



**BOYS & GIRLS CLUBS**  
**OF THE PENINSULA**

## 2022 REPORT TO STAKEHOLDERS

### *Our Kids, Our County, Our Watch*

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September 2022



**BOYS & GIRLS CLUBS**  
**OF THE PENINSULA**

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**Boys & Girls Clubs of the Peninsula**

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# Boys & Girls Clubs of the Peninsula (BGCP) Overview

## *Vision*

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

## *Mission*

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

## *Context*

It can be an incredible time to live in Silicon Valley. Despite the ongoing pandemic, many are enjoying unprecedented levels of growth and wealth. People from all over the world strive to move here to participate in our culture of optimism and prosperity. But too many young people right here in our community are unable to access the many opportunities that make Silicon Valley such a dynamic place to grow up. In the low-income neighborhoods BGCP serves throughout San Mateo County:

- 97% of our students are people of color and 87% are English Language Learners
- 82% of caregivers report they do not have a college degree; navigating educational pathways and school systems is new for many families
- 77% of students are considered socioeconomically disadvantaged
- Caregivers have limited access to affordable childcare after school and during the summer
- Access to programs that promote school success, such as preschool, tutoring, mental health services, and college readiness, are limited
- One in four students meet grade level proficiency in reading
- One in three students meet grade level proficiency in math
- Few families can afford enrichment opportunities like sports leagues or summer camps
- Families have been disproportionately impacted by the COVID pandemic

## *Our Work*

At BGCP, we believe all youth have talents, and we reject the idea that the arbitrary circumstances into which children are born should determine their opportunities in life. We level the playing field so our students' futures can instead depend upon their own actions and hard work. We do this by providing **free, high-quality expanded learning programs**, which drive an 80% increase in learning time over the traditional school year (**830 additional learning hours per year**). These services would otherwise be unaffordable for the families we serve. We strive to run quality programs that every caregiver wants for their child, and that every child deserves.

Students benefit from:

- Academic Support (e.g., literacy and STEM programs, advising, homework support, tutoring)
- Social and Emotional Learning
- Enrichment (e.g., arts, technology, culinary, Makerspace)
- Athletics (e.g., exposure to fundamentals of different sports, competitive leagues, healthy habits and mindsets)

*\*Students are considered socioeconomically disadvantaged if they qualify for free or reduced-price meals or are considered migrant, foster, or homeless. In a family of four people, a student would qualify if the family makes less than \$51,338 a year. Although the state offers free meals to all students, the qualifications listed above are still used to determine who is considered socioeconomically disadvantaged.*

- Mental Health Services (e.g., group therapy, individual counseling)
- College Access and Readiness support through completion
- Career Pathways (e.g., exposure opportunities, paid summer internships, career advising, skill building)
- Field trips, opportunities to experience new places
- Healthy meals

80% increase in learning time over the traditional school year

These student supports are built on a strong foundation of a sense of safety and belonging, positive relationships with caring role models and close partnerships with schools and caregivers. (See Appendix D for BGCP’s Values and Core Beliefs.)

**We are the largest expanded learning provider in San Mateo County**, serving students primarily after school and through full-day summer programs. This allows our students’ parents and caregivers to go to work knowing their children are in an enriching environment.

*FY22 Active Members*

- 2,784

*FY23 Member Demographics*

- |                   |                             |             |
|-------------------|-----------------------------|-------------|
| • 48% Grades K-5  | • 76% Latinx                | • 48% Boys  |
| • 17% Grades 6-8  | • 4% Black                  | • 52% Girls |
| • 27% Grades 9-12 | • 9% Asian/Pacific Islander |             |
| • 8% College      | • 6% Two or More Races      |             |
|                   | • 5% Other                  |             |

*FY23 Sites (24)*

- Clubhouses (4): East Palo Alto, Menlo Park, Redwood City, South San Francisco
- School Sites (20):
  - Daly City: Bayshore, Susan B. Anthony, Jefferson High School, Westmoor High School
  - South San Francisco: Sunshine Gardens, South San Francisco High School
  - San Mateo: San Mateo Park
  - Redwood City: Hoover, Kennedy Middle School, Taft, Redwood High School, Sequoia High School, Woodside High School
  - Menlo Park: Garfield, Belle Haven, Menlo-Atherton High School
  - East Palo Alto: Cesar Chavez Ravenswood Middle School, Costaño, Los Robles, East Palo Alto Academy

*FY23 Staff, Volunteers, & Budget*

- 292 staff
- 1,141 volunteers
- \$27.7 million budget

Dear Team BGCP,

Boys & Girls Clubs of the Peninsula is not just an organization. We're a community, a community of people coming together around a shared vision, united by a set of shared beliefs. Our shared vision is that all the youth in our community will grow up to lead fulfilling lives fueled by their passions, talents, and a love of learning. Our five most core shared beliefs are:

1. **All youth have talents**, and it's our job to identify and nurture them so they blossom. All youth deserve to have optimism about their future.
2. **The cities around BGCP are part of a single community**. Just like the rest of America, our community has become more segregated based on income and race over the past decades. We now have many disparate neighborhoods with extreme differences in wealth, education, and opportunity. Yet we're all interconnected, interdependent. These are all our kids, and we accept the responsibility to ensure they all have the opportunity to live fulfilling lives. As the legendary Mervin G. Morris so beautifully said: "These are all Our Kids, living in Our Town, on Our Watch."
3. **None of us succeed alone**. Those of us who have enjoyed success recognize that we've benefited from the hard work and sacrifices of others. We've been able to leverage the investments and systems made by generations before us with our own hard work. Much of life is out of our control, a matter of chance. We feel a sense of humility, responsibility, and privilege to share what we've been so fortunate to receive.
4. **Warm hearts are most effective when accompanied by hard heads**. We need to make tough decisions on how to allocate limited resources. We need to bring a critical business perspective to what we do, and never be satisfied with just "doing good." We mustn't confuse effort with accomplishment. We must always ask ourselves: how can we do better?
5. **Our work is about sharing, not about giving or taking**. Everyone involved with BGCP is helping each other in some way. None of us are saviors who come in to help others be like us. We're about working together to achieve a shared vision. We support each other, and we all benefit from the experience. At different times in our lives, we all have different assets and needs. A compassionate community accounts for that and allows us to give and receive at different times. We're not like Robin Hood, taking from the rich to give to the poor. BGCP is about sharing opportunities and strengthening our collective community. Let's all share what we have, and we'll all be the richer for it.

Time is our most precious asset, and the most important thing we do every day is decide how we spend it. For us, we can't imagine a better way to spend our time than by working with you for a brighter future for our kids and families. After all, what better reason is there to wake up every morning than to create hope and opportunity for the kids who need us most?

Thank you for partnering with us to make our community a great place for all kids to grow up.

With appreciation,



Peter Fortenbaugh  
Chief Community Builder / co-Chief Executive Officer



Jenny Obiaya  
co-Chief Executive Officer

# Time to Expand North in San Mateo County

## *Our Kids, Our County, Our Watch*

Over the last twenty years, Boys & Girls Clubs of the Peninsula (BGCP) has focused on supporting students and families in the lowest-income neighborhoods of East Palo Alto, eastern Menlo Park and the North Fair Oaks region of Redwood City. We've grown from serving 400 to 2,700 active members, from having four to 17 sites, from 30 to 220 staff, and from an annual budget of \$2.5 million to \$21 million.

For years we've discussed possibly expanding geographically but always prioritized going deeper within our existing neighborhoods. This year, when the Mid-Peninsula Boys & Girls Club reached out to us in December and asked if we would consider merging for the betterment of the cities they served, we said yes.

Why now?

We have expanded locally to provide access to the lowest-income families (e.g., we're now in all of the Ravenswood schools in East Palo Alto). We've developed a strong leadership team and Board. Thanks to your partnership and investment, we've benefited from multiple years of positive financial performance. And after researching the students, schools and youth serving organizations in northern San Mateo County, we learned **there is tremendous unmet need for BGCP programs up north.**

There are more than 28,000 students in San Mateo County who are considered socioeconomically disadvantaged. This means they meet one or more of seven criteria, including eligibility for free or reduced lunch (household of four making less than \$51,338 a year). Many families don't have access to the fundamentals of safe, affordable after school and summer childcare, let alone to expanded learning programs designed to close learning gaps and unleash students' talents. Furthermore, the **pandemic has widened the opportunity gap**; students from underserved communities suffered unprecedented learning loss that will compound over time and have a significant impact on their life outcomes, if we don't act.

So, our Leadership Team and Board of Directors decided now is the time for BGCP to step up and ensure that low-income students and families up and down the Peninsula have access to our services.

During the 2008 recession, BGCP Advisory Council member Mervin Morris stood up in a Board meeting and said under his watch, BGCP was not going to cut back our support of those in the community who needed us most. His words, "Our Kids, Our Town, Our Watch," have been repeated countless times since then, and we find ourselves at an organizational inflection point where his words still ring true. We wish Merv was still with us today to hear our new rallying cry: "Our Kids, Our County, Our Watch."

## *Expansion Strategy*

### *Guiding Principles*

As we began thinking about how best to empower the youth in northern San Mateo County with equitable access to social, academic, and career opportunities to thrive, we examined what has helped us

scale successfully in the southern part of the county. We formulated the following principles to guide our expansion:

1. Invest now based on where we want to be long term
2. Serve K-8 students primarily on school campuses
3. Build Future Grads cohorts on high school campuses
4. Build one clubhouse in each city as a high school center and community hub

### Stakeholder Outreach

We invested several months meeting with community leaders in the north county to understand the unmet needs and to determine where BGCP programs could have the biggest impact. We visited sites in the north and hosted leaders at our existing BGCP sites in Redwood City and East Palo Alto to see first-hand how we support our students. The stakeholders we met with include:

- Superintendents and School Leaders
  - Daly City
  - South San Francisco
  - Millbrae
  - San Mateo
  - Pacifica
- Government Officials
  - City Level
  - County Level
  - State Level
- Community Partners & Funders
- Boys & Girls Club Stakeholders

These stakeholders made it abundantly clear that the **demand for our programs in the northern part of the county, especially in South San Francisco and Daly City, is great and not being met.** When they saw our existing programs in action, they asked us to serve as many of their schools as possible, as soon as possible.

### Decision Criteria for Where to Invest

Since demand far exceeds what we can provide, at least in the short term, we codified the following decision criteria to help us prioritize where to invest our resources:

- Greatest unmet need\*
- Synergies with other BGCP sites; seek concentration
  - Geographic proximity
  - K-12 continuum
- Principal and superintendent partnership and school board
- Existing commitments while also thinking long term; open to making difficult changes that maximize return on investment

*\*We define areas of high need based on the percentage of students considered socioeconomically disadvantaged. We prioritized unmet need, where there is a dearth of other providers or affordable services.*

## FY23 Commitment – 24 Sites (3,500 Active Members)

Based on the above criteria for where our programs will have the biggest student impact, we partnered with school district leaders and city officials to identify eight priority new BGCP sites to open and six existing sites to close (five previously run by Mid-Pen BGC and BGC North San Mateo County, and one run by BGCP).

**We launched these eight additional BGCP sites in the summer and fall of 2022:** four K-8 school sites, one clubhouse, and three high schools in the northern part of San Mateo County (in green on the map below). The total number of active members for BGCP will increase from 2,700 in FY22 to 3,500 in FY23.





## FY23 Cost Estimates

Meeting our commitment of opening eight new sites in North San Mateo will add an incremental \$3M to our budget. This increase, along with cost increases in our existing sites, will drive a total budget of \$27.7M in FY23.

	2022/23 Commitment to New Sites in North San Mateo County		
	Sites	ADA	Estimated Annual Cost
<b>K-8</b>	4	460	1,731,000
<b>Clubhouse</b>	1	120	972,608
<b>Future Grads</b>	3	120	290,000
<b>North San Mateo County Total</b>	<b>8</b>	<b>700</b>	<b>2,993,608</b>
<b>All BGCP Sites Total</b>	<b>24</b>	<b>3,500</b>	<b>27,700,000</b>

## FY23 Top 3 Challenges

- 1. Staffing:** Fully staffing the eight new sites with quality part-time youth developers is currently our biggest challenge, and we anticipate this will be an ongoing issue. Even though we pay our staff members on the higher end of the nonprofit scale, they are often priced out of living on the Peninsula and are taking jobs closer to where they live in the Central Valley or south of San José.
- 2. Funding:** Our annual operating budget has increased almost 25% from FY22 to FY23. We need to grow our revenue to sustain our commitment to serving our families. While our current BGCP sites are adjacent to the wealthiest neighborhoods in Silicon Valley, our northern sites don't have the same advantage of proximity to donors.
- 3. Forming New Partnerships:** Over the past 20 years, BGCP has become a pillar of the communities we serve in East Palo Alto, Redwood City and Menlo Park. We've now expanded to three new cities, across five new districts. It takes time and intention to establish the relationships with school and district partners, city officials, and caregivers that are foundational to a strong, impactful partnership.

## Future Expansion

While we are enthusiastic that 700 more students at eight new sites will be served in the 2022-2023 school year, our community stakeholders are asking for much more.

Our district partners in the north have identified **12 additional school sites to open in the future**, to serve 1,500 more students.

There is also **demand for BGCP to build new Clubhouses in San Mateo, South San Francisco and Daly City**. Just like our Redwood City Clubhouses, these would serve as high school centers for students and community hubs for services like meal distribution, vaccine clinics and sports leagues.

We estimate a budget of \$36 million once we get to our future goal of running 38 sites. These estimates do not include capital costs to build and/or renovate clubhouses to serve students and families in Daly City, San Mateo, and South San Francisco.

Your partnership and investment have positioned BGCP to provide more students up and down the Peninsula with access to our programs. And your support has never been more important. Our community is depending on us to sustain these essential services for students and to continue growing to meet more of the unmet need.

## FY23 Strategic Objectives

Our biggest priority in FY23 is expanding to the northern part of the county. We are laser-focused on execution so we can successfully bring the quality programs we run in the south to students in San Mateo, South San Francisco and Daly City. In addition to opening eight new sites, we have identified a few additional organizational priorities that are essential to our ability to scale and best serve our community.

Area	FY23 Strategic Objectives
<p><b>Impact Expansion</b> <i>All youth in San Mateo County should be empowered with opportunities to thrive</i></p>	<ul style="list-style-type: none"> <li>• Open eight new sites in northern San Mateo County communities with greatest unmet need</li> <li>• Grow select programs that have high potential for growth and impact to help more students thrive               <ul style="list-style-type: none"> <li>○ Barry Carr Sports Leagues</li> <li>○ Mental Health Services</li> <li>○ Future Grads</li> <li>○ Career Pathways</li> </ul> </li> </ul>
<p><b>Student Experience</b> <i>All Students, All Engaged</i></p>	<ul style="list-style-type: none"> <li>• Develop a consistent culture of active student engagement across all youth development spaces to optimize program impact</li> </ul>
<p><b>Talent</b> <i>When our staff thrive, our students thrive</i></p>	<ul style="list-style-type: none"> <li>• Ensure we have the quality staff needed to meet students’ needs</li> </ul>
<p><b>Financial Sustainability</b> <i>Hard heads complement warm hearts</i></p>	<ul style="list-style-type: none"> <li>• Grow to fuel our increased annual operating budget and capital projects</li> <li>• Determine optimal program cost model to balance quality student experience with serving more students who otherwise wouldn’t be served</li> </ul>

See Appendix B for details

As we focus on providing equitable access to more students in the north by **opening eight new sites**, we maintain our commitment to running high impact programs for ALL students, including of course, our members in the south.

In FY23 we have intentionally stayed the course with our FY22 curriculum and program model. We believe the shifts and additions we made in FY22 with a focus on pandemic recovery are the right ones for our students. These include a new Social and Emotional Learning Curriculum, literacy instruction for all K-5 students, an increased focus on building academic skills and habits, and an emphasis on STEM through KiwiCo Kits. So, this year we will invest staff resources in strengthening our program foundations across the county, rather than learning new curriculum.

As we grow to 24 sites, we want our program quality, “what makes BGCP, BGCP,” to scale as well. Our goal is that all BGCP members, no matter which of our 24 sites they attend, have a **consistently engaging student experience**. We’ve formed a team of centralized instructional coaches who are former teachers and principals, to coach and develop youth program leaders across our sites to deliver strong instruction for students.

In addition to our geographic expansion efforts, we have identified four programs with high potential for growth and will focus on scaling these, to serve more students: (1) Barry Carr Sports Leagues (2) Mental Health Services (3) Future Grads (4) Career Pathways.

In FY22 we launched our **Barry Carr Sports Leagues** with the goals of getting kids moving after a sedentary year of distance learning and attracting new BGCP members (particularly high school boys) who may have disengaged with BGCP due to our strong academic focus. Over 700 students participated in this inaugural year of the leagues, playing basketball, football, volleyball and soccer. 43% of them were new to BGCP. The costs of competitive sports leagues in the Bay Area are prohibitive for so many families, but our leagues, like all of our programs, are completely free and demand is high. So, **in the 2022-2023 school year, we're going to grow our leagues from 700 active middle school and high school members to 2,000 K-12 students**. Now our elementary school members will have valuable exposure to the fundamentals of different sports, and cultivate the mindsets, skills and habits gained from participating in athletics that are impactful in every part of our students’ lives.

We know nurturing our students’ mental health is equally as important as championing their physical health. It’s an essential foundation for our youth to thrive. In October 2021, The American Academy of Pediatrics, American Academy of Child and Adolescent Psychiatry and Children’s Hospital Association declared a National Emergency in Child and Adolescent Health, spurred by the pandemic. And we’re seeing these heightened mental health concerns in our BGCP students. Many of our youth are feeling increased stress, anxiety and depression and demand for our mental health services is at an all-time high. In FY22 we were unable to meet the need due to staffing shortages with our contracted partner service providers. So, in FY23, we’re prioritizing **scaling our mental health services to fulfill our goal of no waitlists**. We’ve hired **Daniela Velasquez, LMFT** as our **in-house Director of Mental Health** and service provider to lead these efforts. We remove access barriers like proximity, cost and insurance requirements, and we leverage our relationships with our members to destigmatize mental health. Our goal is that all students, from kindergarten to postsecondary, have access to the support they need through individual counseling, group therapy and workshops.

Our **Future Grads** program is thriving (read more about FY22 impact on page 12), even as national college enrollment and retention have suffered as a result of the pandemic. We learned from our school partners in the north that there is a lack of quality college access and readiness support for first generation students, so this year **we’re expanding to three new high schools in the north**. We establish the program by building out a cohort of sophomore students, focused on goal-setting and time management skills that

will support students to prepare for college. We'll advise students throughout their high school journey, providing college coaching and mentorship, application and financial aid support and continue empowering them with supports to and through college. Each year we will build a new sophomore cohort at the high schools, with the goal of serving 40 students per grade, per school.

We believe to reach our vision of students leading lives fueled by their passions, talents and a love of learning, we must empower them to get not just *to* the finish line, but *through* it. That's why we're prioritizing **growing our Career Pathways Programs**. To be successful, youth need *hard skills*, job-related knowledge and expertise, and *soft skills*, personal attributes and traits that help them succeed in the workplace. Our talented students are the future of the workforce, and at BGCP we're committed to unleashing *all* students' full potential through career exposure opportunities, career coaching and job placement support, paid summer internships, and career technical education program placement for students on the 1–2-year postsecondary pathway.

Underlying all the work we do this year with our youth is the urgency of **pandemic recovery**. Across the country, the pandemic disproportionately impacted people of color living in low-income communities. We saw these challenges right here in our community. So, while life may be returning to “normal” for many, the effects of the pandemic will ripple far into the future for our BGCP students and families. A recent *New York Times* article painted a sobering picture of the pandemic's impact on learning in our nation's most vulnerable communities. Math and reading test scores dropped at record levels indicating months of learning lost. In addition to the missing academic content, students who are so far behind are at risk of completely disengaging from school, impacting the likelihood that they graduate from high school or attend college.

So, this year, we are operating with a deepened resolve that every minute of learning time matters. The stakes are high. In our expanded learning programs, **students receive 830 hours of additional literacy, STEM, and social and emotional learning time over the traditional school year alone.**

Providing this expanded learning time to 3,500 students in FY23 requires recruiting, training and retaining quality talent to meet our students' needs. As we joined forces with Mid-Peninsula Boys & Girls Club and Boys & Girls Clubs of North San Mateo County, we ensured all employees would have jobs within the combined organization. The unified management team extended the same compensation system and benefits to all employees and previous BGC tenure was honored in benefits scenarios such as anniversary bonuses. Feedback from new BGCP staff (formerly with neighboring Clubs) reflects a “one team” culture, and many new staff highlight the quality of training they received during “Be Great” week – preparing them for the 2022-2023 School Year. One of our Core Beliefs is that **when our staff thrive, our students thrive**. Throughout the merger and joining of forces with our neighboring Clubs, we have kept this Core Belief integral to our decision making.

## Measuring Effectiveness and Impact of FY22

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 providing impact in the *Stanford Social Innovation Review* (see Appendix C). Below are five questions that guide our evaluation of organizational effectiveness and impact:

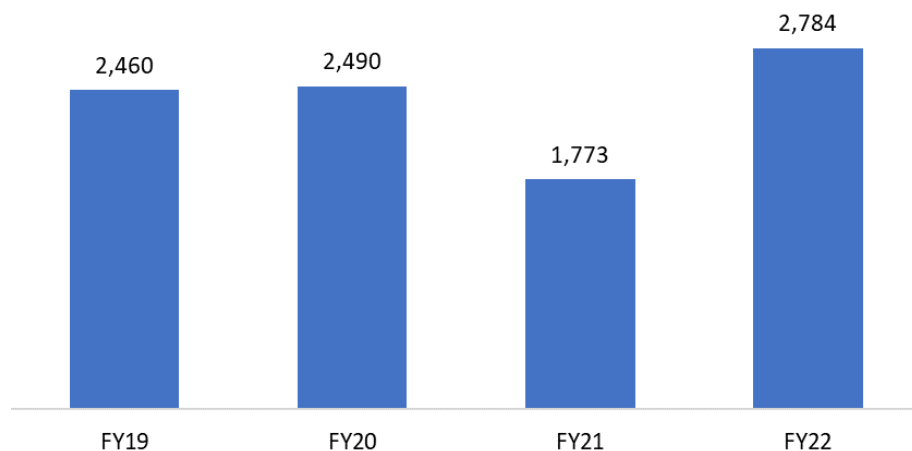
1. Are we providing access to students who need us most and keeping them engaged?
2. Are we executing and adapting our plan?
3. Are we having an impact through the programs we can measure?
4. Are we implementing quality programs that best serve our key stakeholders?
5. Are we building a sustainable organization?

### #1: Are we providing access to students who need us most and keeping them engaged?

#### FY22 Active Members

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

In FY22, BGCP had 2,784 active members. This is the highest active membership number in our organization’s history. We had 294 more active members in FY22 than we had before the pandemic.



Active Members by Program

	Summer			School Year		
	2019 Active	2020 Active	2021 Active	SY19-20 Active	SY20-21 Active	SY21-22 Active
<b>BGCP Total</b>	<b>1,248</b>	<b>408</b>	<b>1,452</b>	<b>1,770</b>	<b>1,487</b>	<b>2,275</b>
<i>Ravenswood School District</i>	368	89	449	315	451	487
Belle Haven (K-5)	163	33	134	94	110	134
Brentwood (K-5)	205	--	--	140	--	--
Costaño (K-5)	--	43	208	--	144	164
CC Ravenswood MS (6-8)	--	13	107	81	115	103
Los Robles (K-5)	--	--	--	--	82	86
<i>Redwood City School District</i>	565	171	677	656	488	698
Garfield (K-8)	117	70	--	183	173	179
Hoover (K-8)	298	20	297	262	182	238
Kennedy (6-8)	--	--	--	--	--	122
Roosevelt (K-8)	--	--	234	--	--	--
Taft (K-5)	150	81	146	211	133	159
<i>Clubhouse Total</i>	315	148	248	415*	282	292
EPA Clubhouse (K-12)	134	40	114	200	97	111
Menlo Park Clubhouse (K-8)	36	36	--	94	62	74
RWC Clubhouse (9-12)	145	72	134	121	123	107
<i>Middle School Success Advising</i>	--	--	--	56	47	108
<i>High School Success Advising**</i>	--	--	--	73	50	54
East Palo Alto Academy	--	--	--	9	10	12
Menlo-Atherton HS	--	--	--	24	19	15
Sequoia HS	--	--	--	18	14	12
Woodside HS	--	--	--	22	7	15
<i>Future Grads</i>	114	60	107	309	297	324
East Palo Alto Academy	--	--	--	31	16	25
Menlo-Atherton HS	--	--	--	62	38	36
Sequoia HS	--	--	--	53	39	37
Woodside HS	--	--	--	67	49	35
Other Schools***	--	--	--	1	4	20
Post-Secondary Students	--	--	--	95	151	171
<i>Sports Leagues</i>	--	--	--	--	--	790

Note: Total FY22 active members (2,784) does not equal school year (2,275) + summer (1,452) because 943 students were active in both the summer and school year. 2,784 represents the unduplicated count (i.e., a distinct count of) active members.

\*EPA Clubhouse active membership declined because EPA Clubhouse used to serve the school next door and now the school is a BGCP site

\*\*In FY22, HSSA Active membership is defined as 3 meetings a month and in previous years active membership was defined as 1 meeting a month

\*\*\*Other Schools include TIDE Academy, Oxford Day Academy, and Redwood High School

### FY22 Active Member Demographics

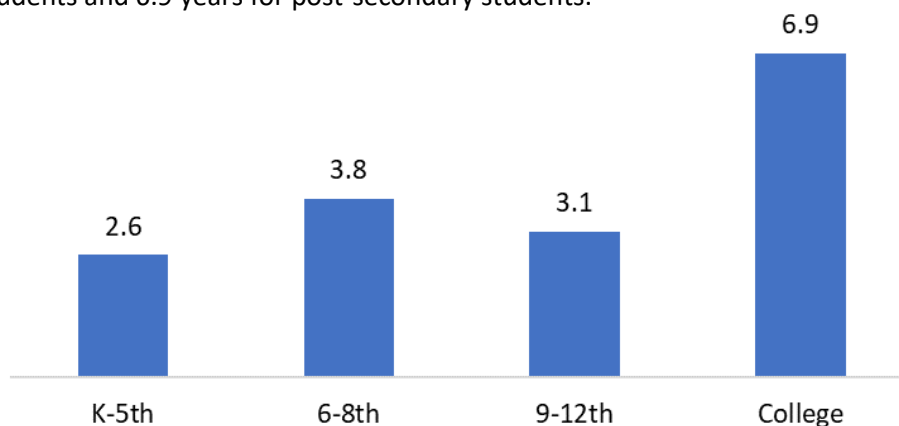
Gender	
Female	47%
Male	52%
Prefer to self-identify	1%

Race/Ethnicity	
Latinx	82%
Asian/Pacific Islander	7%
Black/African American	4%
Other	7%

Grade Band	
TK-5	53%
6th-8th	22%
9th-12th	24%
College	1%

### Average Active Member Tenure (Years)

On average, active members have been attending BGCP for 4.1 years. The length of tenure is 2.6 years for elementary students and 6.9 years for post-secondary students.



### Returning vs. New Active Members

This year we reached 1,011 more active members than in FY21 and 294 students more than before the pandemic. Once our programs returned to in-person programming many students returned to BGCP. Almost all our sites increased their active membership between FY21 and FY22.

Active membership also increased because of the new Barry Carr Sports Leagues and the new site at Kennedy Middle School. The Barry Carr Sports Leagues served 790 active members and 43% (340) of those members were new to BGCP. The new Kennedy Middle School site served 125 new active members.

### Retention of Active Members

BGCP retained 49% of its active students between the 2020-21 and 2021-22 school year, an increase of 14% points from FY21 due to a return to in-person learning. Retention by grade level followed similar trends as previous years.

	FY21	FY22
Elementary	44%	53%
Middle School	35%	43%
High School	35%	37%
<b>Overall</b>	<b>35%</b>	<b>49%</b>

## #2: Are we executing and adapting our plan?

### Actual Results vs. FY22 Strategic Priorities

Area	Strategic Objective	Actual Results
<b>Serve More Students</b>	<ol style="list-style-type: none"> <li>1. Add new site at Kennedy Middle School</li> <li>2. Add a new site at Redwood High School</li> <li>3. Add a new site at Oxford Day Academy (ODA)</li> <li>4. Engage more boys in Youth of the Year and Future Grads</li> <li>5. Look for ways to serve more students per site</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Partially done - site launched, but student targets not met</li> <li>3. Not done - BGCP ended formal partnership with ODA</li> <li>4. Done</li> <li>5. Done</li> </ol>
<b>Strengthen Academic Supports</b>	<ol style="list-style-type: none"> <li>1. Supercharge summer – K-8</li> <li>2. Supercharge summer – HS</li> <li>3. Supercharge summer – Future Grads</li> <li>4. Re-envision K-5 literacy supports to benefit more students</li> <li>5. Strengthen school day push-in classroom support</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> <li>4. Done</li> <li>5. Partially done – completed push-in support and advising, but did not meet all targets</li> </ol>
<b>Expand Post-Secondary Programming</b>	<ol style="list-style-type: none"> <li>1. Increase support for post-secondary students</li> <li>2. Provide more 1- to 2-year post-secondary options to serve a broader range of students</li> <li>3. Increase access to career opportunities for high school students and college grads</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>
<b>Increase Mental Health Supports</b>	<ol style="list-style-type: none"> <li>1. Provide more mental health supports for students and families through deeper partnerships</li> <li>2. Expand social and emotional learning (SEL) training and support to staff and students</li> </ol>	<ol style="list-style-type: none"> <li>1. Partially done - provided mental health support to students and families, but did not meet all targets</li> <li>2. Done</li> </ol>
<b>Enhance Enrichment Opportunities</b>	<ol style="list-style-type: none"> <li>1. Launch BGCP-wide sports league</li> <li>2. Launch Best Buy Teen Tech Center at EPA</li> <li>3. Partner with community organizations to expand access to community resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>
<b>Invest in Staff</b>	<ol style="list-style-type: none"> <li>1. Ensure staff compensation and benefits are competitive to attract and retain the best talent</li> <li>2. Elevate professional development opportunities for staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Partially Done – increased compensation and added more BGCP holidays, but did not meet staff retention goals</li> <li>2. Done</li> </ol>
<b>Racial Equity Committee</b>	<ol style="list-style-type: none"> <li>1. Increase diversity, equity, inclusion, and belonging training &amp; education</li> <li>2. Ensure Development practices are asset based and positive experiences for students</li> <li>3. Ensure students feel empowered by BGCP</li> </ol>	<ol style="list-style-type: none"> <li>1. Done</li> <li>2. Done</li> <li>3. Done</li> </ol>

See Appendix A for details

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

### Fund for Shared Insight Research Study

A study by Fund for Shared Insight and Hamai Consulting found that students with positive perceptions of BGCP had higher attendance in school. Research has shown that regular attendance in school leads to positive school outcomes such as higher test scores, grades, and graduation rates. Hamai Consulting found the following key impacts from the study:

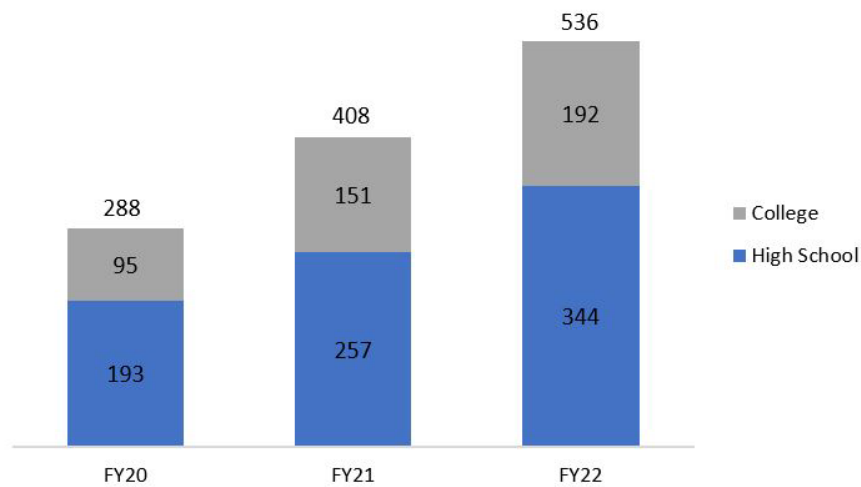


- **Elementary and Middle School:** At the elementary and middle school level, high quality BGCP program implementation led to higher attendance in school.
- **High School:** At the high school level, high quality BGCP program implementation as measured by classroom observations led to higher attendance in school. Positive perceptions of the BGCP program as measured by student surveys were correlated with higher GPA.
- **English Learners:** English Learners who had a positive perception of BGCP had higher attendance in school.

## Future Grads

Future Grads provides students with the skills, coaching, and peer support they need to become first-generation graduates of four-year colleges. As national postsecondary engagement decreased significantly in the wake of the pandemic, Future Grads grew from 288 to 436 students in high school and college. Of the 436 Future Grads students served, 324 were active members. This means students attended at least one Future Grads program monthly.

### Future Grads Members Served



### First Year College Enrollment

Of our 81 high school seniors, 66 were accepted to a four-year college. The remaining 15 students enrolled at a community college. 40 were accepted at University of California campuses. The colleges with the greatest number of Future Grads acceptances were San Francisco State (39), UC Merced (28), San Jose State (29), and CSU East Bay (28). 53 of the high school seniors enrolled in four-year colleges and 28 enrolled in community college with the plan to transfer with the support of our postsecondary team.

### Postsecondary Program

**95% of our high school graduates—almost all of whom are first-generation college students—successfully completed their first year of college** and enrolled in their second year, compared to the 75% first-year persistence national average for all students. BGCP supports students in 4-year and 2-year post-secondary programs. College Success Managers provide students with the quarterly check-ins, workshops, and post-secondary-focused summer programming that our most recent high school graduates have been receiving.

In the Spring of 2022, 17 Future Grads students graduated with bachelor’s degrees. 14 of the 17 students have already found meaningful full-time employment opportunities. The post-secondary team also supported 9 eligible students in transferring to 4-year colleges. Six students transferred to a University of California School, two transferred to a California state school and one student transferred to Santa Clara University.

## #4: Are we implementing quality programs that best serve our key stakeholders?

### Stakeholder Surveys

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 spring, and results inform mid-year and end of year action plans designed to improve the quality of programming. 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

As suggested in the Fund for Shared Insight research study, the observation and student survey data we collect accurately reflects the quality of our programming. Below are the stakeholder survey results from FY22 that reflect the areas we track to measure program quality:

Safe and supportive environment	81% of students feel a sense of belonging* 85% of students say staff and students support and care about me*
Interaction	87% of students feel respected by staff* 80% of students say adults listen to them at BGCP* 72% of K-8 partners say BGCP helps students develop positive peer relationships 74% K-8 partners say BGCP help students develop positive adult relationships
Engagement	97% of caregivers say their child enjoys coming to BGCP 90% of students say they enjoy coming to BGCP
Effectiveness	98% of caregivers agree that BGCP contributes to their child’s performance in school 88% of caregivers agree that BGCP is effective at preparing students for post-secondary education or training

	88% of high school partners say BGCP is effective at preparing students for post-secondary education or training
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*\*Student Survey questions with an asterisk were used in the Fund for Shared Insight study to measure the impact of student perception of school outcomes*

## #5: Are we building a sustainable organization?

The strength of BGCP lies in our staff, our community engagement, our Board of Directors and our capital.

### Human Capital

Our staff is our greatest asset, and we are committed to BGCP being a great place to work. 93% of staff are proud to be part of BGCP.

	FY19 (n=136)	FY20 (n=126)	FY21 (n=135)	FY22 (n=127)
Proud to be part of BGCP	84%	83%	92%	93%
Positive perception of organizational culture*	74%	76%	81%	84%
Satisfaction with role, training, and workload*	77%	74%	89%	85%
Satisfaction with direct manager*	76%	83%	84%	88%

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

### Employee Attrition FY22

	All Employees*		Full Time		Part Time	
	Departures	Attrition Rate	Departures	Attrition Rate	Departures	Attrition Rate
<b>FY20</b>	77	47%	20	25%	57	67%
<b>FY21</b>	67	41%	17	20%	50	61%
<b>FY22</b>	119	68%	30	34%	89	113%

*\*This chart only includes regular full-time and part-time employees. This chart excludes teen staff, partner program (contractors), temporary, summer, and seasonal staff.*

This year, we have changed our methodology for calculating attrition to better match market standards and to give us greater insights into the state of our staffing. To ensure accurate comparability, we’ve also recalculated the previous years’ data using this new approach.

We believe the increase in part-time attrition is due to several factors:

- **Need for more part-time staff:** Between FY21 and FY22, we increased our number of part-time staff roles from 50 to 89 as we returned to our regular post-COVID programming and opened new sites.
- **Unprecedented labor market challenges:** COVID spurred a shift in the labor market. There is high need for part-time workers across the nation and more candidates are looking for jobs that offer increased flexibility, higher wages, and remote work.
- **Inflation:** The current state of the economy is pricing out of some staff living on the Peninsula. Many are taking jobs closer to where they live in the Central Valley or south of San José.
- **HR leadership transition:** In FY22 we were without an HR lead for six months.

In FY22 we initiated a part-time signing bonus and part-time benefits to attract the best talent to serve our members, and we introduced a new anniversary/commitment bonus policy to incentivize retention. We also incorporated a 5% increase to all part-time and full-time positions to assist our staff during this critical time impacted by inflation.

In FY23 we are prioritizing recruitment and retention of great talent, so our students have the continuity of services and relationships we know are essential to high impact programs. We hired a new Head of Human Resources, Denzell O. Jordan-Perry, a Club Kid himself who is committed to BGCP’s mission and returns to BGCP with HR experience in both the non-profit and for-profit space.

*Employee Tenure*

	Years
<b>Median Tenure</b>	1.74
<b>Median Tenure FT</b>	2.88
<b>Median Tenure PT</b>	0.98

*Volunteerism & Community Engagement*

After two years of BGCP volunteerism being largely focused on meal preparation, packing, and distribution, FY22 brought a return to BGCP volunteers working directly to support students. Volunteers invested significant time by serving as college coaches in our Future Grads program, and 125 high school students served as interns, supporting students in our summer programs. In addition to these time-intensive volunteer opportunities, individuals and families helped distribute Second Harvest grocery boxes to families, tutored students and executed events across our sites, and shared their career experience with our students.

**In total, 1,141 volunteers provided 23,403 hours of service to our community.**

*Summer Teen Internships*

BGCP grew our teen intern program this year, as we expanded our summer programs into North San Mateo County. Our 125 teen interns (coming from 28 different high schools) received an in-depth, week-long training prior to supporting students at our K-8 Summer Learning Academies. The training covered the historical context of educational inequities, youth development strategies, and ethical community engagement. Summer interns averaged 90 hours of service each and received rave reviews from BGCP’s summer staff members.

Volunteers Engaged: 125    Hours Served: 11,250

*Second Harvest Grocery Boxes*

Volunteers at BGCP Clubhouses distributed grocery boxes weekly to families in East Palo Alto, Menlo Park and Redwood City. BGCP relied heavily on volunteers to work with our high school Keystone Club leaders to facilitate a safe, welcoming, and efficient distribution of Second Harvest grocery boxes.

Volunteers Engaged: 570    Hours Served: 4,850

### *Future Grads Coaching*

As part of our Future Grads program, 56 volunteer college “coaches” provided weekly in-depth virtual one-on-one support to BGCP high school seniors. The coaches guided students through the college application and financial aid process and, after acceptance, the transition to college.

Volunteers Engaged: 58    Hours Served: 3,860

### *School Year Program Support*

This year marked a return to in-person volunteer tutoring for students at our sites. 76 tutors joined our program staff to run academic-focused “Power Hour” and electives. This support was integral, as it lowered student-to-staff ratios, providing more opportunities for academic support and mentorship.

Volunteers Engaged: 76    Hours Served: 1,533

### *Corporate, Community and Family Group Volunteerism*

BGCP launched Fun Fridays and Girls in STEM Fridays, opportunities for corporate, community and family groups to lead engaging workshops that advance student learning and cultivate a community of support. More than 200 volunteers executed events at our sites, building more than 1,000 activity packs for students to use off-site over holiday breaks.

Volunteers Engaged: 207    Hours Served: 483

### *Project Holidays and Project Back(pack) to School*

18 people served on the BGCP Project Holidays volunteer committee. They mobilized their networks by recruiting volunteers and raising funds to support student learning and activities over the Thanksgiving and Winter holiday breaks. Volunteers also fundraised for and executed Project Back(pack) to School, a back-to-school drive that provided customized backpacks stuffed with gift cards for new shoes and clothes to 750 BGCP students.

Volunteers Engaged: 52    Hours Served: 455

### *Career Exposure Events*

In partnership with our Career Pathways Program, our corporate partners and individual volunteers leveraged their career expertise in innovative ways for our students’ career exposure. We launched CareerFest for our middle schoolers to be introduced to professionals, who shared their personal journeys and expertise. Our volunteers also facilitated shadow days, speed networking, resume workshops, and career coaching, inspiring students from 6th grade through college.

Volunteers Engaged: 60    Hours Served: 374

**If you’re interested in supporting our students by volunteering, please visit the volunteer page at [BGCP.org/volunteer](https://www.bgcp.org/volunteer), or email BGCP’s Director of Volunteerism & Community Engagement, Sisley Brewer at [sbrewer@bgcp.org](mailto:sbrewer@bgcp.org).**

## Board of Directors

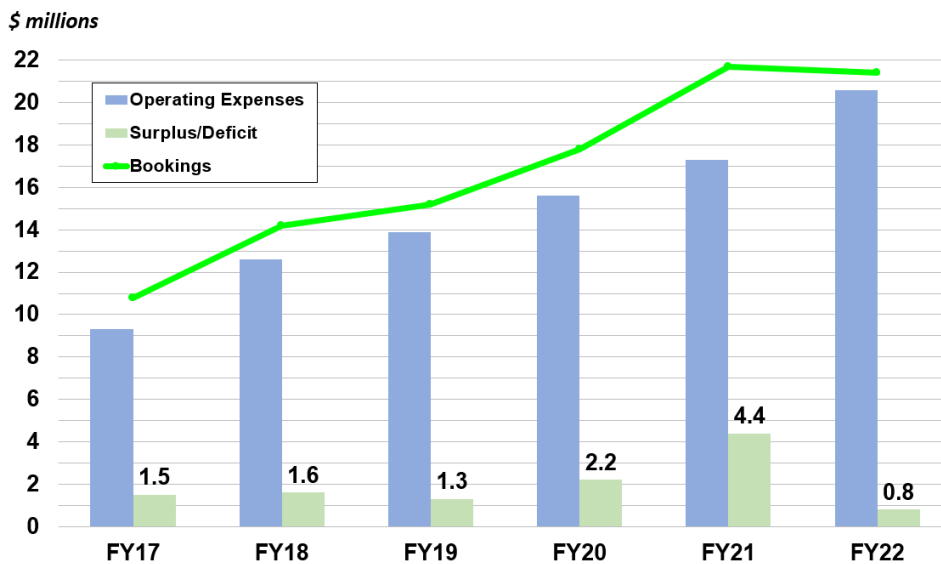
Our Board is a great asset. All 32 members are actively engaged, each fulfilling a valuable role that contributes to our mission. Several years ago, we shifted the Board's focus from management to oversight, and now BGCP is firmly led by staff with strong Board oversight and support. Our committees have become highly effective, led by staff and supported by Board members. The Board was especially impactful this past year, collaborating with staff on how to merge with Mid-Peninsula Boys & Girls Club and expand operations to northern San Mateo County. Some highlights were:

- A task force comprised of Board members was established to oversee the process of joining forces with Mid-Peninsula Boys & Girls Club and Boys & Girls Clubs of North San Mateo County
- The Program Committee helped staff think through our strategy for expanding services; Where should we invest limited resources to have the highest impact and return on investment?
- The HR Committee helped staff think about how to integrate new staff (e.g., align job titles and salaries with responsibilities, tenure and performance)
- The Development Committee supported staff around "joining forces" messaging and how to best keep donors informed about these organizational advances
- The Governance Committee led the charge in determining north county representation on our Board and committees and engaged Cooley, LLP, which provided pro-bono legal services throughout the merger process
- The Finance Committee navigated how to integrate accounting and financial planning functions

## Financials

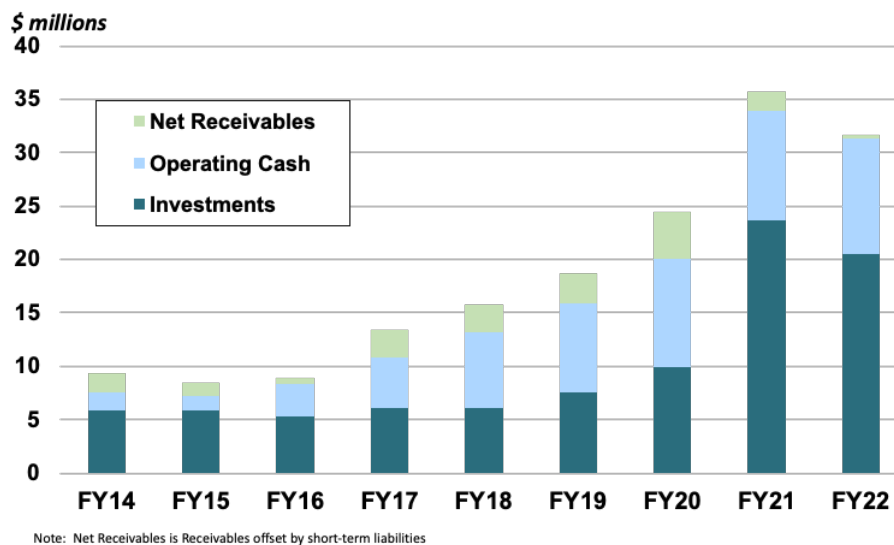
### Bookings and Expenses

FY22 bookings (funds raised for FY22 programs) were \$21.4 million. This was a slight decrease from the FY21 bookings total of \$21.7 million, which included \$1.9 million from a one-time Paycheck Protection Program loan from the federal government that was forgiven. FY22 expenses were \$20.6 million. Generous community support has positioned us to expand our programs in FY23 with eight new program sites and a budget of \$27.7 million.



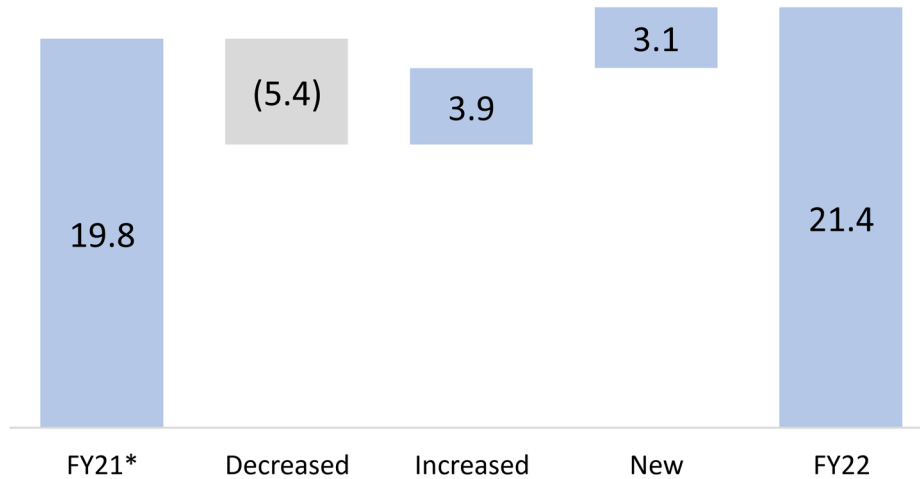
### Balance Sheet

We ended FY22 with a balance sheet of around \$32 million of liquid assets. It was a challenging year in the financial markets, and our investments dropped more than \$3 million in value. Our goal is to maintain a reserve of 6-12 months of operating expenses. Since nearly 75% of our donations come from individuals, we know our fundraising efforts can be impacted by market and economic conditions, and we know our expenses can fluctuate. As noted above, we had a small surplus in FY22, and acknowledge the possibility of our operating budget being negative in FY23, as we fund our expansion.



### Change in Bookings, FY21 to FY22

A \$3.9 million increase from existing donors and \$3.1 million of investment from new donors positively offset decreased support of \$5.4 million to result in bookings of \$21.4 million for FY22. The \$5.4 million in decreased giving was largely driven by supporters who stretched to give more in FY21 in support COVID-related initiatives, who did not renew at this same increased level in FY22.



\*This FY21 total does not reflect an additional \$1.9M from our PPP loan which was forgiven.

### Bookings by Type

Donations from 898 individuals (listed below as “Friend” and “Board/Advisory”) constituted 73% of support in FY22. Funds from foundations dropped in FY22, as some foundations made COVID-specific grants in FY21 that were not renewed in FY22. School contracts increased in FY22 with more COVID-recovery funds being available, and additional funds from the County supported expanded summer enrichment programming. In FY23 we aim to continue to increase school contracts and government funding, especially as the state has made significant funds available to school districts for expanded learning programs via the Expanded Learning Opportunities Program (ELO-P).

Donor Type	FY21	FY22	FY22%	FY22 Donors
Friend	11,813,466	12,517,884	59%	859
Board/Advisory	2,590,640	3,093,129	14%	39
Foundation	2,725,174	2,233,650	11%	44
Corporation/Community Organization	1,110,484	945,408	4%	36
School Contracts	1,197,335	2,057,025	10%	2
Government	312,527	507,184	2%	2
BGC of America	71,652	77,962	0%	2
<b>Total</b>	<b>19,821,278</b>	<b>21,432,243</b>	<b>100%</b>	<b>984</b>



### Donors by Giving Level

While our overall bookings increased in FY22, the total number of donors decreased by 33% from FY21. Our biggest decline came at the <\$999 level, where we had many supporters of COVID-related initiatives in FY21 that did not renew support in FY22. Donors at the \$200,000+ level increased due to new major multi-year commitments and investments to support new programs such as the Barry Carr Sports Leagues. Donations at the \$50,000-\$99,999 level increased due to a generous 1:1 challenge match at our Youth of the Year celebration. Investments at the \$25,000-\$49,999 level spiked in FY21 due to a unique one-time “double-match” and returned to the same level we saw in FY19 and FY20 in FY22.

Donor Level	FY20 Donors	FY21 Donors	FY22 Donors	Change
200,000+	16	16	20	4
100,000-199,999	35	32	32	-
50,000-99,999	35	37	41	4
25,000-49,999	53	70	52	(18)
10,000-24,999	128	105	101	(4)
5,000-9,999	76	82	78	(4)
1,000-4,999	245	314	227	(87)
<999	731	819	433	(386)
<b>Total</b>	<b>1,319</b>	<b>1,475</b>	<b>984</b>	<b>(491)</b>

### Major Donor Retention

We retained 68% of donors over \$10,000 in FY22.

Donor Level	Total FY21 Donors	Retained at Same Level or Higher	% Retained at Same Level or Higher	Retained at any Major Level	% Retained at any Major Level
200,000+	16	14	88%	15	94%
100,000-199,999	32	25	78%	29	91%
50,000-99,999	37	22	59%	25	68%
25,000-49,999	70	39	56%	45	64%
10,000-24,999	105	64	61%	64	61%
<b>Total</b>	<b>260</b>	<b>164</b>	<b>63%</b>	<b>178</b>	<b>68%</b>

### Donor Distribution

145 donors (the top 15%) accounted for 89% of bookings. 246 donors (the top 24%) accounted for 95% of bookings.

Donor Level	Donors	Cumulative		Revenue	Cumulative	
		Cumulative Donors	% of Donors		Cumulative Revenue	% of Revenue
200,000+	20	20	2%	11,433,325	11,433,325	53%
100,000-199,999	32	52	3%	3,955,212	15,388,537	19%
50,000-99,999	41	93	4%	2,257,819	17,646,356	10%
25,000-49,999	52	145	5%	1,510,101	19,156,458	7%
10,000-24,999	101	246	10%	1,344,295	20,500,752	6%
5,000-9,999	78	324	8%	439,955	20,940,708	2%
1,000-4,999	227	551	23%	378,868	21,319,576	2%
<999	433	984	45%	112,667	21,432,243	1%
<b>Total</b>	<b>984</b>	<b>984</b>	<b>100%</b>	<b>21,432,243</b>	<b>21,432,243</b>	<b>100%</b>

## Appendix A: Results vs. FY22 Strategic Objectives

Strategic Objective	Target Results	Actual Results
<b>Serve More Students</b>		
Add new site at Kennedy Middle School	<ol style="list-style-type: none"> <li>130 active members</li> <li>50% of active Kennedy 8<sup>th</sup> graders enroll in 2022 Redwood City Clubhouse summer program</li> <li>90% of students feel like they belong at BGCP and enjoy coming to BGCP</li> <li>90% of school staff surveyed believe BGCP positively impacts students' success in school</li> <li>80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff</li> </ol>	<ol style="list-style-type: none"> <li>Partially Done – 125 active members</li> <li>Done – 75% of active Kennedy 8<sup>th</sup> graders enrolled at Redwood City Clubhouse; 50% of active Kennedy 8<sup>th</sup> graders participated in summer programming at Redwood City Clubhouse</li> <li>Not Done – 58% of Kennedy students feel like they belong and 62% enjoy coming to BGCP; BGCP has heard feedback from students that they would like more enrichment opportunities, so our team is looking into partnering with the Cal Academy of Sciences, CuriOdyssey, and the Tech Museum to provide additional enrichment specifically in middle school</li> <li>Partially Done – 79% of school staff believe BGCP positively impacts students' success in school</li> <li>Partially Done – 79% of staff believe BGCP is a critical thought partner and 74% believe BGCP has a strong working relationship with the school and the school staff</li> </ol>
Add a new site at Redwood High	<ol style="list-style-type: none"> <li>40 active members</li> <li>At least 28 of these active members will be boys (reflecting the demographics of the school)</li> <li>16 students engage in Career Pathways Programming</li> <li>90% of school staff surveyed believe BGCP positively impacts students' success in school</li> <li>80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff</li> </ol>	<ol style="list-style-type: none"> <li>Not Done – 12 active members and 46 members enrolled; active members receive three 1:1 meetings per month</li> <li>Not done – 7 active males, 31 enrolled males (some students do not report gender)</li> <li>Partially Done - 14 Redwood HS students participated in at least one career workshop</li> <li>Done – 100% of school staff surveyed believe BGCP staff positively impacts students' success in school</li> <li>Done – 100% of the school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and school staff</li> </ol>
Add a new site at Oxford Day Academy	<ol style="list-style-type: none"> <li>30 active members</li> <li>20 students complete Response to Intervention (RTI) process at the Clubhouse</li> <li>90% of school staff surveyed believe BGCP positively impacts students' success in school</li> <li>80% of school staff surveyed believe BGCP is a critical thought partner with a strong working relationship with the school and the school staff</li> </ol>	<ol style="list-style-type: none"> <li>Not Done – 17 active members</li> <li>Not Done – 4 students completed and exited RTI, 8 students have significantly improved their scores since Fall 2021, 20 of the 35 students enrolled in the class have attended 80% of the class sessions</li> <li>N/A – only one staff member completed the survey</li> <li>N/A – only one staff member completed the survey</li> </ol> <p>We ended our HSSA program and formal on campus partnership with ODA due to school context and will continue to serve students at the Clubhouse</p>
Engage more boys in Youth of the Year and Future Grads	<ol style="list-style-type: none"> <li>The number of boys participating in Youth of the Year increases from 2 to 8</li> <li>The number of Future Grads sophomore male students who actively engage in monthly programming doubles to 30 (FY21 had 15)</li> </ol>	<ol style="list-style-type: none"> <li>Done – 8 boys participated, EPA: 4 boys participated, RWC: 4 boys participated</li> <li>Not Done – 10 10<sup>th</sup> graders were active in Future Grads programming, 44 10<sup>th</sup> grade males enrolled in Future Grads</li> </ol>

Look for ways to serve more students per site	1. Obstacles to student participation identified and program alterations made that allow more students to participate	1. Done – Caregiver Polling (N=283; 202 non-BGCP caregivers & 81 BGCP caregivers): When asked reasons why students do not attend BGCP, 29% (n=59) said transportation and 24% (n=48) said changing hours of program
<b>Strengthen Academic Supports</b>		
Supercharge summer – K-8	1. 950 active members 2. 85% of students and caregivers believe the summer program achieved its goals of (1) fostering learning; (2) sparking passion and joy; (3) creating a sense of connection, belonging and wellbeing	1. Done – 1,117 active members 2. Partially Done – (1) Fostering learning: I enjoy learning new things more (67%), (2) sparking passion and joy: Overall, I enjoy the afternoon activities (88%), (3) creating a sense of connection, belonging and wellbeing: I feel like I belong at the summer program (69%)
Supercharge summer – HS	1. 250 active members 2. 85% of students and caregivers believe the summer program achieved its goals of (1) fostering learning; (2) sparking passion and joy; (3) creating a sense of connection, belonging and wellbeing	1. Done – 377 Active Members 2. Done – (1) Fostering learning: I enjoy learning new things more (88%), (2) sparking passion and joy: Overall, I enjoy coming to the clubhouse (94%), (3) creating a sense of connection, belonging and wellbeing: I feel like I belong at the summer program (92%)
Supercharge summer – Future Grads	1. 185 FG students served with a focus on current active members and new students from partner schools who will be first generation college students	1. Done – Served a total of 226 students through high school 1:1 advising, post-secondary 1:1 advising, post-secondary workshop, or summer academy
Re-envision K-5 literacy supports to benefit more students	1. Students develop more confidence as a learner (target to be set after baseline fall 2021 survey) 2. Students express an increased love of reading (target to be established after fall baseline) 3. 50% of teachers report higher rates of homework completion among BGCP students	1. N/A – Questions used to measure learner confidence were not reliable 2. N/A – Questions used to measure student love of reading were not reliable 3. Done – 67% of K-8 school partners feel BGCP is effective at helping students complete their homework more; 62% of K-8 school partners in the Spring feel BGCP is effective at helping students complete their homework more ( <i>Note: variation between sites</i> )
Strengthen school day push-in classroom support	1. 90% of school partners believe school-day push-in supports have had a positive impact on students 2. 80% of students on advising caseloads receive a weekly check-in	1. Partially Done – 74% of school partners believe push in classroom support has a positive impact on the students 2. Partially Done – 78% of students on High School Advising caseloads received a weekly check-in, 76% of students on Middle School Advising caseloads received a weekly check-in
<b>Expand Post-Secondary Programming</b>		
Increase support for post-secondary students	1. 75% of college students (class of 2021—48 students) are supported in transitioning into college by receiving quarterly check-ins during their first year of college ( <i>previously 62%</i> ) 2. 20 community college students successfully apply & transfer to a 4-year institution ( <i>previously 11 transfer students</i> )	1. Done – 81% of college students received quarterly check-ins during their first year of college 2. Partially Done – 9 students applied to transfer to a 4-year institution (the 11 other students were not eligible to apply to a 4-year institution)
Provide more 1-2 year post-secondary options to serve a broader range of students	1. 16 Redwood and other seniors enroll in postsecondary education/training (e.g., certification programs, 2-year degree programs, job training) 2. The number of students who complete VITAL program (partnership that provides job training to students to become lab techs) doubles to 14 ( <i>previously 7 students</i> )	1. Done – 17 students enrolled in postsecondary education/training 2. Not Done – We postponed VITAL due to lack of instructor availability at Foothill

Increase access to career opportunities for high school students and college grads	<ol style="list-style-type: none"> <li>30 high school and college students secure a meaningful summer internship (<i>double # of previous college interns</i>)</li> <li>15 high school students gain career exposure through a job shadow opportunity</li> <li>18 college students (graduating—Class of 2022) secure a meaningful career opportunity post-college graduation</li> </ol>	<ol style="list-style-type: none"> <li>Done – 54 students secured a meaningful summer internship</li> <li>Done – 20 students have participated in a job shadow opportunity</li> <li>Partially Done – 14 confirmed so far</li> </ol>
<b>Increase Mental Health Supports</b>		
Provide more mental health supports for students and families through deeper partnerships	<ol style="list-style-type: none"> <li>200 students receive mental health services, up from 166</li> <li>30 BGCP caregivers receive a mental health consultation through the Ravenswood Wellness Partnership</li> <li>75% of direct service staff report they know how to respond in the event of a mental health crisis such as a panic attack or suicidal ideation</li> </ol>	<ol style="list-style-type: none"> <li>Partially Done – 138 students received mental health services. 107 High School and Post-Secondary students received mental health services through Acknowledge Alliance and 31 K-8 students through Child Mind Institute (CMI); CMI staffing shortages were the primary barrier</li> <li>Not Done – Only 1 caregiver has received a mental health consultation through RWP so far</li> <li>Done – 96% of direct service staff report they know how to respond in the event of a mental health crisis</li> </ol>
Expand social and emotional learning (SEL) training and support to staff and students	<ol style="list-style-type: none"> <li>80% of K-8 students receive a weekly SEL lesson</li> <li>180 BGCP students receive an SEL workshop during the summer program</li> <li>90% of direct service staff receive a training on social and emotional learning</li> <li>75% of staff report an improvement in their own social emotional skills</li> </ol>	<ol style="list-style-type: none"> <li>Partially done – We did launch this program during the 2<sup>nd</sup> semester as planned and conducted SEL lessons with our students on a weekly basis; however, the tracking system for this program did not work properly, and we cannot effectively report on the % of students that attended weekly (although we're confident it was at least 80%)</li> <li>Done – 270 BGCP students received a summer SEL workshop</li> <li>Done – 100% of K-8 staff at Be Great received SEL training. 6-8<sup>th</sup> grade staff receive SEL training at Q3</li> <li>Done – 100% (strongly agree or agree) of staff believe that SEL training provided by BGCP improved their own social emotional skills</li> </ol>
<b>Enhance Enrichment Opportunities</b>		
Launch BGCP-wide sports league	<ol style="list-style-type: none"> <li>550 middle and high school students participate in BGCP sports leagues, 50% are re-engaged or newly engaged with BGCP</li> <li>90% of youth believe the program has a positive impact on their lives</li> <li>Gyms and fields busy most nights and Saturdays</li> <li>30 high school students engage in sports league related leadership</li> </ol>	<ol style="list-style-type: none"> <li>Done – 790 active sports league members, 43% (340 students) newly engaged with BGCP</li> <li>N/A – did not administer survey</li> <li>Done – Ongoing leagues happening from 7-9pm 3x a week at the EPA Clubhouse, 2x a week at RWC Clubhouse, 8-10pm Football league 1x a week at Sequoia and Menlo Atherton; RWC MS basketball with Kennedy, Hoover, and more 2x a week at their school sites; Games are on Fridays at RWC Clubhouse</li> <li>Partially Done – 8-9 consistent volunteer leaders, avg 2-3 per league game</li> </ol>
Launch Best Buy Teen Center at EPA	<ol style="list-style-type: none"> <li>20 students complete Gold Standard project-based learning projects in Year 1 of TTC</li> <li>40 students engage regularly (15x over the course of the school year) with TTC programming</li> <li>60 students engage with the TTC over the course of the school year</li> </ol>	<ol style="list-style-type: none"> <li>Done – 20 students completed Gold Standard project and 12 students in progress</li> <li>Partially Done – 24 students have engaged 15x or more with TTC. EPA Clubhouse had a late start on this program because they did not receive all the equipment needed until January</li> <li>Done – 114 students engaged with the TTC at least once during the school year</li> </ol>
Partner with community organizations to expand access to community resources	<ol style="list-style-type: none"> <li>1,200 pounds of groceries distributed to community from Second Harvest (double last year)</li> <li>Partnership set with at least 1 legal aid service</li> <li>50 BGCP family members receive dinners at clubhouses</li> </ol>	<ol style="list-style-type: none"> <li>Done – 1,500 pounds of groceries at the Menlo Park Clubhouse. Twice a month we distribute 1,900 pounds of groceries to the following sites: East Palo Alto, Redwood City, Orange Park, Dore (San Mateo), and Bayshore (South San Francisco)</li> <li>Done – April 5<sup>th</sup> training led by Community Legal Services East Palo Alto</li> </ol>

	<p>per day per site</p> <p>4. Partnership set with at least 1 healthcare service to create opportunities for BGCP families</p>	<p>3. Done – Families receive 130 meals per day at the Menlo Park, East Palo Alto, and Orange Park Clubhouses</p> <p>4. Done – We offered 7 vaccination clinics at EPA clubhouse – partnered with Ravenswood City School District, San Mateo County Health Department and City of East Palo Alto</p>
<b>Invest in Staff</b>		
Ensure staff compensation and benefits are competitive to attract and retain the best talent	<p>1. Turnover rate &lt;30% for full-time staff and &lt;50% for part-time staff</p> <p>2. Part-time staff assisted with financial hardships related to holidays and/or non-service days</p> <p>3. Data gathered from staff about satisfaction with compensation and benefits</p>	<p>1. Not Done – Full time: 34%, Part Time: 113%</p> <p>2. Done – After 90 days of service, staff receive holiday pay for BGCP holidays, added Juneteenth as a holiday</p> <p>3. Done – 61% of staff overall strongly agree or agree they are paid fairly for the work they do. 78% of staff overall strongly agree or agree their benefits meet their and their families' needs well</p>
Elevate professional development opportunities for staff	<p>1. 80% of staff and leadership are satisfied with professional development they receive at BGCP</p> <p>2. 80% of staff gain knowledge and skills at trainings to do their jobs effectively</p> <p>3. 80% of staff apply what they learned in training in their daily work</p>	<p>1. Done – 80% of staff are satisfied with the professional development they receive at BGCP</p> <p>2. Done – 92% feel they have the knowledge and skills to do their job effectively</p> <p>3. Done – 94% apply what they learn in training to their daily work at BGCP</p>
<b>Racial Equity Committee</b>		
Increase diversity, equity, inclusion, and belonging (DEIB) training & education	<p>1. Staff receive at least 4 diversity, equity, inclusion, and belonging trainings at BGCP</p> <p>2. 80% of staff report learning about diversity, equity, inclusion, and belonging</p>	<p>1. Done – 11 DEIB trainings at Be Great, 4 DEIB Trainings in Q2, 4 DEIB trainings in Q3</p> <p>2. Not Done – A specific question related to DEIB trainings was not asked on the employee survey; on average, direct service staff have received at least 6 DEIB trainings since the beginning of the school year</p>
Ensure Development practices are asset based and positive experiences for students	<p>1. 80% of students and staff participating in Youth of the Year (YoY) would recommend participation to others</p> <p>2. 80% of staff report having the knowledge and tools they need to positively engage with donors</p> <p>3. Marketing (website, social media, RTS, etc.) utilizes an asset-based lens and is accessible to our diverse community</p>	<p>1. Done – 92% of students participating in Youth of the Year would recommend participation to others</p> <p>2. Not Done – 61% of staff report having the knowledge and tools they need to positively engage with donors</p> <p>3. Done – Marketing materials available in Spanish &amp; English: website FAQs, community resources section, YOY semifinals and finals broadcast, and site monthly family flyers; trial planned for entire website available in Spanish and researching what other languages/accessibility would be helpful for new sites</p>
Ensure students feel empowered by BGCP	<p>1. 90% of Keystone Members feel the program educates and empowers them on issues of social justice</p> <p>2. 90% of students participating in the Youth Advisory Council feel empowered and heard by BGCP</p> <p>3. 80% of K-8 staff believe the after-school program fosters a culture of diversity, equity, inclusion and belonging</p>	<p>1. Done – 92% of Keystone Members feel the program educates and empowers them on issues of social justice</p> <p>2. Done – 100% of students participating in the Youth Advisory Council feel empowered and heard by BGCP</p> <p>3. Done – 96% of staff believe BGCP's Programming strives to foster a culture of diversity, equity, inclusion, and belonging; 91% of staff believe BGCP is dedicated to fostering a culture of diversity, equity, inclusion, and belonging; 87% of staff think that BGCP shows that diversity, equity, inclusion, and belonging is important through its actions; 87% of staff agree that BGCP makes a genuine effort to involve a diverse group of employees on company initiatives</p>

## Appendix B: FY23 Strategic Objectives

Strategic Objective	Target Outcomes	How will we know?
<b>Impact Expansion</b> <i>All youth in San Mateo County should be empowered with opportunities to thrive</i>		
Open new sites in northern San Mateo County communities with greatest unmet need	<ol style="list-style-type: none"> <li>1. 8 safe new sites, with 700 active new students in San Mateo, South San Francisco and Daly City               <ol style="list-style-type: none"> <li>a. 580 active K-8 students</li> <li>b. 120 Future Grads active students</li> </ol> </li> </ol>	1. Salesforce
Scale select programs that have high potential for growth and impact to help more students thrive	<ol style="list-style-type: none"> <li>1. Barry Carr Sports Leagues               <ol style="list-style-type: none"> <li>a. 2,000 active Barry Carr Sports Leagues students, an increase of 1,250 students (185%) over FY22; 1,750 existing BGCP students, 250 new BGCP students</li> </ol> </li> <li>2. Mental Health               <ol style="list-style-type: none"> <li>a. 150 students receive individual therapy, an increase of 43 students (40%) over FY22; &gt;3,500 individual client sessions, an increase of 1,250 sessions (56%) over FY22</li> <li>b. 75 students receive ongoing group therapy, an increase of 42 students (140%) over FY22</li> <li>c. 150 students engage in mental health group workshops; mental health group workshops were not previously provided to BGCP members</li> </ol> </li> <li>3. Future Grads               <ol style="list-style-type: none"> <li>a. 676 active Future Grads members, an increase* of 200 new students (42%) over FY22 <i>*This includes 120 new North County students reflected in 700 student impact expansion goal</i></li> </ol> </li> <li>4. Career Pathways               <ol style="list-style-type: none"> <li>a. 1-2 year postsecondary students                   <ol style="list-style-type: none"> <li>i. 50 high school seniors pursuing 1-2 year pathways enroll in postsecondary program, an increase of 34 over FY22</li> <li>ii. 75% of 1-2 year postsecondary students are supported in transitioning and completing programs (dependent on program timeline)</li> </ol> </li> <li>b. 75% of postsecondary seniors successfully secure a meaningful career opportunity four months after college graduation, compared to 66% in FY22.</li> <li>c. 100 high school and college students secure a meaningful career related summer job/internship, an increase of 46 (85%) over FY22</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Salesforce</li> <li>2. Salesforce</li> <li>3. Salesforce</li> <li>4. Salesforce</li> </ol>

<b>Student Experience</b> <i>All Students, Always Engaged</i>		
Develop a consistent culture of active student engagement to optimize program impact/cultivate our students' passions, talents and love of learning	<ol style="list-style-type: none"> <li>1. 90% of observed classrooms have a culture of active student engagement</li> </ol>	1.PQA (Program Quality Assessment)
<b>Talent</b> <i>When our staff thrive, our students thrive</i>		
Ensure we have the quality staff needed to meet students' needs	<ol style="list-style-type: none"> <li>1. &gt;65% of full-time staff, &gt;25% of part-time staff retained</li> <li>2. 90% of direct student service positions filled by the first day of school</li> <li>3. 75% of staff would recommend BGCP as a great place to work</li> <li>4. 95% of employees leaving BGCP complete an Exit Survey</li> <li>5. Onboarding and Leadership Academies launched by Q2</li> </ol>	<ol style="list-style-type: none"> <li>1. HRIS System</li> <li>2. ATS System</li> <li>4. Staff Survey</li> <li>5. Exit Surveys</li> <li>6. Training calendar</li> </ol>
<b>Financial Sustainability</b> <i>Hard heads complement warm hearts</i>		
Grow revenue to fuel our increased annual operating budget and capital projects	<ol style="list-style-type: none"> <li>1. \$27.7M in revenue booked to balance budget</li> <li>2. 75% of FY22 Major Donors retained as major donors</li> <li>3. \$4M in revenue from new donors/sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Raiser's Edge</li> <li>2. Raiser's Edge</li> <li>3. Raiser's Edge</li> </ol>
Determine optimal program cost model to balance quality student experience with serving more students who otherwise wouldn't be served	<ol style="list-style-type: none"> <li>1. Program efficiency study and baseline</li> </ol>	1. N/A



## Appendix C



# 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.

# Appendix D: Vision, Mission, Values and Core Beliefs

## Vision

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

## Mission

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

## Values

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

## Core Beliefs

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