30)	Fall 2019 (n=18)
On Track to Graduate *Effective at helping students stay on track to graduate*	93%	75%
Social and Emotional Learning (SEL) Support *Effective at developing students' social-emotional mindset and skills*	86%	88%
College and Career *Effective at providing exposure to college and career opportunities*	86%	94%
Post-Secondary Success *Effective at preparing students for post-secondary education or training*	84%	63%

Caregiver Perceptions and Feedback

BGCP surveyed 321 caregivers in Fall 2019 to gather information about what they liked about BGCP programs and how programs can be improved. 94% 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
FY20 (n=321)	94%	4%	2%	92

Caregivers feel respected by BGCP staff and believe BGCP is contributing to their child's performance in school.

Percent positive responses	Spring 2019 (n=364)	Fall 2019 (n=321)
Respect *Often feel treated with respect* *Agree that staff respect their child*	 99% 98%	 97% 96%
School Performance *Agree that BGCP contributes to their child's performance in school*	 95%	 92%

Overall, caregivers believe that BGCP is supporting their child's social and emotional learning skills, helping their child develop positive relationships, and providing fun activities for students.

Appendix D – *New York Times* Coverage of Dinner Service

2,000 Free Meals a Night, Seasoned by Silicon Valley Chefs for Struggling Workers

With unemployment soaring in this region of haves and have-nots, a local Boys and Girls Club has transformed into a pop-up takeout operation to feed the most disadvantaged.

By Matt Richtel

June 7, 2020

PALO ALTO, Calif. — Andres Pantoja, an up-and-coming Silicon Valley sous chef, spent his pre-pandemic evenings delicately preparing the $115 plate of lamb chops and deboning the $42 Psari Plaki whole fish at a fashionable restaurant here. It is frantic work serving 200 upscale meals a night.

His new gig is proving way more chaotic, though — making thousands of free meals that seem priceless to those being served: the gardeners, janitors, construction workers, housekeepers and others who have seen their meager income dwindle further as the coronavirus ravages the economy. Mr. Pantoja has become part of a large-scale effort to help feed the poorest families in a region with one of the nation's widest income gaps.

Call it tech-to-table, a Silicon Valley effort to feed the hungry engineered by a local Boys and Girls Clubs chapter. The organization's chief executive, Peter Fortenbaugh, a Harvard M.B.A., employed his background working at McKinsey & Co. and lots of connections to turn what had been an education-centric program for underprivileged students into one of the busiest takeout operations in the Bay Area.

Two sites serve more than 2,000 free meals a night, one in East Palo Alto, and the other in Redwood City, where Mr. Pantoja runs the show with exuberance.

"Jambalaya tonight: Chicken, andouille sausage, some shrimp," he said on a recent night, as one of his fellow chefs stirred in the rice. The seasonings? "So many things: paprika, cumin, chili powder. The rest is a secret blend."

This week, the group served its 100,000th meal, spending now $30,000 a week. A recent infusion of $218,000 came in from a bike fund-raiser, 784 participants with a quarantine twist. "Most of the riders were on a Peloton," said Tina Syer, who as chief advancement officer heads up fund-raising for the organization. Eighty dollars per rider was given by, among other donors, Jeff

Weiner, who recently stepped down as chief executive of LinkedIn, and Dr. Michelle Sandberg, sister of Sheryl Sandberg, the chief operating officer of Facebook.

Food insecurity — a mild term for terror of being hungry — has become central to the COVID-19 story as job losses grow chronic. So go the stories from the people lined up starting at 4 p.m. outside the two Boys and Girls Club sites: a house cleaner with four children whose income has dropped to $110 a week from $400; a 57-year-old janitor who lost his job when Macy's shut and lives in a home with seven people, none now employed; a mother of three whose husband, a painter, gets only occasional jobs now.

"The owners of the houses don't want him to come near them," said the woman, who is undocumented and gave only her first name, Josefina, to avoid trouble from immigration officials. She and others described the food as particularly helpful, given that rent has to come first.

At least half of those who visit are undocumented immigrants, according to local officials, including a member of the East Palo Alto City Counsel. The population faces a double threat from lost jobs and a particular vulnerability to the virus because of the dense living conditions and jobs that, when they aren't lost, aren't the kind that can be done over Zoom.

Mike Francois, a good Samaritan community member, uses his 1986 Silverado pickup to take 25 meals each night from the East Palo Alto clubhouse to give to families in the neighborhood, including a struggling family with six children, five of them teenage boys. "They always come to my truck smiling," he said.

The operation elicits mixed emotions in the person in charge, Mr. Fortenbaugh, chief executive of the Boys and Girls Clubs of the Peninsula, which he took over 16 years ago after a brief tech career and a stint at McKinsey & Co.

"I have two emotions," Mr. Fortenbaugh said. "I'm really sad. Most of America doesn't realize how hard this is on the low-income immigrant community. But part of me is optimistic and proud we can do something."

Ditto and bravo, said Russell Hancock, president and chief executive of Joint Venture Silicon Valley, a think-tank whose research shows the vastness of the region's income gap: 75 percent of wealth in the region is now held by 13 percent of the residents, the largest ever such span measured here.

"Then this crisis sets in," Mr. Hancock said, "and suddenly we're no longer just lamenting that some people are well off and some people less well off. Now it's a question of survival itself."

Ever the technologist, Mr. Fortenbaugh loves the efficiency and energetic feel of a start-up at the free-food enterprise. Until COVID-19 hit, the club focused on tutoring, college preparedness and after-school events for families. It served 350 meals in-person to the students who stayed late at the clubs to study.

Kitchen capacity expanded, partly through donation or low-cost rental of convection ovens, a fryer, a new stovetop, and through partnerships and networking. Some nights, in addition to the meals, boxes of food are given out with supplies from a second nonprofit, called Second Harvest, that has chipped in from its stores of eggs, pasta, vegetables and fruit.

When this all unfolded in mid-March, Mr. Fortenbaugh visited the Palo Alto restaurant Taverna, where he knows the owner. There he saw a sous-chef who had grown up coming every day after school to the Redwood City Boys and Girls clubhouse: Mr. Pantoja, who had risen from the ranks of upscale restaurants.

Mr. Fortenbaugh lured him away from the restaurant, and now Mr. Pantoja, 29, despite being told he is wanted back at Taverna, has decided to become the chef full-time at the clubhouse, even after the pandemic ends.

As the cars pulled up out front collecting his jambalaya creation — which came with bread roll, salad and corn — Mr. Pantoja stood out back in the yard where he once played and where he's now planted lavender, rosemary, fennel, red lettuce and potatoes.

"I grew up here. I painted the mural on the wall," he said. "This is the cycle of life."

Matt Richtel is a best-selling author and Pulitzer Prize-winning reporter based in San Francisco. He joined The Times staff in 2000, and his work has focused on science, technology, business and narrative-driven storytelling around these issues. @mrichtel

Appendix E: Results vs. FY20 Strategic Objectives

FY20 Strategic Objective	Target Results	Actual Results
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 30 days of posting 4. All instructional positions have job descriptions and associated competencies aligned with scope of work and student need	1. Done. Throughout the year we maintained a 93-96% fill rate for instructional positions 2. Not done. At the start of Be Great we were 83% staffed 3. Done. Open to fill rate average was 26.5 days 4. Not done. This project is still ongoing due to HR turnover
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 reviews	1. Done. FT retention = 86% and PT retention = 73% 2. Almost done. 73% 3. N/A. Question not asked on survey 4. N/A. Not tracked due to HR turnover 5. Done. 80%, up 5% from last year 6. Almost done. 72% 7. N/A. We did not complete year-end reviews due to Shelter-in-Place and transition within HR. We need to revisit our entire review process next year
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	1. Done. 100% of site leaders using data to inform decisions and actions 2. Done. 85% of FT staff using data to better address students' needs 3. Data not collected from PT staff due to HR staffing transitions and no Spring staff survey. Remains a goal for FY21
Teacher pathway program launched to establish 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	The Teacher Pathway program has been discontinued after our partner asked for $600,000 to implement it. We are identifying other pathways for our staff to increase their education while working at BGCP
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	N/A. Data not collected due to virtual programming pivot in the spring and no spring staff survey; remains a goal for FY21

FY20 Strategic Objective	Target Results	Actual Results
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. Almost done: 88 high school students participated in health career panels & field trips to YouTube 2. Done. 8 seniors & 7 postsecondary students created postsecondary training action plans 3. Not done. Hiring was going to begin for Taft & Belle Haven when in person program stopped
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. 72% K-8 students received Tier 1 preventative mental health services in the form of resilience workshops 2. Not done. The Child Mind Institute (CMI) was unable to hire a Bilingual Therapist, which made delivering parent psychoeducational supports difficult. CMI also made a strategic decision to prioritize student mental health supports as they launched their work in the Bay Area 3. Not done. 5 caregivers of HS students have received individual support related to their students' therapy. No other preventative psychoeducational supports have been provided. Acknowledge Alliance (AA) has not hired a FT Resilience Coach or FT Therapist for the EPA Clubhouse, representing 2 of the 3 positions that would provide these services 4. Partially done. 43 students participated in group mental health therapy 5. Partially done. 59 students received individual or group mental health therapy in RC. AA was unable to hire a clinician to provide services at EPA 6. Partially done. 67% of program staff attended a professional development session with the Child Mind Institute 7. N/A. Spring staff survey not completed 8. Done. All staff had access to attend Education Stress Reduction workshops 9. Almost done. 22 staff utilized small group resilience stress reduction support. Nine staff participated in Educator Stress Reduction workshop led by CMI. Thirteen staff participated in a resilience building workshop with AA
Partnerships with high schools deepened at school and district levels	1. 80% of school staff surveyed are satisfied with partnerships 2. Clubhouse high school Average Daily Attendance 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 RWC and EPA 10 hours per week, Monday – Thursday and Saturday 4. EPAA teacher hired as liaison and communication, and alignment plan with EPA clubhouse established	1. N/A. Partner surveys were not administered this spring due to shelter-in-place 2. Partially done. School year ADA increased by 26% to 117 at RWC but decreased 27% at EPA clubhouse to 46 students 3. Partially done. Students had access to Math & English teachers at RWC for 15 hours per week during Fall 2019 and for math only in spring 2020. No teachers were hired at EPA due to candidates unable to commit to the time above their school workload; shifted to a consulting model where teachers supported BGCP staff instead 4. Partially done. Communication and alignment with EPAA strengthened with existing staff, so hiring a teacher was unnecessary

FY20 Strategic Objective	Target Results	Actual Results
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. Partially done. 93 active members in February 2. Partially done. Initial cohort of 11 students. 3. Done.
Taft expands to meet increased school size	1. 235 students are actively engaged at Taft, 80 additional students from FY19	1. Partially done. 211 active members, a 55-student increase
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. Not done. 36 active members. Demand was less than expected
Future Grads expands, especially to better support undocumented and college students	1. 450 students served, including 147 college students 2. 40 undocumented/mixed status youth create an action plan with Dreamer Specialist 3. 85% of students remain in college from previous year 4. 70% of 10th-12th grade students remain "active" in FG 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. Almost done. 429 students served, including 147 college students 2. Partially done. 25 created an action plan 3. Done. 86% of students in classes of 2016-2019 were enrolled in college 4. Partially done. 60% remained "active" in FG 5. Done. 91%, which includes students attending 4-year institutions & community colleges 6. Partially done. 79% of Class of 2016 completed their post-secondary year; 10 (53%) completed their bachelor's degree, and 5 are still pursuing their bachelor's degree
Implement organizational systems necessary to support growth		
Operational systems are enhanced and consistently followed	1. 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 2. 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. Done. All information in ADP 2. Done

FY20 Strategic Objective	Target Results	Actual Results
Fundraising systems and donor relations are in place to fund current and future programs	1. $16m raised 2. 80% of $10k+ donors retained 3. 90% of $50k+ donors retained 4. $10m per year booked as 3+ year commitments from 20 major donors totaling $10m per year secured 5. Major donor stewardship event attended by 50 $10k+ donors 6. Women's Breakfast executed with 60 $5k+ donors and 50 Major Gift Prospects in attendance 7. Youth of the Year event executed with $2m 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%	1. Done. $18m raised 2. Not done. 68% of $10k+ donors retained 3. Almost done. 89% of $50k+ donors retained 4. Partially done. $5m raised as 3+ year commitments from 23 donors 5. Done. 50 $10k+ donors attended the Fall 2019 donor reception 6. Partially done. 48 $5k+ donors and 65 Major Gift Prospects 7. Done. $2.1m individuals, $305k corporations 8. Not done. Event cancelled due to COVID-19 9. Done. Key leadership positions of Chief Advancement Officer, Head of Development Operations and Director of Volunteerism & Community Engagement filled 10. Mostly done. Established positive working relationship between both departments through ongoing touchpoints and clearer communication. Improved internal coding and documentation of gifts. Will continue to hone efficiencies, reconciliation, and gift acknowledgement in FY21 11. Done. Increased unique website visitors by 12%. Across all social media platforms, posts increased 6x year-over-year. Media coverage included a *New York Times* article (see Appendix D), a local television feature, and multiple articles and mentions in local media outlets
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	1. Done 2. Done 3. Partially done 4. Done 5. Done 6. Done 7. Not done. We will continue our work with this project 8. Not done 9. Partially done 10. Done

Appendix F: FY21 Strategic Objectives

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Immediate needs during pandemic			
Support students' social-emotional needs	1. 70% of enrolled students attend crew meetings an average of 3 out of 4 weekly sessions 2. 90% of students enjoy coming to crews 3. 90% of students feel cared for and supported by BGCP staff	1. Salesforce 2. Student survey 3. Student survey	• Develop a comprehensive iterative Crew model that incorporates SEL best practices • Train and develop staff to form strong relationships through the Crew model • Implement new continuous learning process to strengthen reflection on student survey data • Iterate on the plan as needed to be responsive to data and evolving student needs • Train staff around Salesforce data entry
Keep students "In the Game," engaged with classes and schoolwork	1. Active members attend 80% of school activities	1. School district data, student self-report	• Leverage Crew meetings to motivate students to attend, collect self-reported student attendance data, surface barriers to attending school and problem solve for those barriers • Establish attendance tracking system to inform BGCP support • Collaborate with classroom teachers to partner on student and family follow up • Establish data-sharing agreements and systems with districts
Provide academic supports virtually	1. 80% students say that BGCP supports their academic success	1. Student Survey	• Develop and implement iterative academic supports through the Crew model • Train and develop staff to meet students' academic needs • Collaborate with classroom teachers to understand student needs • Partner with external academic instruction providers
Serve BGCP community with dinners to go	1. Families have access to daily dinners and food boxes as needed at our EPA and RC clubhouses, until onsite programming resumes 2. Pilot BGCP to go dinners at one school site in Ravenswood and Redwood City communities for one quarter	1. All families are served daily 2. Salesforce meal tracking data	• Add and support kitchen staff • Create and maintain supply chain of food vendors • Partner with Second Harvest for food distribution • Train and maintain volunteer support • Create a plan for meal distribution during inclement weather • Create a plan for meal distribution at all BGCP sites

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Transition staff and students safely back to on-site programming	1. Students, staff, volunteers, partners and others are able to return safely to sites when allowed by San Mateo County and partner school districts	1. Staff survey results 2. Caregiver survey results 3. Volunteer survey results	• Develop comprehensive COVID-19 Health and Safety Plan • Modify facilities for COVID-19 protocols • Train staff, students, families and volunteers on the plan • Implement the plan consistently • Modify and update the plan as needed, as conditions change • Develop a plan for ensuring ongoing communication with families around the elements of the BGCP COVID-19 Health and Safety Plan, including ways that families can practice safe hygiene in the home • Develop a process for isolation and quarantine when a staff member, student, or visitor becomes sick or demonstrates a history of exposure • Develop a process to rapidly notify parents and staff of exposures in our after-school setting • Develop protocols for limiting the sharing of materials among students to the maximum amount feasible • Develop protocols for identifying and restricting non-essential visitors and volunteers • Protocols for adjusting space occupancy on vans that allow for separation among students to the maximum extent feasible
Deeper impact			
Launch summer program for middle school students	1. 30% of SY active rising 6-8th graders actively participate in BGCP summer program (excluding KIPP students)	1. Salesforce	• Research best-practices for middle school summer program design-models • Conduct listening tour of middle school staff, site-leadership, and other stakeholders to inform program design • Develop summer middle school program design handbook • Hire and train summer middle school program staff in curriculum, program design, and best youth development practices
Revisit continuing investment in intensive services	1. School partners, Program Strategy team and site staff agree our limited resources are being deployed most effectively	1. Conversation	• Conduct 3-year intensive services reviews • Identify and assess alternative ways to deploy resources

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Infuse all programming with best practices in social-emotional learning	1. 80% of site leadership report observing emotion coaching in programming 2. 80% of staff report confidence in utilizing emotion coaching to support students through difficult emotions	Staff Climate Survey	• Develop a BGCP SEL Vision and Framework manual with key SEL competencies, staff skills, and SEL best practices • Continue to implement BGCP SEL programmatic offerings already in place and add best practices from new manual • Create and roll out an implementation plan for SEL at BGCP that includes a professional development calendar aligned with SEL vision • Train Staff on emotion coaching best practices • Program Strategy and site leadership will co-observe program for emotion-coaching
Increase support for 8th to 9th grade transition	1. 70 8th grade students will enroll in a high school summer program 2. 80% of BGCP 8th graders who are referred to the COMPASS program will enroll in COMPASS	1. Salesforce 2. District COMPASS rosters	• Collectively identify and implement strategies to recruit 8th graders into the high school virtual summer program • Gradually transition students' relationships from middle school staff to high school staff by engaging in joint activities • Support and encourage students to attend Compass and other high school sponsored transition programs
Provide students, families and staff with more mental health supports	1. 75 K-8 students receive individual or group mental health therapy, who would not otherwise have had access to appropriate services 2. 75 unduplicated HS students receive individual or group mental health therapy who would not otherwise have had access to appropriate services 3. 90% of program staff receive a training related to mental health first aid 4. All BGCP program staff have access to training opportunities related to self-care	1. Data from CMI 2. Data with AA 3. Training sign in sheets 4. Summary of services delivered by mental health partners	• Partner with Acknowledge Alliance to hire a clinician to provide mental health services to students at the EPA Clubhouse • Partner with Acknowledge Alliance and Child Mind Institute to schedule and develop mental health first aid trainings for the fall
Access for more students			
Add site at Los Robles	1. 85 Los Robles students actively served on campus or at EPA 2. Principal and 80% of teachers believe partnership with BGCP positively impacts student success	1. Salesforce 2. Partner survey	• Promote program to Los Robles families • Develop site plan in collaboration with Los Robles leadership • Build relationships with teachers, families, support staff and students at the Los Robles campus • Weekly check-ins with principal to tailor program to meet student needs, strengthen partnership and create a consistent culture that extends from the school-day to the afterschool program • Partner with school staff to execute community events

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Move Brentwood staff to Costaño and meet demand of larger school	1. 200 active members served on campus 2. 80% of Brentwood students retained from 2019-20 SY 3. Principal and 80% of teachers believe partnership with BGCP positively impacts student success	1. Salesforce 2. Salesforce 3. Partner survey	• Promote program to Costaño families • Begin re-enrollment campaign with current members prior to beginning of 2020-21 SY • Develop site plan in collaboration with Costaño leadership • Build relationships with teachers, families, support staff and students at the Costaño campus • Weekly check-ins with principal to tailor program to meet student needs, strengthen partnership and create a consistent culture that extends from the school-day to the afterschool program • Partner with school staff to execute community events
Expand Belle Haven to include former Willow Oaks students	1. 180 active members served on campus 2. 80% of Belle Haven students retained from 2019-20 SY 3. Principal and 80% of teachers believe partnership with BGCP positively impacts student success	1. Salesforce 2. Salesforce 3. Partner survey	• Promote program to Willow families • Begin re-enrollment campaign with current members prior to beginning of 2020-21 SY • Develop site plan in collaboration with Belle Haven leadership • Build relationships with teachers, families, support staff and students at the Belle Haven campus • Weekly check-ins with principal to tailor program to meet student needs, strengthen partnership and create a consistent culture that extends from the school-day to the afterschool program • Partner with school staff to execute community events
Expand size of Cesar Chavez Ravenswood Middle School	1. 150 active members served on campus 2. 15 students receive Success Advising 3. Principal and 80% of teachers believe partnership with BGCP positively impacts student success	1. Salesforce 2. Salesforce 3. Partner survey	• Staff hired and trained • Academic program developed to align with Summit learning model • Relationships built with teachers, leadership, families to include UD, AD and MSSA • Establish operations for new site
Stronger organizational systems			
Keep all positions filled with effective professionals so all students can be served	1. 90% of PT positions filled within 21 days of opening and 90% of FT positions within 45 days of opening 2. 80% of PT applicants that receive an A or B score during the interview process are hired 3. 75% of exiting PT and 90% of exiting FT staff complete an exit interview (FY20 at 32%, 79%)	1. ClearCompany 2. ClearCompany 3. Exit Interview Survey	• Host recruitment trainings to review hiring best practices and expectations with all hiring managers • Review ClearCompany scoring report monthly and retrain hiring managers that are hiring a high amount of C and D applicants • Add updated interview questions to ClearCompany • Host bi-weekly check-in with managers regarding staffing to be proactive in filling positions • Review updated interview questions with hiring managers and leadership for alignment

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Ensure staff are thriving so our students can thrive	1. Employee Net Promoter Score of 20 of higher	1. Staff end of year performance reviews 2. Staff Climate Survey	• Update the climate survey and identify key areas to gauge staff satisfaction • Ensure that 70% of our staff complete the fall and spring climate surveys (FY20 Fall participation was 49%, spring was not completed) • Provide leadership with a quarterly exit interview report. Identify top trends and steps that will be taken to correct them • Identify areas for enhancing staff satisfaction and well-being, using data from Staff Climate Surveys • Meet with each site and department to explain the importance and the why behind the staff survey • Update and streamline the performance review process • Hold meetings with each site and department to review, train, and explain performance review process and timeline. Schedule check-ins with managers to support and track progress
Develop site leadership capacity to coach staff	1. 80% of site-leadership report improving their skills in coaching staff 2. 80% of site-leadership report having weekly coaching conversations with staff 3. 80% of-site leadership report observing program on a weekly basis	Staff Climate Survey	• Review coaching best practices from various sources (I.e., RELAY Graduate School of Education) and determine best practices that are more aligned with BGCP programming both with implementation and classroom management • Develop a BGCP Coaching Best Practices Manual that outlines approaches to coaching, coaching conversation cheat sheets, scripts, menu of highest-leverage next steps, observation strategies, and progress monitoring techniques • Develop role-specific competencies rubric aligned with BGCP values • Develop a training series to train site-leadership on coaching best practices and leverage UD meetings for implementation • Quarterly Staff survey to include self-report questions to assess skill improvement in coaching staff and attendance rates of coaching trainings

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Enhance staff's SEL skills	1. 80% of staff and leadership are satisfied with professional development and implementation supports for SEL 2. 80% of staff report increasing their skill in using SEL practices in program (i.e., emotion coaching)	1. Training feedback 2. Staff Climate Survey	• 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 • Conduct needs assessment to determine professional development and implementation needs for staff and site leadership • Utilize training feedback to inform planning of future professional development cycles • Develop professional development sessions that are inclusive of SEL practices (I.e. emotion coaching) • Program Strategy and Staff Development Team co-observes program with site leadership to support SEL implementation through observation feedback and coaching
Make financial processes and systems more efficient and helpful to managers	1. Accounting Policies and Procedures manual created as a resource to Finance and staff 2. Improve financial reporting	1. Manual created 2. Financial audit	• Adaptive Insights system is being implemented to track budget v. actual results • Create new reporting templates for visibility into key performance indicators
Update and implement safety policies, trainings, and procedures	1. 80% of sites consistently follow operational policies and practices to ensure youth and staff safety and facilities management efficiency	1. Operations Audits/ Walk-throughs 2. Operations Ticket System and Climate Survey	• HC and Safety Committees on Board level have been established to support strategic movement in the areas of policy and practice updates. Inventories have been taken to-date for each site; safety training and compliance schedule developed • Ticket systems are in place. User surveys were created in March to track quality of services • Trainings on management systems and safety procedures are underway at sites and at Mission Task Force; we were looking at March all-hands to provide completed updated guidelines on operations, HC and finance policies and procedures, however due to COVID-19 and HR staffing changes this wasn't completed. All staff received safety trainings, however the review of all the policies is still in progress; this work was delayed due to COVID-19

FY21 Strategic Objective	Target Results	How We Will Know	Actions Required
Increase impact of volunteers and community partners	1. 500 volunteers serve 32,000 hours 2. 65% give Net Promoter Score of 9+ 3. 70% of BGCP site leaders give Net Promoter Score of 9+	1. Salesforce 2. NPS survey 3. NPS survey	• Focus on retaining current volunteers with compelling and meaningful volunteer opportunities created in collaboration with BGCP site leaders • Implement a range of volunteer opportunities, so those with more or less time available all have a place at BGCP • Shape opportunities where volunteers have meaningful and memorable interactions with our staff, students and community • Collaborate with BGCP site leaders to implement volunteer efforts that drive toward their program objectives

Racial equity

We have formed a Racial Equity Committee comprised of staff, Board, alumni, students, and community members to tackle the following issues. Target results have yet to be set.
- Define and communicate BGCP's position on the political and social issues that impact the lives of the families we serve
- Ensure fundraising events and donor communications, when portraying youth stories, emphasize asset-based over deficit-based language
- Develop youth engagement playbook to educate staff and volunteers about the racial and socioeconomic context our students are growing up in
- Implement organizational systems and policies that encourage staff to voice their thoughts and opinions when they disagree with leadership

Appendix G

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.

Boys & Girls Clubs of the Peninsula
401 Pierce Road
Menlo Park, CA 94025
650-646-6132
www.bgcp.org

2020 California Nonprofit of the Year