



**BOYS & GIRLS CLUBS**  

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**OF THE PENINSULA**

## 2017 REPORT TO STAKEHOLDERS

AUGUST 2017

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

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

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

- Howard Stevenson, Professor Emeritus, Harvard Business School

## BGCP Overview

It's an incredible time to live in Silicon Valley. Many of us are enjoying unprecedented levels of growth and wealth. People from all over the world are striving to move here to participate in our culture of optimism and opportunity. At the same time, this prosperity isn't being felt by all, and too many young people are growing up disconnected from what makes our community so dynamic.

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

### Problem

Silicon Valley is experiencing dramatic segregation and stratification along economic lines. As successful families concentrate in the most attractive neighborhoods, the poor are being left behind. Home prices and rents are squeezing families out. Differences in education, which is supposed to be the great equalizer, are exacerbating the inequality. In low-income neighborhoods, 80% of students are below grade level, and too few are prepared for post-secondary education or training. Too many youth live in the shadows, growing up without the skills required to access Silicon Valley's opportunities.

The root cause is the **opportunity gap**. In low-income neighborhoods, immediately adjacent to some of the wealthiest in the world, 35% of the youth are homeless or in foster care. Half of our students' parents didn't graduate from high school, and a quarter didn't even attend high school. Many youth enter elementary school without having attended preschool, and most lack access to after-school and summer enrichment programs. Many don't have positive role models or social capital. Their parents often cannot support their education, as they must work multiple jobs or don't know how to navigate the schools themselves. For many youth, education is secondary to household responsibilities like watching younger siblings. These challenges too often keep low-income students from achieving their full potential.

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

### BGCP Solution

The Boys & Girls Clubs of the Peninsula has evolved significantly in recent years in response to the changing needs of our youth. When BGCP was founded 59 years ago, its focus was to keep young people safe and out of trouble. Youth were able to attend the Club, find positive adult role models and participate in constructive activities. As long as they stayed out of serious trouble, they could turn 18, maybe graduate from high school, and get an entry-level manufacturing job. Today, those entry level, low-skilled jobs no longer exist. Some post-secondary education or training is now required to secure

living wage employment.

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

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

## Program Components

Students who participate in our after school and summer programs receive an additional **740 hours of learning time per year, a 60% increase over the school day alone.**

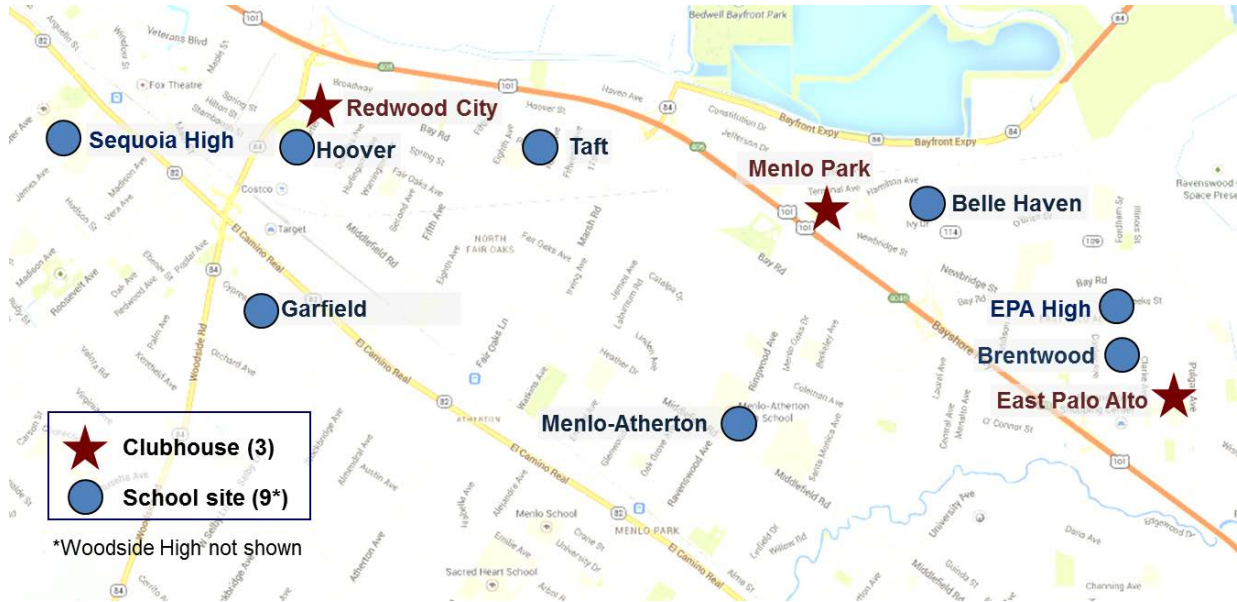
Grade Level	Academic Year	Summer
Elementary	<ul style="list-style-type: none"> <li>Homework support</li> <li>Personalized blended learning (literacy)</li> <li>Enrichment electives</li> </ul>	<ul style="list-style-type: none"> <li>Literacy and math instruction from certified teachers</li> <li>Galileo Learning design-thinking enrichment (Art, Science, Outdoors)</li> </ul>
Middle school	<ul style="list-style-type: none"> <li>Homework support</li> <li>Personalized blended learning (math)</li> <li>Socio-emotional learning and identity development with case management</li> </ul>	Students participate in partner programs: Aim High, Jose Valdes, Elevate Math, ALearn
High school	<ul style="list-style-type: none"> <li>Academic support</li> <li>College access and success</li> <li>Mentorship</li> <li>Leadership development</li> <li>Project-based learning</li> <li>Case management</li> <li>Enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Preparing rising 9<sup>th</sup> graders for high school success</li> <li>Career exploration internships (Google, LinkedIn, YouTube, Hack the Hood, Health services)</li> <li>Project-based learning enrichment (Robotics, Music, Video Production, Culinary, Athletics, Art)</li> </ul>

See Appendix B for details.

## 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 twelve sites: three clubhouses (one in each city), five Center for a New Generation (CNG) school sites, and four high

schools. Schools have asked us to expand, and the primary constraint is funding. 80% of our active members were served on school campuses vs. clubhouses.



### Market Size

Approximately 10,000 students attend the low income schools in our community, and BGCP serves 25%.

	Grades Served	Students		Grades Served	Students
<b>Ravenswood</b>			<b>Redwood City</b>		
Belle Haven	K - 8	543	Fair Oaks	K - 6	310
Beechwood	K - 8	170	Garfield	K - 8	589
Brentwood	K - 5	509	Hoover	K - 8	694
Cesar Chavez	6 - 8	185	KIPP	K - 5	496
Costaño	K - 8	509	Rocketship	K - 5	289
EPA Charter	K - 8	776	Selby Lane	K - 8	690
Green Oaks	K - 5	148	Taft	K - 6	410
McNair	6 - 8	190	Sub-total RWC		3,478
Los Robles	K - 8	385			
Willow Oaks	K - 8	602			
Sub-total Ravenswood		4,017			
<b>Estimated High School students</b>					
From Ravenswood		1,680			
From RWC target schools		944			
Sub-total high school		2,624			
<b>Total "Market Size"</b>		<b>10,119</b>			
BGCP active members		2,500			
BGCP Market share		25%			

## Unique Positioning

BGCP is uniquely positioned to help our community's low-income youth achieve school success.

- We have a **track record of success**. 90% of our high school students and school site alumni are graduating from high school. 94% of our students avoid summer learning loss. Member attendance has increased to 4+ days a week. For FY18 we are launching a new impact strategy that identifies students at critical junctures along the K-12 trajectory and provides additional targeted support in literacy, math and case management to support school success. And we continue to provide our members with a place to feel safe, develop positive relationships, and to participate in fun enrichment activities.
- Our **scale is unmatched**
  - BGCP is **four times larger** than any other youth serving organization on the Peninsula; **2,500 youth** attend regularly across **twelve sites** in the lowest-income neighborhoods.
  - We serve students in **grades K-12**, giving us a perspective about what our students need across the years.
  - We run programs **year-round**, allowing for continuity between the school year and summer and leveraging fixed costs.
- We offer a **broad range of programs** to build skills, allow youth to explore their passions, and inspire them to want to succeed in school. We balance academic skill building, socio-emotional learning, enrichment and time to just be a kid.
- We have **built effective community partnerships** with school districts, principals, program partners and parents based on shared trust.
- We have strong **leadership and infrastructure**
  - Our leadership team has been together for years with a track record of delivering to meet expectations. The team has degrees from top schools and experience working at high performing organizations (McKinsey, Bain, TFA, Education Pioneers, New Schools, Peace Corps, etc.) We are relentless about maximizing our partners' ROI. We are committed to transparency.
  - We invest in robust infrastructure in Human Capital, Evaluation, Finance, Operations and Development functions to support our program execution.
- Our **Board is diverse, strong, and brings relevant leadership experience**. Every member is actively contributing to our mission.
- While most youth development organizations selectively serve the most motivated students, we **serve all students** who seek to join, irrespective of their academic or behavior history. In fact, principals specifically refer their most at-risk students.

## Strategic Initiatives to Better Serve our Community

For FY18, we are expanding the breadth and depth of our programs. We will execute the following key strategic initiatives to increase donors’ return on investment.

Strategic Initiative	Target Results
Strengthen foundation to sustain growth	<ul style="list-style-type: none"> <li>• Staff compensated fairly with annual raises and retention bonuses</li> <li>• Development systems and processes improved</li> <li>• Finance personnel transitioned smoothly</li> <li>• Programs receive effective Operations support</li> </ul>
Expand to serve more students	<ul style="list-style-type: none"> <li>• College success program expanded</li> <li>• Case management at high schools expanded</li> </ul>
Innovate to deepen impact	<ul style="list-style-type: none"> <li>• Redwood City clubhouse dedicated to high school students</li> <li>• K-5 literacy intervention at school sites targeting 3rd grade reading proficiency launched</li> <li>• Case management redefined and extended to middle school students</li> <li>• Data collection and analysis tools implemented so staff can use data to inform decision making</li> <li>• Alignment between school sites and clubhouses improved, esp. 8th to 9th grade transition</li> <li>• Career Readiness programs for high school students not going to a four-year college developed</li> </ul>

*See Appendix E for details.*

### Rebuilt Redwood City Clubhouse Dedicated to High School Students

Thanks to the partnership and generosity of the Jay Paul Company, our Redwood City Clubhouse was rebuilt in the spring of 2017 to better serve high school students. Jay Paul Company, Level 10 and DES built an industrial capacity kitchen, created an outdoor sitting place, and refreshed the entire inside including the gym, library, music recording studio, offices and entrance. The clubhouse reopened in June 2017 and is an incredible asset for the North Fair Oaks neighborhood and our students. We look forward to serving between 100 and 200 high school students at this beautiful facility.

### New Impact Strategy

BGCP is launching a new impact strategy in FY18, which includes adding intensive intervention services so students receive the supports they need to achieve school success. We have identified some of the key indicators and predictors of postsecondary success (as defined by the American Institutes for Research College & Career Readiness & Success Center) and created interventions to increase the likelihood that our students meet these criteria.

Grades	Criteria for Selection	Outcomes	Intensive Services
K-5	2 <sup>nd</sup> and 3 <sup>rd</sup> graders who are .5-1 year below grade level in reading at beginning of 2 <sup>nd</sup> grade	3 <sup>rd</sup> Grade Reading Proficiency	Literacy intervention <ul style="list-style-type: none"> <li>• Small groups meet daily</li> <li>• Guided reading using Leveled Literacy Intervention kits or similar</li> <li>• Word work using Fry’s sight words, Cunningham’s Making Words, or similar</li> </ul>
6-8	Middle Schoolers who fail one or more core academic class at the end of 5 <sup>th</sup> grade or beginning of 6 <sup>th</sup> grade And/or Exhibit socio-emotional risk factors, assessed by PEAR Holistic Student Assessment	Graduate Middle School with 2.0 or better in academic classes, including passing 8 <sup>th</sup> grade algebra	Case management <ul style="list-style-type: none"> <li>• 1:1 weekly meetings</li> <li>• Create school success plan and follow-up on progress towards goals, both academic and socio-emotional</li> <li>• Connect students to resources, both within and outside of BGCP (for example BGCP enrichment electives, 1:1 tutoring, mental and physical health, etc.)</li> </ul>
9-12	9 <sup>th</sup> grade students at risk for failure in high school <ul style="list-style-type: none"> <li>• GPA of 1.0 to 2.0</li> <li>• Two or more unexcused absences in the first month of school</li> <li>• Exhibits readiness to succeed</li> </ul>	Complete sophomore year with a 2.5 or better GPA motivated for school success	Case management <ul style="list-style-type: none"> <li>• 1:1 weekly meetings</li> <li>• Create school success plan and follow-up on progress towards goals, both academic and socio-emotional</li> </ul> Connect students to resources, both within and outside of BGCP (for example BGCP enrichment electives, 1:1 tutoring, mental and physical health, etc.)

## Career Readiness Initiative

While we have a robust Future Grads program, we don’t provide similar supports for students not attending a 4-year college right after high school. To meet their needs, we are creating a career readiness program, initially focused on careers in medicine, culinary and the trades. We will partner with area high schools, community colleges, trainers (e.g., JobTrain) and employers (e.g., Stanford Medicine, Level 10, Asian Box). We want to provide our high school members with an understanding of the non 4-year college career pathways available to them and provide on-ramps for them to pursue these careers. We envision a program with the following key elements:

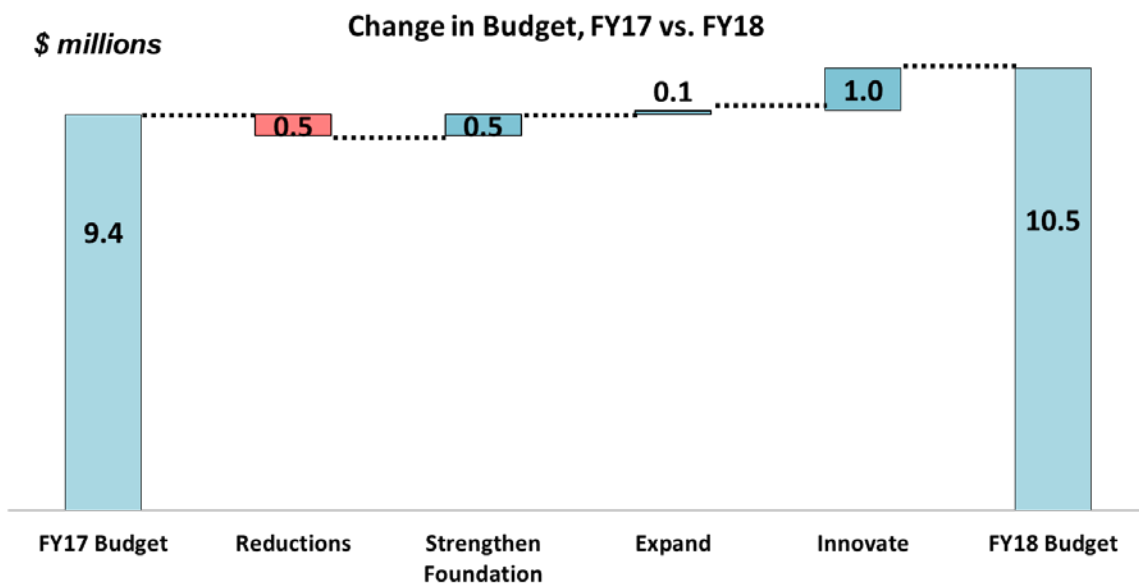
- **Foundational skills development.** Our students need to learn the professional and ‘soft skills’ as employers consistently say that this is a big gap in today’s young workers. We will provide classes that teach how to be a productive employee, how to work in teams, how to be respectful and attentive, how to communicate effectively, etc. We will provide classes on basic business skills and financial literacy.
- **Career exploration.** Our members often lack exposure and awareness to the myriad career paths available. Many of our students also lack professional role models in their lives who can model a possible path to a successful career. Our program will expose students to a variety of career paths - learning what those careers entail, what practitioners do all day, and what the academic or credential requirements are in those fields. We’ll also provide job shadowing days, workshops, and have presentations by experienced career practitioners. We plan to provide

career-specific mentors and career coaches.

- Career Navigation and Launch.** We will help students understand the requirements for credentials, certificates and perhaps Associate’s Degrees as well as understanding the natural career progression within their fields of interest. We will provide support services and counseling to help students prepare for post-secondary career education (i.e., ensuring they are taking the right classes in high school, guiding them toward the most appropriate post-secondary programs).

## Budget Impact

To achieve all of our strategic initiatives, we increased our budget for FY18 to \$10.5 million. We cut \$500,000 of expenses and reallocated these resources to higher ROI activities.





## Key Challenges

Some of the key challenges facing our ability to execute our strategy include:

- **Measuring & communicating impact succinctly.** Because BGCP serves such a broad range of ages and needs, we have a range of program metrics. While we have a clear mission of having our students succeed in school, being on track to graduate and then graduating ready for college and career, quantifying how well we are doing is not straight forward. There is no simple single measure of success that captures the essence of how we serve our members. We have benchmarked other organizations' metrics of success, and most report correlation instead of causation and do not account for selection bias. We continue to invest in refining our metrics, especially through new Impact Strategy.
- **Attracting and retaining great staff.** With the economy so hot and the cost of living rising so fast, hiring has become more difficult for Bay Area non-profits and education organizations. We have lost staff to local tech companies, and several have moved out of the area partly due to the cost of living. Schools across the state are facing a teacher shortage.
- **Gentrification.** Rents in our neighborhoods have sky-rocketed, resulting in families being displaced and having to move to the Central Valley. It is possible that our neighborhoods will turn into middle-class neighborhoods over the next decade and that the needs of the population will be dramatically different. Our strategy of expanding on school campuses gives us flexibility going forward to grow or shrink quickly. If a neighborhood does become middle class, we can close our programs or charge fees so they become self-funded. We can sell our clubhouse to an organization like the YMCA.
- **Brand recognition.** With our BGCP 3.0 strategy, we have evolved beyond the traditional Boys & Girls Club program model. However, external stakeholders often perceive our programs to still be primarily recreational. This misperception leads to missed support from funders who are focused on academic impact. Also, it can be more difficult to attract quality staff who are interested in working for an education-based nonprofit.

## Learn More/Get Involved

Want to learn more or get involved? Please contact Peter Fortenbaugh, [peter@bgcp.org](mailto:peter@bgcp.org), or Sean Mendy, [smendy@bgcp.org](mailto:smendy@bgcp.org), to arrange a meeting or visit. Our ability to meet our students' needs depends upon volunteers and financial support from all parts of our community.

Join us in our important mission. Together let's make Silicon Valley a great place for *all* kids to grow up. These are our kids, in our town, on our watch.

## FY17 Results

Site Abbreviations	
•	EPA = Moldaw-Zaffaroni Clubhouse, East Palo Alto
•	RWC = Mervin G. Morris Clubhouse, Redwood City
•	MP = McNeil Family Clubhouse, Menlo Park
•	BH = Belle Haven Elementary School CNG Site, Menlo Park
•	BW = Brentwood Academy School CNG Site, East Palo Alto
•	Garfield = Garfield Elementary School CNG Site, Menlo Park
•	Hoover = Hoover Community School CNG Site, Redwood City
•	Taft = Taft Elementary School CNG Site, Redwood City
•	EPAA = East Palo Alto Academy High School Site, East Palo Alto
•	M-A = Menlo-Atherton High School Site, Atherton

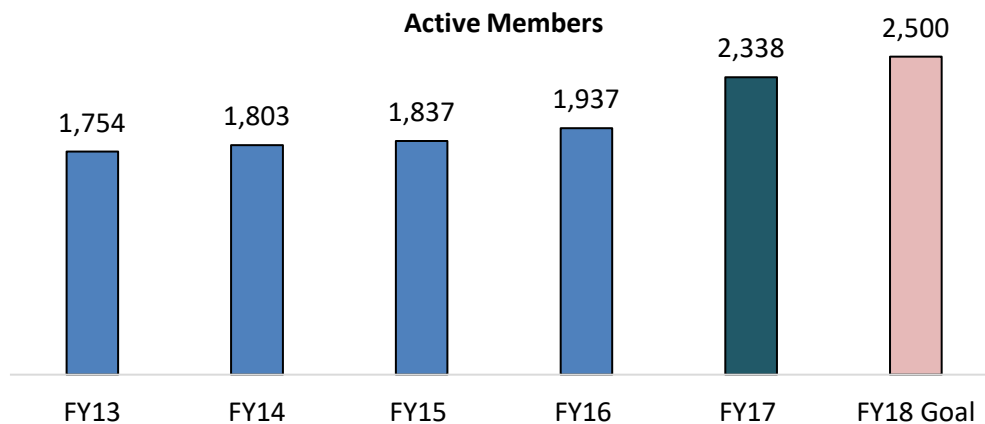
FY17 refers to programs from the summer of 2016 and the 2016/2017 academic year. The summer of 2017 is part of FY18.

### Students Served

The following analyses are only for our active members, students we believe we see enough to impact. We do not report how many total students enrolled in our programs and participated occasionally. We define active members as students who meet any of the following criteria:

- During the school year attend at least 2 times per week
- During the summer attend at least 3 times a week
- Participate actively in our Future Grads program
- Attend regular case management sessions at their high school
- Are alumni in college who still connect with staff for support

In FY17, **2,338** active members were impacted by our programs (a new high that surpassed our goal of 2,300). Due to the expansion of our high school programs, our goal for FY18 is 2,500 active members.



	Academic Year	Summer	Total Active Members (Removing Duplicates)
<b>BGCP</b>	<b>1,497</b>	<b>1,269</b>	<b>2,338</b>
BH	138	265	330
BW	155	203	280
Forest	34	--*	34
Taft	198	137	251
EPA	191	210	336
Garfield	177	96	208
MP	108	--*	108
Hoover	279	358	594
M-A	25	--*	25
EPAA	29	--*	24
Future Grads	119	--*	104
Sequoia	25	--*	25
College Students	19	--*	19

\*During the summer, students from those programs attend a different site.

Note: Total active members (2,338) does not equal academic year (1,497) + summer (1,269) because 408 members attended in both the summer and academic year and 20 high school students attend multiple programs in the fall. 2,338 represents unduplicated active members.

By Program Attendance	
Active members who attend in both the Academic Year and the Summer	17%
Active members who attend only in the Academic Year	46%
Active members who attend only in the Summer	37%

### Active Members Mix

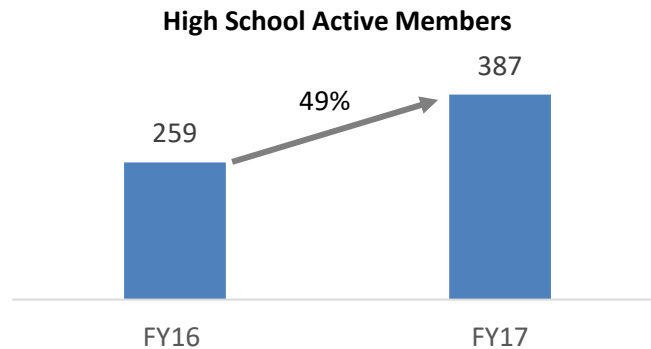
Gender		Grade		Ethnicity	
Male	50%	K-5 <sup>th</sup>	70%	Latino	85%
Female	50%	6 <sup>th</sup> – 8 <sup>th</sup>	12%	African American	7%
		9 <sup>th</sup> – 12 <sup>th</sup>	17%	Pacific Islander	2%
		College	1%	Other	5%

### Frequency of Attendance

Our active members attend **4.1 days per week** on average. School site students attend 4.3 and clubhouse students 3.5 days per week.

## High School Students Served

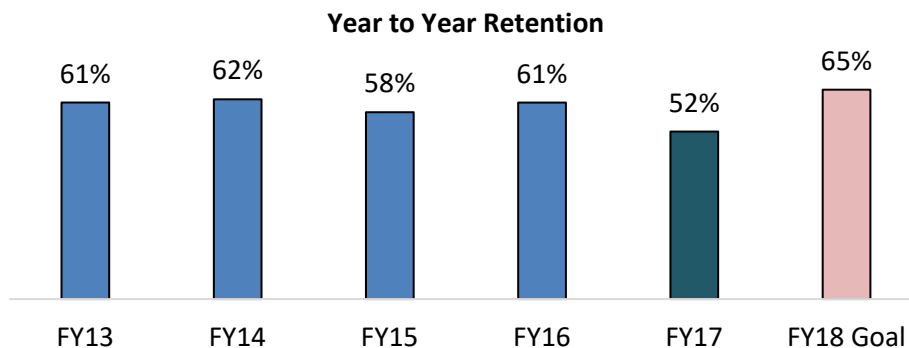
We served 49% more high school students by expanding our Future Grads program, our school-based case management services, and our summer teen center.



## Retention

Retention fell in FY17 and is well below our goal of 65%. Some of the key reasons for this decrease were:

1. The closure of our Redwood City clubhouse for the spring
2. Brentwood did a lottery enrollment so some existing families were not able to join. For FY18 priority enrollment will be given to existing families.
3. Some of our feeder schools have declining enrollment due to the rising cost of living and new charter schools.
4. In the summer, the district enrolls students who are not in our academic year program.



For FY18, we aim to increase retention by fully enrolling our Redwood City Clubhouse now that renovations are complete, creating a retention strategy for critical transitions from 5<sup>th</sup>-6<sup>th</sup> grade and 8<sup>th</sup>-9<sup>th</sup> grade, and recruiting students into intensive services programs that deliver impact over multiple years.

Across all sites, **41%** of our students have been active members of our programs for at least two years. We are striving to increase this percentage by creating a retention strategy for 5<sup>th</sup>-6<sup>th</sup> grade and 8<sup>th</sup>-9<sup>th</sup> grade transitions, knowing that we can have more impact on our students if they remain with us two years or more.

<b>FY17 School Year-to-School Year Retention</b>			
<i>Active Members Only</i>			
	K-5	6-8	9-12
K-8 School Sites	65%	43%	--
Clubhouses	48%	47%	28%

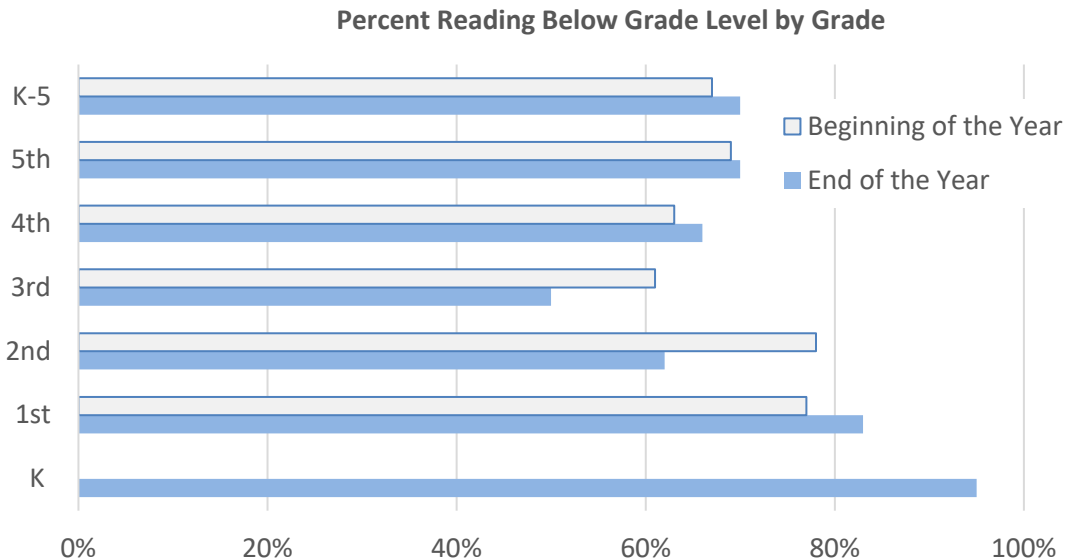
<b>Percentage of Students with 2+ Years of Tenure in FY17</b>	
<b>BGCP</b>	<b>41%</b>
Clubhouses	56%
K-8 School Sites	37%

The percent of K-8 school site students with 2+ years tenure is low because we added 100 new students at Hoover and our summer program served many new students.

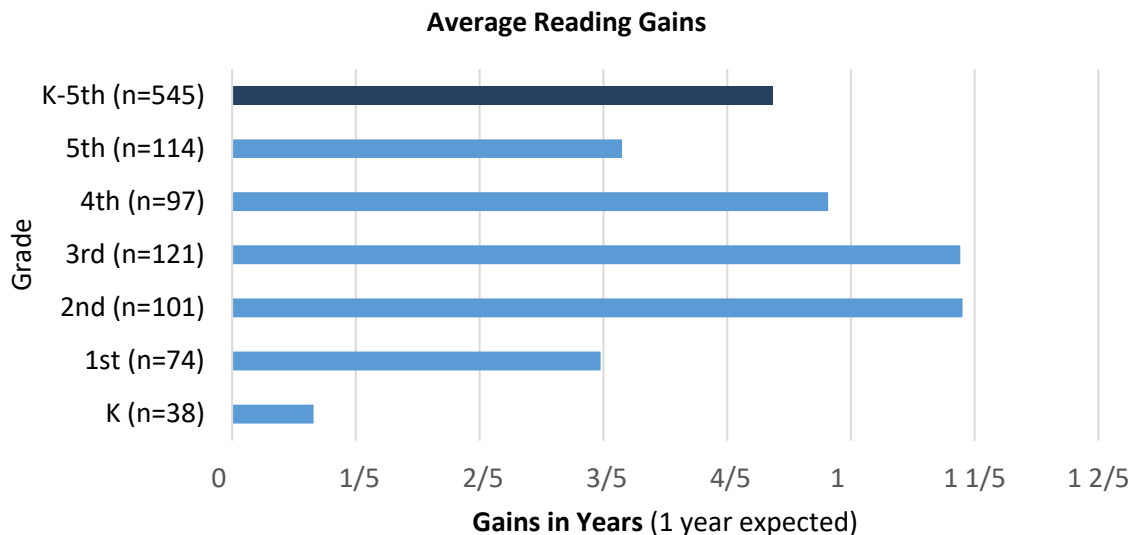
## Program Outcomes

### K-8 School Sites Academic Year

Research indicates 3<sup>rd</sup> grade reading proficiency and passing algebra in 8<sup>th</sup> grade are key indicators of future school success. So in FY17 we launched personalized blended learning programs in literacy (K-5) and math (6-8) to address the 70% of students who are performing below grade level.



The literacy program targeted 3<sup>rd</sup> grade reading proficiency, but we implemented the program across the entire K-5 population since over 60% of our 4<sup>th</sup> and 5<sup>th</sup> grade students are reading below grade level. As anticipated, we saw the biggest impact in terms of literacy gains in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade cohorts. Based on our initial success, we are investing even more this year in the 3<sup>rd</sup> grade reading proficiency initiative by adding full-time program coordinators at each site, reducing the staff to student ratio, and refining the small group literacy instruction curriculum for targeted 2<sup>nd</sup> and 3<sup>rd</sup> graders. We are also revamping our Kindergarten program to focus more on supporting students' transition to school and laying the foundation for their readiness to learn.



The 8<sup>th</sup> grade math initiative was not successful due to implementation challenges. This year we are including both math and literacy boosters during the academic program block and shifting our focus to holistic academic case management.

### K-5 Summer

2016 was our first summer of full partnership with both the Ravenswood and Redwood City school districts. 1,059 students participated in our joint five week Summer Learning Academies, and 94% avoided summer learning loss while 82% made academic gains (based on pre- and post-tests.)

#### K-5 Summer Results

	Reading	Math
Avoided learning loss	94%	96%
Made academic gains	58%	82%

### Future Grads

18 of the 19 students from last year’s inaugural Future Grads program completed their first year of college successfully. This year the program grew to serve 33 students, 32 of whom enrolled in a four year or community college.

#### Future Grads Results

	Class of 2016	Class of 2017
Participants	19	33
Enrolled in 4 year college	18	21
Enrolled in community college	1	11
Enrolled in job training program	0	0
Dropped out	1	1
On track	18	32

## Stakeholder Satisfaction

We used several YouthTruth, Net Promoter System and customer surveys, to assess stakeholder satisfaction.

### Students

In January, we surveyed 856 students using YouthTruth, a customized tool for measuring perceptions within BGCP’s unique learning environment. The rating scale was 1-5 (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree or 1 = None, 3 = Some, 5 = All). Students’ average scores are shown in the table below.

**YouthTruth Survey Results**

		<b>Elementary</b> (FY16 n = 370 FY17 n = 504)	<b>Middle</b> (FY16 n = 226 FY17 n = 211)	<b>High</b> (FY16 n= 117 FY17 n=141)
<b>Student Engagement</b> <i>Students perceive themselves as engaged with program and their learning experiences.</i>	FY16	4.18	3.55	----
	FY17	4.05	3.54	3.83
<b>Relationship with Adults</b> <i>Students trust BGCP staff as positive adult role models in their lives.</i>	FY16	4.42	3.19	3.46
	FY17	4.33	3.28	3.92
<b>Program Culture</b> <i>Students find BGCP to be a program that fosters a culture of respect, order, and fairness.</i>	FY16	3.88	3.57	3.74
	FY17	3.88	3.59	4.12
<b>Academic Expectations &amp; Rigor</b> <i>Students feel that they are challenged and supported in their learning.</i>	FY16	4.20	2.52	3.74
	FY17	4.22	3.73	4.04
<b>Safety</b> <i>Students find BGCP to be an environment in which they feel safe from harm.</i>	FY16	----	3.72	3.82
	FY17	3.97	4.01	4.18

For detailed results and sub-indicators in each category for FY17, please see Appendix C.

We used the Net Promotor System survey to assess whether students would actively recommend BGCP. Roughly half of students would actively recommend our program to their peers, a 6% increase over last year.

**Member Net Promotor System Survey**

	<b>Promoters (9-10)</b>	<b>Passives (7-8)</b>	<b>Detractors (0-6)</b>
FY16 (n=724)	41%	17%	42%
FY17 (n=962)	47%	17%	36%

**Teachers**

In the spring, we surveyed teachers across our five K-8 school sites. While the vast majority of teachers believe our program is worthwhile for students, we saw a drop in other areas of satisfaction. Some possible causes include a 1<sup>st</sup> year K-5 partnership with Hoover where we are still building relationships with teachers, and a change in BGCP’s programming that prioritizes targeted academic support over homework completion, which tends to be a teacher priority. This year we are continuing to build relationships with teachers, and we are also launching new academic support initiatives with full-time program coordinators who are available to support teachers in the classrooms and better align school day and extended day learning. We are revamping our K-5 enrichment program to include a socio-emotional learning framework and adding full-time middle school case managers to support middle school students both academically and socio-emotionally.

In terms of teacher collaboration with BGCP staff, we realized this question wasn’t worded to accurately address what we really want to know. While collaboration is a goal, it’s not a requirement and often not something our partners actually have time or a desire for. In the future we’ll instead poll teachers to find out if they feel, “BGCP is willing and available to collaborate with me”.



**K-8 Teacher Survey**

(n=52)	FY16	FY17
Believes BGCP offers a worthwhile program for students	100%	92%
Finds that BGCP meets students' academic needs	74%	64%
Finds that BGCP meets students' social needs	91%	77%
Finds that BGCP helps students achieve school success	N/A	75%
Finds that BGCP helps students with their reading proficiency	N/A	44%
Finds that BGCP helps students with their math proficiency	N/A	23%
Finds that BGCP helps students with their social/emotional learning	N/A	69%
Regularly collaborates with BGCP staff to help them align after school with class curriculum	37%	25%

We also used the Net Promoter System with K-8 teachers, and 42% were strong promoters.

**K-8 Teacher Net Promotor System Survey**

	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
FY16 (n=43)	44%	40%	16%
FY17 (n=52)	42%	44%	14%

With our new efforts to case manage high school students in partnership with the schools, we have also begun surveying high school teachers.

**High School Teacher Survey**

(n=7)	FY17
Believes BGCP to offer a worthwhile program for students	100%
Finds that BGCP meets students' academic needs	86%
Finds that BGCP meets students' social needs	100%
Finds that BGCP helps students achieve school success	86%
Finds that BGCP helps students become college or career ready	86%
Regularly collaborates with BGCP staff to help them align after school with class curriculum	43%

71% of high school teachers were strong promoters.

**High School Teacher Net Promotor System Survey**

	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
FY17 (n=7)	71%	29%	0%

**K-8 School Leadership**

FY17 was the first year we solicited feedback from school leadership on their perception of program.

**K-8 School Leadership Survey Results**

(n=10)	FY17
BGCP is a worthwhile program for students	100%
BGCP is meeting the academic needs of students	90%
BGCP is meeting the social needs of students	80%
BGCP is helping students achieve school success	100%
BGCP is helping students with their reading proficiency	90%
BGCP is helping students with their math proficiency	90%
BGCP is helping students with their social/emotional learning	80%

K-8 school leaders are strong promoters.

**K-8 School Leadership Net Promotor System Survey**

FY17 (n=10)	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
Recommend to a student or family	90%	10%	0%
Recommend to another school	80%	20%	0%

**High School Leadership**

**High School Leadership Survey Results**

(n=3)	FY17
BGCP is a worthwhile program for students	100%
BGCP is meeting the academic needs of students	100%
BGCP is meeting the social needs of students	100%
BGCP is helping students achieve school success	100%
BGCP is helping students become college or career ready	100%

High school leaders are strong promoters.

**High School Leadership Net Promotor System Survey**

(n=7)	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
Recommend to a student or family	86%	14%	0%
Recommend to another school	71%	29%	0%

**Parents**

We surveyed 340 families on their perception of BGCP in meeting their needs.

**Parent Survey Results**

(n=340)	FY17
BGCP has met their needs	85%
Treated with respect by staff	97%

83% of parents are strong promoters.

**Parent Net Promotor System Survey**

	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
FY16 (n=342)	89%	9%	2%
FY17 (n=339)	83%	12%	5%

## Human Capital

### Employee Climate Survey

We are committed to having BGCP be a great place to work. This year, we did a major restructuring of compensation for our part-time staff, which has led to an increase in staff satisfaction with compensation and benefits. However, we are still seeking to improve our staff satisfaction with training and work culture.

	FY16 (n=125)	FY17 (n=127)
Positive perception of organizational culture	75%	75%
Satisfaction with role, training, and workload	75%	74%
Satisfaction with leadership and management	81%	80%
Satisfaction with compensation and benefits	54%	63%
Pride in being part of BGCP	87%	90%

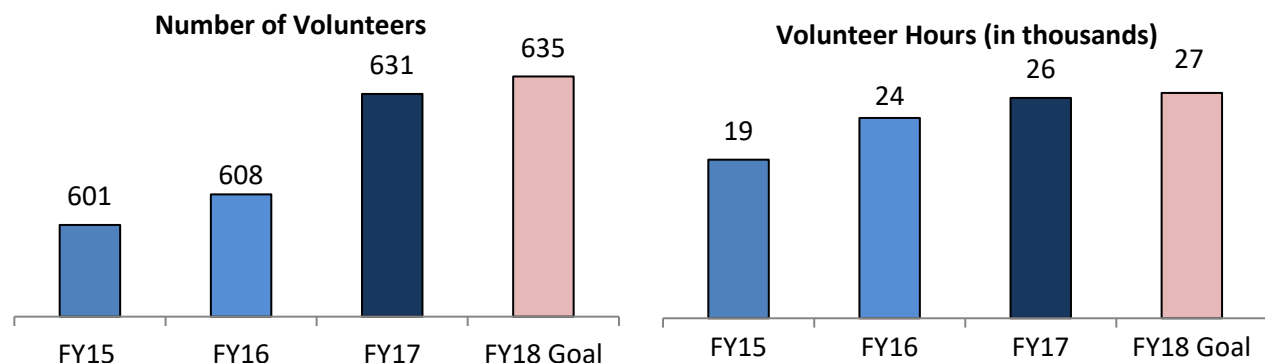
### Employee Turnover

Staff retention is critical to our ability to accomplish our mission, and our retention rates remain strong. Unscheduled departures, which impact program quality the most, have decreased. In FY18 we will focus our efforts on retaining part-time staff by creating employee assistance programs and by improving professional development opportunities for our staff.

	2017 Part-time	2016 Part-time	2017 Full-time	2016 Full-time
Total positions	107	111	54	51
Scheduled departures	35	29	9	8
Unscheduled departures	21	25	1	3
Turnover	52%	49%	19%	22%

### Volunteers

Volunteers continue to be critical to achieving our mission. This year, 631 volunteers provided our members with 26,000 hours of critical support through one-on-one tutoring, mentoring, college coaching, and support of our special events. This result surpassed our goal of 610 volunteers providing 24,000 hours of support.



In FY17, our focus was to recruit more consistent volunteers. We successfully increased our average hours of service per volunteer through a more robust partnership with Stanford University and by increasing participation in our long-term volunteer placements like Future Grads and other mentoring programs.

We surveyed 101 volunteers in FY17 about their experience at BGCP.

	FY16 (n=102)	FY17 (n=101)
I have contributed to BGCP's mission.	96%	95%
I was able to make a positive impact on the youth with whom I worked.	91%	94%
I feel appreciated for my volunteer efforts.	87%	87%
My time is used effectively when I volunteer.	77%	78%
My questions or concerns are addressed in a quick and timely manner.	82%	88%

55% of volunteers are strong promoters. For FY18, we will increase our focus on placing volunteers in high impact roles, ensuring that they feel fully utilized.

#### Volunteer Net Promoter System Survey

	Promoters (9-10)	Passives (7-8)	Detractors (0-6)
FY16 (n=102)	59%	35%	6%
FY17 (n=82)	55%	34%	11%

## Board of Directors

Our Board has never been stronger, and we have stability in key leadership positions. Rob Burgess has served as Board Chair for six years. Rob was the Chair and CEO of Macromedia until its acquisition by Adobe and also serves on the Boards of Adobe, Nvidia and Rogers Communications. His business and Board governance experience have played a key role in BGCP's evolution. Debra McCall, partner at Seiler & Co, has served as Treasurer for ten years and helps ensure our fiscal stability.

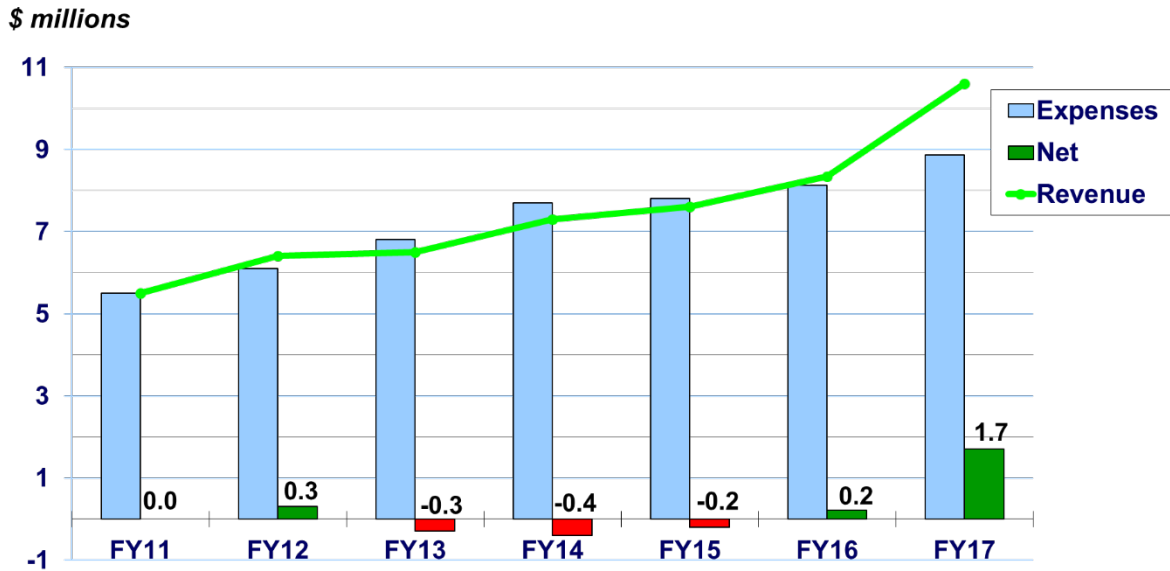
We also continue to attract talented and passionate Board members and added two new members in FY17: Brett Battles and Jason Werlin.

Metric	FY12	FY13	FY14	FY15	FY16	FY17
Number of members	30	19	16	23	26	27
Attendance at Board meetings	72%	69%	63%	70%	66%	66%
New Board members added	3	1	5	8	4	2

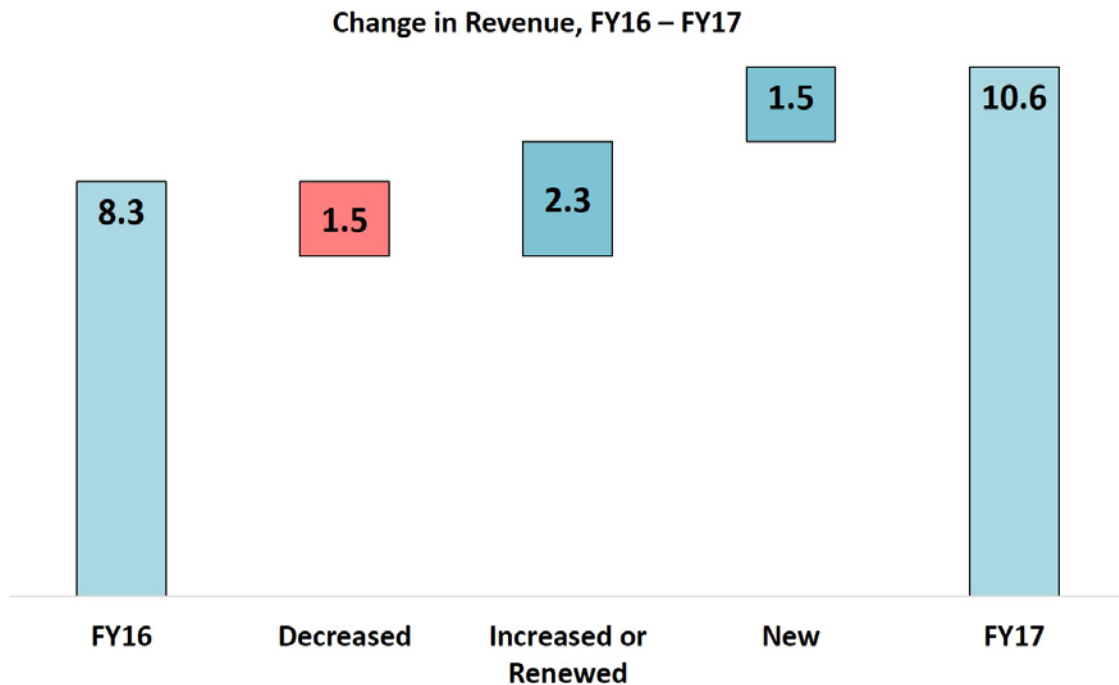
# Financials

## Revenue & Expenses

FY17 revenue was \$10.6 million, another new high. Expenses were \$8.9 million. For FY18 we are expanding to serve more students and also increasing the services per student. FY18 budget is \$10.5 million.



Revenue increased by \$2.3 million in FY17. The biggest gain came from existing donors increasing their gifts and former donors renewing. The number of donors increased by 23%, from 817 to 1,002.



## Revenue by Source

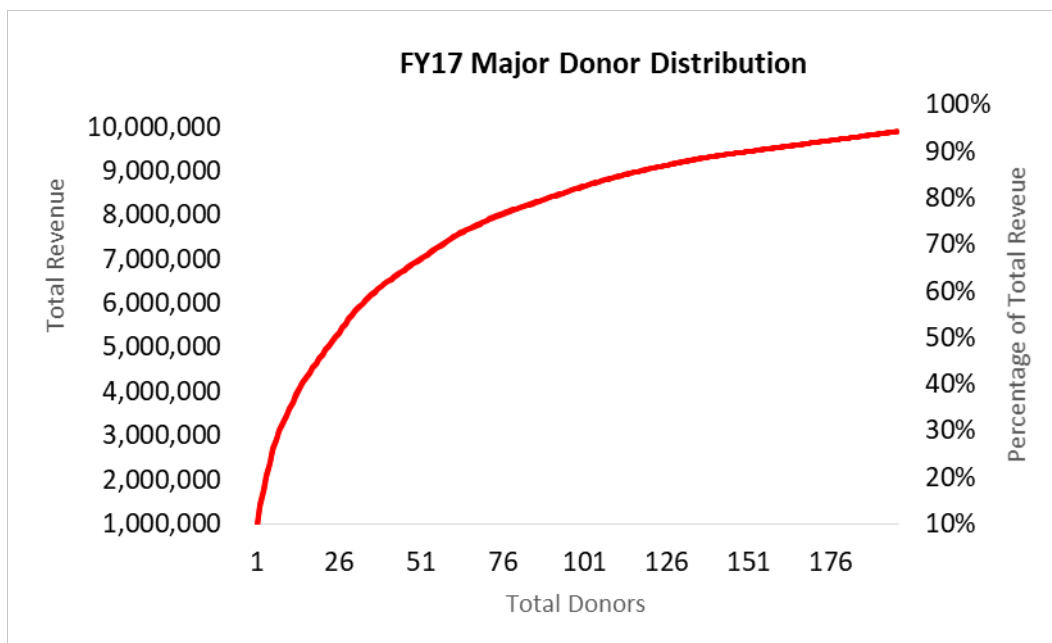
Individuals constituted 57% of gifts in FY17.

Donor Type	FY16	FY17	FY17%
Friend	3,613,000	4,671,000	44%
Board/Advisory	1,370,000	1,414,000	13%
Foundation	1,940,000	2,768,000	26%
Government	740,000	986,000	9%
Corporation	563,000	670,000	6%
BGC of America	74,000	91,000	1%
<b>Total</b>	<b>8,300,000</b>	<b>10,600,000</b>	<b>100%</b>

## Giving by Gift Size

In FY17 the top 6% of our donors accounted for 69% of our bookings. 188 donors (the top 19%) accounted for 92%.

Type	Donors	Cum Donors	% of Donors	Cum % of Donors	Revenue	% of Revenue	Cum % of Revenue
250,000+	6	6	1%	1%	2,568,000	24%	24%
100,000-249,999	25	31	2%	3%	3,147,000	30%	54%
50,000-99,999	27	58	3%	6%	1,580,000	15%	69%
25,000-49,999	44	102	4%	10%	1,300,000	12%	81%
10,000-24,999	86	188	9%	19%	1,162,000	11%	92%
5,000-9,999	67	255	7%	25%	367,000	3%	96%
1,000-4,999	207	462	21%	46%	361,000	3%	99%
<999	540	1002	54%	100%	115,000	1%	100%
<b>Total</b>	<b>1002</b>	<b>1002</b>	<b>100%</b>	<b>100%</b>	<b>10,600,000</b>	<b>100%</b>	<b>100%</b>



*\*Major donors are donors giving at least \$10,000*

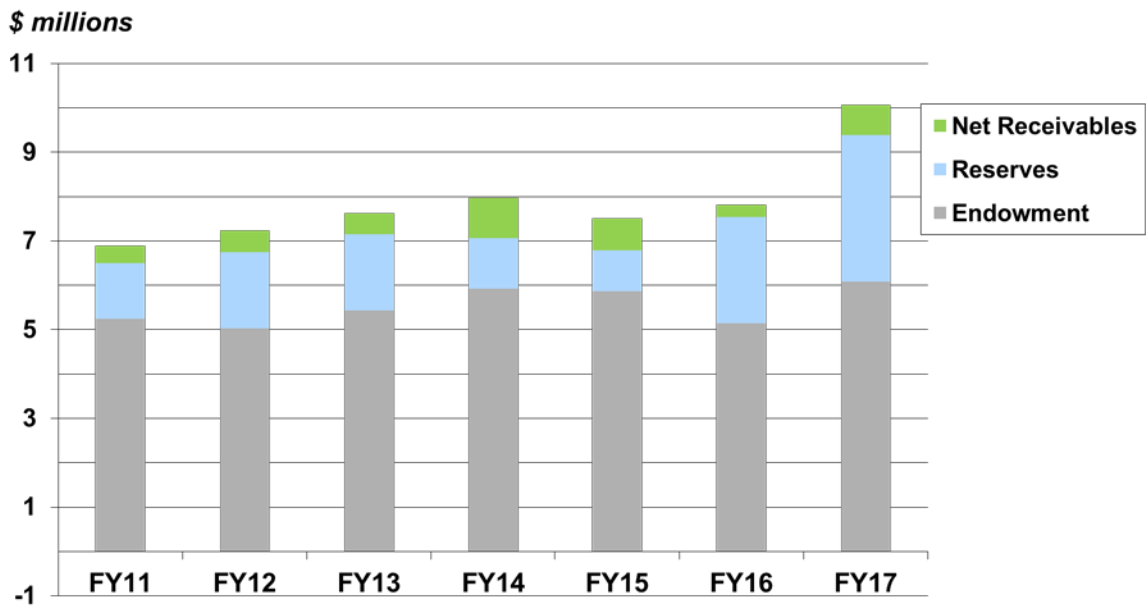
## Donor Retention

Our major donor retention remained at about 80% in FY17.

Type	Number of Donors FY16	Donor Retention FY17	Number of Donors FY17	Donor Goal FY18	Donor Retention Goal FY18
25,000+	92	84%	103	120	85%
10,000+	171	79%	190	215	85%

## Balance Sheet

We ended FY17 with liquid assets of \$10 million, a new high. This increase is due to endowment growth plus an operating surplus.



## Appendix A: Vision, Mission, Values & Core Beliefs

### Vision and Mission

Our **vision** is for all the youth in our community to graduate from high school ready for college or career and to become self-sufficient adults.

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

### Our Values

- **Curiosity:** I wonder why things are, and I explore fearlessly
- **Respect:** I honor our community and our differences
- **Ownership:** I step up and take responsibility for my learning & 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 cannot 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 them in engaging in their children's education increases children's chances of success.



## Appendix B: Program Components

### K-8 After School

During the school year students participate in structured programming including homework support, supplemental academic instruction in a personalized blended learning environment, and enrichment such as athletics, healthy cooking, STEM, arts, and leadership. The elementary grades focus on literacy, and the middle school grades focus on math. Students are part of a program culture where holistic student success is prioritized with an emphasis on socio-emotional learning and identity development. Programs run daily from when school gets out until 6pm. Our school site campuses are known as Center for a New Generation sites.

### K-8 Summer

BGCP and the local school districts have merged summer programs to use limited resources more efficiently. Together we are able to provide better academic support and serve more students. Students participate in a five-week program with a 5:1 student to instructor ratio. They receive three hours of literacy and math instruction from certified teachers and three hours of Camp Galileo enrichment. 94% avoid summer learning loss and 82% make academic gains.

### K-8 School-Day Support

During the school day our staff collaborate with teachers and principals to share insights into our students' experiences, strengths, and needs. BGCP staff attend school faculty meetings, shadow teachers, and gain the knowledge needed to effectively reinforce school-day learning after school.

### High School After School

Research, experience and our school partners tell us that students are more likely to succeed if they see the value in their own education, have goals for the future and have access to strong support systems. We develop mentor relationships with our teens and build student motivation to succeed. We offer tutoring, homework support, academic skills workshops and project-based learning enrichment electives to give members opportunities to develop mastery and/or discover new interests that might spark a new sense of purpose and motivation.

### High School Summer

Rising 9<sup>th</sup> graders across all sites come together at our Redwood City Clubhouse to prepare for high school. We focus on building familiarity with the high school campus, programs and staff in order to make youth more comfortable with their new schools. We build academic skills and peer relationships through study groups engaged in summer reading assigned by the high schools and more general skills such as organization and self-advocacy. They also participate in a range of enrichment activities to build relationships with staff, foster a love of learning, and have fun.

Rising 10<sup>th</sup> to 12<sup>th</sup> graders come together at our East Palo Alto Clubhouse for career exploration

programs. Students visit companies such as Google, LinkedIn, Facebook, Palo Alto Medical Foundation, Ravenswood Health Clinic, and the VA Hospital, where they learn about the diversity of opportunities within these large organizations and the educational pathways required to start a career. They build social capital and communication skills through active participation in team challenges focused on tasks real employees do at each of these organizations. Students gain insight as to the career opportunities available in our community and get a taste for the kind of education and preparation needed to land those jobs.

## Case Management

BGCP provides academic case management for at-risk middle and high school students. This consists of regular one-on-one check-ins with the youth to monitor academic progress, set academic goals, and provide access to academic support. Case managers are embedded at our partner schools in order to build relationships with staff, gain a clear understanding of curricular demands on students and to help students access school based supports.

## College Access & Success Programs

BGCP provides a robust system of support for college access & success through our Future Grads (formerly College Bound) program. We support students beginning sophomore year with college tours, test prep, application support, and guidance with the financial aid process. Each student is paired with a dedicated mentor. We continue to support our college students through quarterly check-ins, peer support groups at their schools and summer programming.

## Parental Involvement

BGCP helps parents navigate the school system and hosts events where families can celebrate their children's accomplishments, thus being involved in the educational process. Parents sometimes feel more comfortable building initial relationships with BGCP staff, who may be more reflective of the families we serve. Because our programs go into the evenings, we can be more accessible to working parents. Our staff can serve as liaisons between parents and school staff.

## Appendix C: FY17 YouthTruth Survey Details

<b>Elementary School Results</b> (1 = No hardly ever 3 = Sometimes 5 = Yes very much)	<b>Clubhouses</b> (n=97)	<b>K-8 School Sites</b> (n=407)
<b>Student engagement</b>	<b>4.18</b>	<b>4.02</b>
I like coming to BGCP.	4.23	3.98
The staff at BGCP let me explain my ideas.	4.15	4.05
<b>Relationship with adults</b>	<b>4.35</b>	<b>4.32</b>
The staff at BGCP give me extra help if I need it.	4.28	4.12
The staff at BGCP tells me I can do well if I work hard.	4.27	4.28
The staff at BGCP treats me with respect.	4.52	4.55
<b>Program culture</b>	<b>4.00</b>	<b>3.85</b>
When I am at BGCP, the other students and I stay busy and do no waste time.	3.93	3.67
Students at BGCP treat the staff at BGCP with respect.	3.87	3.95
I can find the things I need in my classroom.	4.18	3.97
<b>Academic expectations &amp; rigor</b>	<b>4.32</b>	<b>4.18</b>
The work I do at BGCP makes me really think.	4.10	3.93
The staff at BGCP wants me to work my hardest.	4.63	4.67
I learn a lot at BGCP every day.	4.22	3.97
<b>Safety</b> (1 = Strongly Disagree, 2 = Not Sure, 3 = Strongly Agree)	<b>3.97</b>	<b>3.97</b>
I feel safe from harm while at BGCP in general.	3.87	3.78
There are clear rules against hurting other people (for example, hitting, pushing or tripping).	4.03	4.03
Adults at BGCP try to stop bullying/harassment.	4.03	4.07
<b>Middle School Results</b>	<b>Clubhouses</b> (n=83)	<b>K-8 School Sites</b> (n=128)
<b>Student engagement</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)	<b>3.98</b>	<b>3.26</b>
I enjoy coming to BGCP most of the time.	4.01	3.18
What I learn at BGCP helps me at school, home, or with other activities.	3.95	3.33
<b>Relationship with adults</b> (1 = None, 3 = Some, 5 = All)	<b>3.42</b>	<b>3.20</b>
How many of the staff at BGCP are not just satisfied if you pass, but care if you're really learning?	3.81	3.49
How many of the staff at BGCP connect what you're learning at BGCP to life outside of BGCP?	3.28	3.02
How many of the staff at BGCP make an effort to understand what your life is like outside of BGCP?	3.17	3.09
<b>Program culture</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)	<b>3.76</b>	<b>3.49</b>
Most students at BGCP treat adults with respect.	3.68	3.39
Most adults at BGCP treat students with respect.	3.88	4.08
Discipline at BGCP is fair.	3.53	3.20
<b>Academic expectations &amp; rigor</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)	<b>4.06</b>	<b>3.52</b>
In order to be successful at BGCP, I have to work hard.	4.24	3.69
The work that I do at BGCP makes me really think.	3.88	3.36

BGCP 2017 Report to Stakeholders

<b>Middle School Results</b>	<b>Clubhouses (n=83)</b>	<b>K-8 School Sites (n=128)</b>
<p><b>Safety</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)                      I feel safe from harm while at BGCP in general.                      There are clear rules against hurting other people (for example, hitting, pushing or tripping).                      Adults at BGCP try to stop bullying/harassment.</p>	<p><b>4.14</b> 4.32 4.08 4.01</p>	<p><b>3.92</b> 3.74 4.06 3.97</p>
<b>High School Results</b>	<b>Clubhouses (n=83)</b>	<b>HS Programs (n=58)</b>
<p><b>Student engagement</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)                      I enjoy coming to BGCP most of the time.                      What I learn at BGCP helps me at school, home, or with other activities.</p>	<p><b>3.77</b> 3.90 3.64</p>	<p><b>3.94</b> 4.06 3.82</p>
<p><b>Relationships with adults</b> (1 = None, 3 = Some, 5 = All)                      How many of the staff at BGCP are not just satisfied if you pass, but care if you're really                      How many of the staff at BGCP connect what you're learning at BGCP to life outside of                      How many of the staff at BGCP make an effort to understand what your life is like outside of</p>	<p><b>3.80</b> 3.87 3.60 3.93</p>	<p><b>4.13</b> 4.13 3.87 4.38</p>
<p><b>Program Culture</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)                      Most students at BGCP treat adults with respect.                      Most adults at BGCP treat students with respect.                      Discipline at BGCP is fair</p>	<p><b>4.00</b> 3.93 4.25 3.82</p>	<p><b>4.33</b> 4.27 4.64 4.07</p>
<p><b>Academic expectations &amp; rigor</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)                      In order to be successful at BGCP, I have to work hard.                      The work that I do at BGCP makes me really think.</p>	<p><b>3.91</b> 4.06 3.76</p>	<p><b>4.23</b> 4.36 4.09</p>
<p><b>Safety</b> (1 = Strongly Disagree, 3 = Neither Agree nor Disagree, 5 = Strongly Agree)                      I feel safe from harm while at BGCP in general.                      There are clear rules against hurting other people (for example, hitting, pushing or tripping).                      Adults at BGCP try to stop bullying/harassment.</p>	<p><b>4.13</b> 4.12 4.08 4.18</p>	<p><b>4.26</b> 4.27 4.25 4.25</p>

## Appendix D: Results vs. FY17 Strategic Priorities

FY17 Strategic Objectives	Target Results	Actual Results
<b>Overall</b>		
Clarify program goals through Theory of Change process	<ul style="list-style-type: none"> <li>• Theory of Change adopted with defined target customers and outcomes</li> <li>• Program designs, evaluation tools, and staffing models adjusted to reflect TOC</li> <li>• All staff understand new program objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Done</li> <li>• Done</li> </ul>
Increase focus and breadth of high school and college access programming	<ul style="list-style-type: none"> <li>• RC High School clubhouse piloted with 200 active members and lessons learned to improve for FY18</li> <li>• Future Grads serving 18 college freshmen, 30 seniors, and 30 juniors</li> <li>• Future Grads serving 60 students across 3 high schools in first cohort and 90 enrolled in second cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Not done. Jay Paul offered to rebuild the entire clubhouse, so we closed the clubhouse for the spring. We served students at the PAL building during the closure, but attendance fell to around 30. The clubhouse renovation is complete and we enter FY18 with high expectations</li> <li>• Done. CB served 19 college freshmen, 34 seniors, and 30 juniors</li> <li>• Done. FG served 60 students across 3 high schools and 73 enrolled in second cohort as of 7/10/17</li> </ul>
Increase impact on school success in partnership with K-8 schools	<ul style="list-style-type: none"> <li>• Joint summer programs in partnership with districts served 1,300 K-5 students</li> <li>• Hoover site expanded to 340 students with principal, district, donor, staff, youth and family satisfaction</li> <li>• Literacy focus implemented for K-5 and impact assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. 1,059 active members</li> <li>• Partially done. The program was launched successfully with high satisfaction. However, we served only 279 active members. One challenge was that we could not hire a third Kindergarten mentor</li> <li>• Done. K-5 personalized blended learning program implemented</li> </ul>
Use data more often to inform decision making	<ul style="list-style-type: none"> <li>• Staff has access to timely member data, including school performance</li> <li>• UDs using data to make program decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Not done. Will do so in early FY18</li> <li>• Done. Used Let's Go Learn Math and literacy data to implement personalized blended learning programs</li> </ul>

BGCP 2017 Report to Stakeholders

FY17 Strategic Objectives	Target Results	Actual Results
Improve ability to hire and retain staff needed to meet demand	<ul style="list-style-type: none"> <li>• 40 staff recruited for the academic year program</li> <li>• Recruitment and retention strategy created and implemented including compensation restructuring and professional development initiatives</li> <li>• Communication and feedback tools implemented quarterly, including the staff surveys and recruitment announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Done. 40 staff recruited</li> <li>• Partially done. Part-time compensation restructured, Teacher Pipeline program implemented, but room for improvement in establishing professional development initiatives</li> <li>• Done</li> </ul>
<b>High School Programs &amp; Clubhouses</b>		
Launch RWC Teen Center	<ul style="list-style-type: none"> <li>• 120 youth ADA, 200 active members</li> <li>• Refresh clubhouse with new kitchen and entry area</li> </ul>	<ul style="list-style-type: none"> <li>• Not done. 30 youth ADA during displacement. Chose to shut building for complete rebuild</li> <li>• Done. RWC completely refreshed and opened in June thanks to Jay Paul Company</li> </ul>
Execute first full year of Future Grads	<ul style="list-style-type: none"> <li>• 60 students retained through June '17 from first cohort</li> <li>• 90 students enrolled by June for second cohort</li> <li>• 90% attendance at monthly meetings</li> <li>• MOU signed with M-A, 25 freshmen enrolled</li> </ul>	<ul style="list-style-type: none"> <li>• Done. 60 students retained</li> <li>• Partially done. 73 students enrolled for 2nd cohort</li> <li>• Partially done. 70% attendance at Spring meetings</li> <li>• Done. MOU signed at M-A, 33 freshman enrolled</li> </ul>
Initiate college retention plan	<ul style="list-style-type: none"> <li>• Beyond 12 tracking platform launched</li> <li>• Family support groups convened once per semester</li> <li>• Participants joined at least one student club</li> <li>• Staff checked-in at least monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Not done, not a part of the Bright Prospects Model, team determined it is more impactful to engage students directly.</li> <li>• Partially done. 14 of 19 joined at least one club</li> <li>• Partially done. Staff checked in quarterly</li> </ul>
<b>K-8 School Sites</b>		
Strategically grow K-8 ELT program	<ul style="list-style-type: none"> <li>• Hoover increased from 110 to 340 enrolled K-8 students during school year</li> <li>• Summer program expanded from 800 to 1,300</li> <li>• Garfield expanded from 150 to 180 (waitlist reduced from 80 to 50)</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. 320 enrolled; did not fill third Kinder section because we couldn't hire a mentor</li> <li>• Partially done. 1,059 active members</li> <li>• Done. 180 students enrolled, waitlist reduced to 40</li> </ul>

BGCP 2017 Report to Stakeholders

FY17 Strategic Objectives	Target Results	Actual Results
Implement improved program design for K-8 school success	<ul style="list-style-type: none"> <li>• New academic program for K-5 Literacy focus and 6-8 Math focus implemented at all sites</li> <li>• Blended Learning implemented at all sites</li> <li>• College-going Culture plan implemented in place of Future Grads Curriculum at all sites</li> <li>• Intensive services program, guided by ToC, developed for K-5 and 6-8</li> </ul>	<ul style="list-style-type: none"> <li>• Done. 3 block model implemented to incorporate personalized blended learning program</li> <li>• Done. All sites implemented K-5 personalized blended learning literacy program and Belle Haven, Garfield, and Hoover implemented 6-8 personalized blended learning math program</li> <li>• Partially done. Implemented but with low fidelity</li> <li>• Done</li> </ul>
Increase integration with partner schools and districts	<ul style="list-style-type: none"> <li>• Each site has written integration plan, developed in partnership with school principals</li> <li>• Collaborative hiring and professional development pathway initiative launched with Redwood City</li> <li>• School leadership supports ToC program changes</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. Plans discussed but not written</li> <li>• Done. 16 participants throughout the year, 3 fulfilled expectations. Successful pilot with significant learning for FY18 and District support to continue</li> <li>• Done. All partnerships renewed for FY18 and principals on board with intensive services launch</li> </ul>
Align front-line staff training & support with program plan	<ul style="list-style-type: none"> <li>• Mentor trainings developed for Literacy and Math</li> <li>• Video modules available</li> <li>• New and struggling staff receive a minimum of 4 observations and coaching feedback sessions</li> <li>• Veteran well-performing staff receive a minimum of 2 observation and coaching feedback sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Not done. Deprioritized</li> <li>• Done</li> <li>• Done</li> </ul>
Improve data-sharing and data-driven decision making	<ul style="list-style-type: none"> <li>• BGCP data from Youth Truth, DORA, etc. shared with principals and teachers</li> <li>• Data-sharing agreements established with each district</li> <li>• Data incorporated into weekly site staff meetings</li> <li>• UDs use data to make program decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Partially done. Redwood City done, discussing with Ravenswood</li> <li>• Partially done</li> <li>• Done. Data used to manage personalized blended learning and create PQA action plans</li> </ul>
<b>Impact &amp; Evaluation</b>		
Streamline evaluation plan and tools according to TOC objectives	<ul style="list-style-type: none"> <li>• Evaluation plan solidified</li> <li>• Reporting tools and documents updated to reflect new accountabilities</li> <li>• Staff using data to make decision &amp; adjust practices</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. On track to be completed by 7/30</li> <li>• Done</li> <li>• Not done. On track for FY18 with new reports and dashboards being created as part of CaseWorthy launch.</li> </ul>

BGCP 2017 Report to Stakeholders

FY17 Strategic Objectives	Target Results	Actual Results
Establish member database platform	<ul style="list-style-type: none"> <li>Member database platform selected and built for implementation in FY18</li> </ul>	<ul style="list-style-type: none"> <li>Partially done. CaseWorthy database selected, and build-out will be complete by August 2017</li> </ul>
<b><i>Human Capital</i></b>		
Strengthen career development pathways across the organization	<ul style="list-style-type: none"> <li>Professional development objectives and action plans outlined for all staff as part of performance assessment process</li> <li>Career development tracks built out</li> <li>In-house recruitment process formalized</li> </ul>	<ul style="list-style-type: none"> <li>Done</li> <li>Partially done. FY18 priority</li> <li>Done</li> </ul>
Effectively equip staff to accomplish our mission	<ul style="list-style-type: none"> <li>High quality managerial training implemented</li> <li>All BGCP staff are compliant with legal requirements</li> </ul>	<ul style="list-style-type: none"> <li>Done. Will refine for Be Great</li> <li>Done. Will tighten up Mandated Reporter training for spring hires</li> </ul>
Strengthen the quality of our volunteer programs	<ul style="list-style-type: none"> <li>Future Grads Mentorship program is fully staffed with high quality mentors</li> <li>80+ tutors recruited who volunteer for at least one hour a week for at least 10 weeks</li> <li>100% of volunteers complete volunteer training before the start of their service</li> <li>Percent of volunteers who agree that their time is used effectively increased from 77% to 90%</li> </ul>	<ul style="list-style-type: none"> <li>Done</li> <li>Done. 83 tutors recruited</li> <li>Done</li> <li>Not done. 78% agree their time is used effectively</li> </ul>
Reduce staff vacancies across the organization	<ul style="list-style-type: none"> <li>40 mentors hired for academic year</li> <li>3 regional substitutes hired for academic year</li> <li>FT turnover reduced from 12% to 8% over the academic year</li> <li>PT turnover reduced from 23% to 15% over the academic year</li> </ul>	<ul style="list-style-type: none"> <li>Partially done. 40 hired but not until January</li> <li>Done</li> <li>Done - FT turnover reduced from 12% to 7%</li> <li>Not done - PT turnover stayed at 23% over the academic year</li> </ul>
Improve communication both within and across departments	<ul style="list-style-type: none"> <li>Updated performance management process implemented to increase feedback loops within the organization</li> <li>All full time staff have full knowledge of their benefits</li> </ul>	<ul style="list-style-type: none"> <li>Done. Could potentially be made more robust once TOC work is implemented</li> <li>Done</li> </ul>



BGCP 2017 Report to Stakeholders

FY17 Strategic Objectives	Target Results	Actual Results
<b>Development</b>		
Fund operations	<ul style="list-style-type: none"> <li>• \$9.4mm raised</li> <li>• 85% of FY16 \$10k+ donors retained</li> <li>• 10 new/increased \$25k+ donors</li> </ul>	<ul style="list-style-type: none"> <li>• Done. \$10.6mm</li> <li>• Not done, 79% of \$10k+ donors retained</li> <li>• Done. 10 new \$25k donors and 25 increases of at least \$25k</li> </ul>
Execute mini-campaigns	<ul style="list-style-type: none"> <li>• 8 Board led campaigns of at least \$25k</li> </ul>	<ul style="list-style-type: none"> <li>• Not done, though campaigns were key to this year's success</li> </ul>
Execute events	<ul style="list-style-type: none"> <li>• Winter Shark Tank event raises \$500k</li> <li>• YOY finals February 9 raises \$500k with 30 new MGPs in attendance</li> <li>• 8th grade finals event with IOC yields 100 new donors</li> <li>• Emeritus Board and major donor event executed</li> <li>• Condi Rice FOF event as stewardship for \$25k+ donors executed, yields 3 new major new/increased gifts</li> <li>• HS graduation at Facebook executed</li> </ul>	<ul style="list-style-type: none"> <li>• Done. \$1.3mm raised</li> <li>• Done. \$840k raised with 70 prospective donors in attendance</li> <li>• Not done. IOC shifted focus</li> <li>• Not done. Incorporated into existing events</li> <li>• Not done. Women's Breakfast launched instead</li> <li>• Done. Moved to Forest for relaunch of site</li> </ul>
Increase awareness & donor base	<ul style="list-style-type: none"> <li>• 20 tours/meetings monthly (240 full year)</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. 200 tours/meetings</li> </ul>
Increase millennial engagement and giving	<ul style="list-style-type: none"> <li>• 250 unique donors (at any level) recruited by IOC members</li> <li>• Execute \$10k IOC fundraising event</li> <li>• Execute three \$10k employee driven fundraising campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Not done. 190 donors recruited by IOC.</li> <li>• Not done. Executed events focused on community building to complement fundraising campaigns</li> <li>• Done. \$50k end of year campaign executed with Spring campaign in progress</li> </ul>
Grow corporate partnerships	<ul style="list-style-type: none"> <li>• 20 corporate volunteer events executed for the year</li> <li>• \$300k in YOY sponsorships</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Not done. \$200k</li> </ul>
Increase foundation support	<ul style="list-style-type: none"> <li>• 4 new foundations as Major Donors (&gt; \$10,000)</li> <li>• \$1.5mm from foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Done. \$2.5mm</li> </ul>

BGCP 2017 Report to Stakeholders

FY17 Strategic Objectives	Target Results	Actual Results
<b>Finance</b>		
Improve efficiencies in processes	<ul style="list-style-type: none"> <li>• Purchasing/AP process migrated to cloud</li> <li>• Bill.com being used</li> <li>• Upgrade to Blackbaud's FENXT software</li> </ul>	<ul style="list-style-type: none"> <li>• Done. Researching Blackbaud's cloud based purchasing system</li> <li>• Done</li> <li>• Done</li> </ul>
Tighten operational readiness for planned/unplanned personnel changes in Finance	<ul style="list-style-type: none"> <li>• Payroll procedures documented and back-up person trained</li> <li>• Contacts and authorized persons at payroll service, banks, 401k and 403b updated</li> <li>• MetLife 403b plan closed</li> </ul>	<ul style="list-style-type: none"> <li>• Partially done. Desk procedures written and training will occur in summer</li> <li>• Done</li> <li>• Not done. Decided to not terminate at this time after review</li> </ul>
Migrate RE to the cloud with Dev	<ul style="list-style-type: none"> <li>• RE migrated to cloud</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> </ul>

## Appendix E: FY18 Objectives & Key Results

Strategic Objectives	Target Results
<b>Overall</b>	
Strengthen foundation to support growth	<ul style="list-style-type: none"> <li>• Staff compensated fairly with annual raises and retention bonuses</li> <li>• Development systems and processes improved</li> <li>• Finance personnel transitioned smoothly</li> <li>• Programs receive effective Operations support</li> </ul>
Expand to serve more students	<ul style="list-style-type: none"> <li>• College success program expanded</li> <li>• Case management at high schools expanded</li> </ul>
Innovate to deepen impact	<ul style="list-style-type: none"> <li>• Redwood City clubhouse dedicated to high school students</li> <li>• K-5 literacy intervention at school sites targeting 3rd grade reading proficiency launched</li> <li>• Case management redefined and extended to middle school students</li> <li>• Data collection and analysis tools implemented so staff can use data to inform decision making</li> <li>• Alignment between school sites and clubhouses improved, esp. 8th to 9th grade transition</li> <li>• CTE pathways for high school students not going to a four year college developed</li> </ul>
<b>High School Programs &amp; Clubhouses</b>	
Continue high school commitments and growth initiatives	<ul style="list-style-type: none"> <li>• Redwood City High School Center opened, serving 150 freshmen this summer and retaining 100 active freshmen during the school year</li> <li>• Case management intensive services provided for 9th graders at EPAA, M-A and expanded at Sequoia to include 10th graders; also implemented at EPA and RC clubhouses</li> <li>• College success program increased from 140 to 240 students and expanded to serve EPAA, M-A, Sequoia and Woodside high schools</li> </ul>

BGCP 2017 Report to Stakeholders

Strategic Objectives	Target Results
Increase alignment between school sites and clubhouses	<ul style="list-style-type: none"> <li>• K-8 general services across School Sites and Clubhouses aligned</li> <li>• K-12 Socio-emotional learning aligned</li> <li>• Clear link between HS Case Management program and clubhouse general services developed and implemented</li> <li>• Coordinated outreach plan &amp; materials developed and implemented for K-8 school site and clubhouse programs</li> <li>• Clear pathway and engagement plan from 5th grade school site programs ---&gt; clubhouse implemented</li> <li>• Clear pathway and engagement plan from 8th grade school site programs ---&gt; summer teen center ---&gt; school year clubhouse programs implemented</li> <li>• Middle school and high school Case Management models aligned</li> </ul>
Develop CTE pathways for high school students not going to a four year college	<ul style="list-style-type: none"> <li>• Best practices in CTE programming models nationwide identified</li> <li>• Appropriate local employer partners with available jobs in our area with a low bar for entry and high ceiling for advancement engaged</li> <li>• Key competencies and certifications needed to fill available roles identified</li> <li>• Partners with capacity and expertise to provide training and certification for available roles engaged</li> <li>• CTE program for Summer Teen Center launched in summer 2018</li> </ul>
<b><i>K-8 School Sites</i></b>	
Launch K-8 Intensive Services	<ul style="list-style-type: none"> <li>• K-5 Intensive Services program launched for identified 2<sup>nd</sup> grade students</li> <li>• 6-8 Intensive Services program launched for identified 6<sup>th</sup> grade students at Hoover and 6<sup>th</sup>-7<sup>th</sup> grade students at Garfield</li> <li>• PEAR’s Holistic Student Assessment incorporated into Middle School case management and Socio-emotional learning program</li> </ul>
Codify K-8 General Services	<ul style="list-style-type: none"> <li>• Enrichment programming at all K-8 school sites codified, prioritizing low-prep curriculum and student choice</li> <li>• Socio-emotional learning plan and curriculum determined, including which should be embedded and which should stand alone</li> <li>• Personalized blended learning program adjusted based on FY17 learnings</li> <li>• Kindergarten program improved to better support school success and TK piloted at Hoover</li> </ul>
Align site-based talent plan to support new Impact Strategy	<ul style="list-style-type: none"> <li>• Site-based staffing structure adjusted to support Impact Strategy implementation (i.e. full-time Literacy Program Coordinators and Case Managers, Middle School mentor specialization)</li> <li>• Onboarding and training program aligned for site-based staff to support new impact strategy</li> <li>• Coaching, support, and professional development plan aligned to support new impact strategy</li> </ul>
<b><i>Impact &amp; Evaluation</i></b>	
Fully staff the Evaluation department	<ul style="list-style-type: none"> <li>• Senior director, manager, database administrator hired</li> </ul>

BGCP 2017 Report to Stakeholders

Strategic Objectives	Target Results
Update metrics tracking systems and tools	<ul style="list-style-type: none"> <li>• All self-assessment tools updated and administered</li> <li>• Data sharing with Redwood City School District implemented and outputs to outcomes for Intensive Services tracked</li> <li>• CaseWorthy database implemented with feedback mechanisms for future improvements</li> <li>• Learning Agenda completed</li> </ul>
Implement data collection and analysis tools so staff can use data to inform decision making	<ul style="list-style-type: none"> <li>• 100% of staff trained on Caseworthy</li> <li>• Data entry and review process and timelines established</li> <li>• 80% of data is entered on-time</li> <li>• Sites review data regularly, at minimum monthly at staff meetings and UD meetings; 90% of data review timelines met</li> </ul>
<b>Human Capital</b>	
Launch Professional Development initiatives	<ul style="list-style-type: none"> <li>• At least 2 clear professional development opportunities provided for full-time staff including trainings, conferences, or other professional development options</li> <li>• Teacher Pipeline Initiative training calendar created and implemented</li> <li>• 8 staff complete at least 70% of Teacher Pipeline Initiative trainings</li> </ul>
Provide program teams with the necessary support to run high quality programs	<ul style="list-style-type: none"> <li>• 140 applications received by the end of fall quarter</li> <li>• Academic year programs fully staffed within first month of program start date</li> <li>• 80% of volunteer tutor requests met</li> <li>• 40 Future Grads mentors and 350 academic year volunteers recruited</li> </ul>
Improve staff satisfaction to increase employee retention	<ul style="list-style-type: none"> <li>• Academic year staff turnover reduced to 15% for part-time staff</li> <li>• Tuition reimbursement program implemented</li> <li>• Bonus structure for part-time staff implemented</li> <li>• Commuter assistance program established</li> <li>• Ongoing feedback mechanism implemented by which to gauge staff satisfaction in addition to annual climate surveys</li> </ul>
Align talent strategy with program needs for impact strategy implementation	<ul style="list-style-type: none"> <li>• Organizational competencies codified</li> <li>• Staff competencies by role codified and incorporated into performance assessment process</li> <li>• BGCP-wide calendar of key events created to assess staff capacity throughout the year</li> </ul>

BGCP 2017 Report to Stakeholders

Strategic Objectives	Target Results
<b>Development</b>	
Improve Development systems and processes	<ul style="list-style-type: none"> <li>• Director, Donor Relations hired</li> <li>• Development database evaluated and determined if new CRM is needed</li> <li>• Development operations processes and protocols redefined (database, stewardship, MGP pipeline, etc.)</li> </ul>
Broaden major donor base	<ul style="list-style-type: none"> <li>• 10 new donors acquired through mini-campaigns, 25 increased</li> <li>• 100 new MGPs attend events</li> <li>• 200 major gift prospects identified with solicitors recorded in database</li> <li>• Marketing campaign executed</li> </ul>
Optimize events	<ul style="list-style-type: none"> <li>• Spring Shark Tank event raises \$1.5mm</li> <li>• YOY finals February 8 raises \$1mm with 50 new MGPs in attendance</li> <li>• Emeritus Board and major donor stewardship event executed in the fall</li> <li>• Women’s Leadership Breakfast executed with 50 new MGPs in attendance</li> <li>• College Launch executed</li> </ul>
Fund operations	<ul style="list-style-type: none"> <li>• \$10.5mm raised</li> <li>• 85% of \$10k+ donors retained</li> </ul>
<b>Finance &amp; Administration</b>	
Transition Finance personnel smoothly	<ul style="list-style-type: none"> <li>• VP, Finance &amp; Administration hired and integrated effectively</li> </ul>
Provide programs with effective Operations support	<ul style="list-style-type: none"> <li>• Sites able to execute mission with appropriate facilities, operations and IT support</li> </ul>





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**Boys & Girls Clubs of the Peninsula**  
401 Pierce Road  
Menlo Park, CA 94025  
650-646-6140  
[www.bgcp.org](http://www.bgcp.org)