BOYS & GIRLS CLUBS

OF THE PENINSULA

2018 REPORT TO STAKEHOLDERS

AUGUST 2018

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

While the Silicon Valley economy continues to boom, gaps in wealth, income, academic achievement, and opportunities are increasing. Too many families can barely, if at all, afford to live here. Skyrocketing 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 are growing up without the skills required to access Silicon Valley's opportunities.

The root cause is the **opportunity gap**. In low-income neighborhoods served by BGCP, immediately adjacent to some of the wealthiest in the world, 40% of the youth are homeless or in foster care. Approximately half of our students' parents didn't graduate from high school, and around a quarter didn't even attend high school. Many youth enter elementary school without having attended preschool. Many don't have positive role models or social capital. Many parents work multiple jobs and don't have the time or expertise to navigate our complex educational system. For many youth, education is secondary to household responsibilities like watching younger siblings. 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 to opportunities that develop interests and passions, and relationships with positive role models to develop the academic and life skills needed to succeed in school. Only this way will they ultimately access the myriad opportunities Silicon Valley has to offer.

BGCP Evolution towards 3.0

BGCP has evolved significantly in recent years in response to the changing needs of our youth. When BGCP was founded 60 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, 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 school success. In addition to providing our students with the safe place, positive relationships, and sense of belonging that all children need, we are helping them develop the academic and life skills they need to succeed in school. Our after-school and summer programs are tightly integrated with the schools and are an extension of the learning day. The schools share resources, curriculum, data, and staff training with us. Enrichment activities like art, athletics, cooking, etc. remain a critical piece of our program. We refer to this model as BGCP 3.0.

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

Program Strategy

Demonstrating measurable impact requires clearly defining what we want to achieve and how. In FY16, a taskforce of representatives from across BGCP developed an initial theory of change articulating our shared vision for student success, which includes academics (differentiated by grade band) and social and emotional learning (SEL). In FY18, we launched the resulting **Impact Strategy** and three new intensive services: Building Readers, Middle School Success Advising, and High School Success Advising. These intensive services, along with our college success program, Future Grads, complement our core general services offered to all students.

We expect students who receive intensive services to be proficient in reading, pass core classes, graduate on time, and enroll in and complete post-secondary education or training.

Impact Strategy Framework

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

HOW?

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

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

...which will result in greater impact.
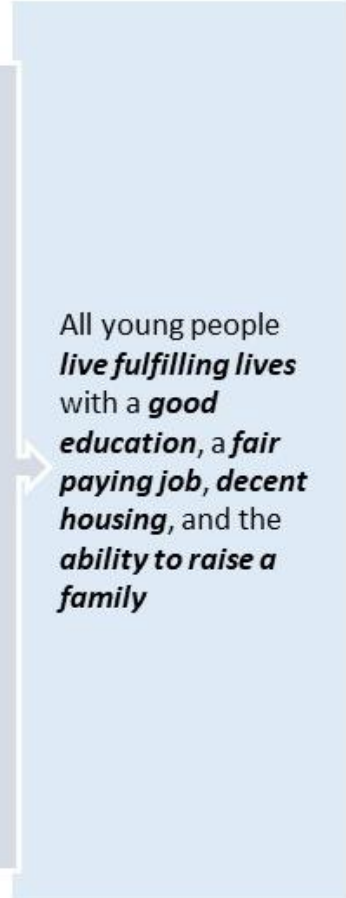
CORE GENERAL SERVICES (K-12)

Relationships
- Mentoring
- Community building

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

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

INTENSIVE SERVICES (GRADE-SPECIFIC)

Building Readers (2nd-3rd grade)

High School Success Advising (9th grade)

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

Future Grads (10th-12th grade)

SCHOOL SUCCESS OUTCOMES

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

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

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

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

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

ULTIMATE IMPACT

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

Core General Services

BGCP's core general services have three focus areas: relationships, academic support, and enrichment. These are offered at school sites and clubhouses and reflect a variety of programming and curriculum to support school success.

Core General Service Focus Areas and Examples

Focus Areas	Related Core General Services
Relationships	• Mentoring • Community building (on-site and off-site) • Social and emotional learning (SEL) and identity development
Academic Support	• Small group, personalized learning (reading and math) • Individual and group tutoring in multiple subjects • Skill-building workshops • Support with school assignments, including homework • Instruction from certified teachers (summer program)
Enrichment	• Experiential, project-based learning (robotics, music, video production, culinary, athletics, and art) • Internships, and other career exposure opportunities • College visits • Leadership development • Galileo Learning design-thinking enrichment (summer program)

Intensive Services

In FY18, we prioritized increasing the depth of our impact by launching or scaling four programs that address key predictors of post-secondary success. We believe that if we can intervene at these critical moments in a student's educational journey and provide ongoing supports through our core general services activities, we will see positive, sustained impact on students' success in school. Our intensive services are:

- **Building Readers**: A literacy intervention aimed at enabling a subset of students with literacy needs in 2nd and 3rd grade to reach grade level reading proficiency by end of 3rd grade and sustain gains through the end of elementary school
- **Middle School Success Advising:** A program designed for 6th–8th graders that uses weekly one-to-one advising to help youth stay on track and develop the academic and social-emotional mindsets and skills to succeed in high school
- **High School Success Advising:** A high intensity intervention for freshmen with academic and social-emotional needs that helps them transition to high school and complete their first year on track to graduate
- **Future Grads:** A school-site program to help 10th–12th graders be the first in their family to graduate from college

See Appendix B for details.

After reflecting upon what worked well and what needed to change in light of launching these intensive service programs, we:

- Re-affirmed our commitment to school success
- Identified the need to offer additional opportunities to support school success for students served at clubhouses
- Elevated the importance of program alignment and integration across BGCP programs and created two new leadership positions: Chief Program Officer and Senior Director, High School and Post-secondary Success
- Identified the need to develop new tools and data systems for measuring program quality and student outcomes that will help us engage in ongoing program improvement

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**.

Key Collaborations

By partnering closely with nonprofits, corporations, government organizations, and schools, we are able to deliver more efficient and effective programs to better serve our students. Key partners include:

- School districts: Sequoia Union, Redwood City, Ravenswood, KIPP, Oxford Day Academy
- Colleges: Stanford University, Menlo College, Foothill College, Cañada College
- Cities: Redwood City, East Palo Alto, Menlo Park
- Nonprofits: Aim High, Bright Prospect, Meritus College Fund, Second Harvest, Hack the Hood, US Soccer, Project Evident, Fit Kids, Children's Health Council, Acknowledge Alliance
- Corporations: LinkedIn, Google, YouTube, 23andMe, VA Hospital, Galileo Learning, Chan Zuckerberg Initiative

Locations

BGCP serves youth in our community's lowest-income neighborhoods of East Palo Alto, eastern Menlo Park, and the North Fair Oaks region of Redwood City. Students attend one of 13 sites: three clubhouses (one in each city), six Center for a New Generation (CNG) schools serving elementary and middle school students, and four high schools. 80% of our active members are served on school campuses vs. clubhouses.

School districts have asked us to expand, and the constraints are funding and the ability to recruit enough qualified staff.

BGCP Locations
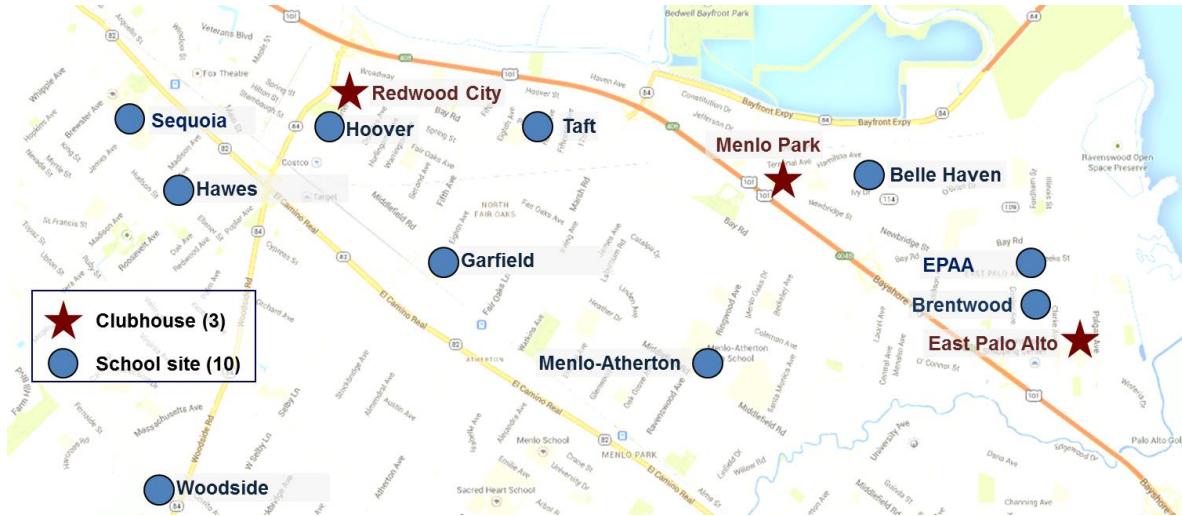
Market Size

Approximately 9,500 students attend schools located in the low-income neighborhoods of our community. This is a 6% decline in students in our target market since last year, in large part because of declining enrollment due to the rising cost of living and new charter schools. BGCP served approximately 25% of this market in FY18.

BGCP Market Size FY18

Ravenswood City Elementary District Schools	SY17–18 Enrollment	Redwood City School District Target Schools	SY17–18 Enrollment
Belle Haven	457	Fair Oaks	221
Brentwood	441	Garfield	569
Cesar Chavez	117	Hoover	692
Costaño	425	KIPP Excelencia	583
Aspire EPA Charter	722	Rocketship	286
Green Oaks	35	Selby Lane	729
KIPP Valiant	225	Taft	329
McNair	114		
Ravenswood Middle	273		
Los Robles	313		
Willow Oaks	508		
Subtotal Ravenswood K–8	3,630	Subtotal Redwood City K–8	3,409
High School from Ravenswood	1,508	High School from Redwood City	976
Total Market Size: 9,523			
BGCP Active Members: 2,414			
Total Estimated 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. Around 85% of our students avoid summer learning loss. Member attendance has increased to 4+ days a week. We successfully implemented our new Impact Strategy. And we continue to provide our members with a place to feel safe, develop positive relationships, and participate in fun enrichment activities.

- Our **scale is unmatched.**
  - BGCP is **four times larger** than any other youth-serving organization on the Peninsula; **2,400 youth** attend regularly across **13 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, social and emotional learning, enrichment, and time to just be a kid.

- We have **built effective community partnerships** with school districts, principals, program partners, parents, and other community-based organizations.

- We have strong **leadership and infrastructure**
  - Our leadership team has been together for years and has a track record of delivering to meet expectations. The team has degrees from top schools and experience working at high-performing organizations (McKinsey, 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 program execution.

- Our **Board of Directors is strong and diverse, and it 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 behavioral history. In fact, principals specifically refer their most at-risk students to be part of BGCP.

Strategic Priorities to Better Serve our Community

As we seek to increase our impact, our FY19 **strategic priorities** are:

Area	FY19 Strategic Priorities
Strengthen foundation to support growth	- Implement a sustainable staffing model that balances quality, cost, and retention - Enhance our culture of continuous learning and ongoing improvement - Design and implement a comprehensive performance management plan - Increase communication between staff and the Executive Team - Conduct research to determine what diversity, equity, and inclusion work is needed for the organization - Strengthen facilities/operations procedures and support - Deploy Information Technology enhancements - Strengthen data privacy and security - Improve finance operations - Build development systems and processes for this $14 million organization
Deepen impact per student	- Scale intensive services - Improve Social and Emotional Learning (SEL) programming - Pilot the Career Pathways program - Enhance technology programs - Align programs across sites and service offerings - Provide staff with timely access to data that informs program improvement
Serve more students	- Expand the Future Grads program - Expand the K-5 summer program to meet demand - Expand the Taft site program in partnership with the Police Activities League and explore the feasibility of a Redwood City Middle School center for FY20

See Appendix E for details

To achieve all of our FY19 strategic initiatives, we increased our budget for FY19 to $12.8 million. And as a result of prioritizing going deeper per student over adding more students, our cost per active member increased to $4,885.

Bar chart showing cost per active member: FY17 $3,794, FY18 $4,350, FY19 $4,885
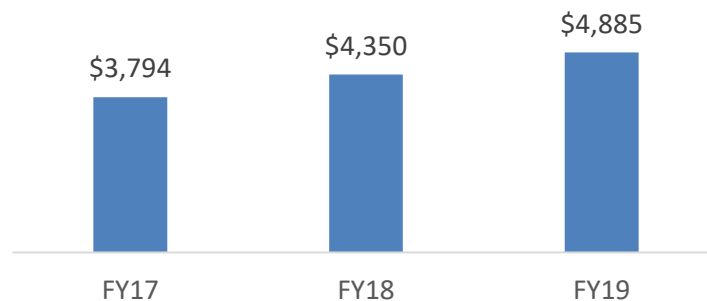
Human Capital Investment

As we grow, our **greatest risk is staff retention**, especially given the rising cost of living. Our students can't thrive unless our staff is thriving as well. To meet the growing demand for our programs, we need to be able to fill new positions. And to have deep impact, our students need to learn from experienced staff who have been with us for multiple years, constantly learning and growing.

We've taken targeted actions over the past few years by investing in training and creating more full-time positions, and we're seeing results. Full-time staff turnover fell to 13% this year. Part-time staff turnover fell to 36% this year. Spring turnover fell from 48% to 18%.

While these results are encouraging, the cost of housing continues to skyrocket, and we have implemented the following changes to our compensation offerings:

- As our programs have become more academically focused, deeper staff expertise in instructional practices and student learning is required. Therefore, we raised our **base hourly rate** (for new instructional staff without a degree or experience) from $15.50 to $17.50 and also raised the annual tenure increase from $0.50 to $1.00.
- Staff retention is essential for impact. Our students need and deserve to have the same instructor for the full year. When staff leave in the middle of the year, students are negatively impacted and site teams are disrupted and left understaffed. So we implemented a **retention bonus** for all staff who remain at BGCP through the year—$1,000 for full-time staff and 10% of salary for part-time staff.
- Just as we want our students to succeed in school, we want our staff to be able to pursue their educational goals. We are offering $1,000 **tuition reimbursement** for all staff.
- We set our **minimum salary for all full-time BGCP employees** at $50,000.
- We continue to offer very competitive **performance raises**, this year 3 to 7%.

With these changes, a part-time instructor with an AA degree and two years tenure would earn $20/hour as a base wage. She could also earn a $1,000 Unity Bonus and receive $1,000 in tuition reimbursement, bringing her effective hourly rate to $22/hour. The total cost to BGCP in FY19 for these initiatives is around $500,000.

Future Opportunities to Increase Impact

Demand for our programs still greatly exceeds supply. We aspire to even further increase our impact by:

- Adding seven new K–8 school sites on top of our five existing year-round sites
- Partnering with the Police Activities League in Redwood City to turn the PAL building into a dedicated clubhouse for middle school students
- Considering regional partnerships with other local Boys & Girls Clubs
- Making Saturday programming regular at clubhouses with tutoring and enrichment
- Providing summer internships for our college students

Measuring Effectiveness and Impact

At BGCP we are deeply committed to maximizing the return on our donors' funding and our staff's

time. We aspire to be a learning organization, one that sets clear goals, evaluates its progress, and adjusts as it learns how to do better. We are also deeply committed to transparency. What we discuss internally, we share externally. We are a public trust.

One of the greatest challenges youth service organizations like BGCP face is succinctly quantifying and measuring impact. We don't have a silver bullet that proves impact. We can easily report our profitability like for-profit businesses, but that is not the goal. We recently published an article on the challenge of proving impact in the *Stanford Social Innovation Review (see Appendix F)*.

To best evaluate our organizational effectiveness and impact, we will address these four questions:
1. Are we **executing** our plan?
2. Are we implementing our programs with **quality**?
3. Are we having an **impact** through the programs we can measure?
4. Are we building a **sustainable** organization?

#1: Are we executing our plan?

Actual Results vs. FY18 Strategic Priorities

| Area	FY18 Strategic Priorities	Actual Results
Strengthen foundation to support growth	• Staff compensated fairly with annual raises and retention bonuses • Development systems and processes improved • Finance personnel transitioned smoothly • Programs receive effective Operations support	• Done • In process • Done • Incomplete. Director of Operations hired, systems being developed to ensure equitable and efficient service across the organization
Expand to serve more students	• Future Grads expanded • High School Success Advising expanded	• Done. 240 students (vs. 140) served in Future Grads • Done. Served 85 additional students
Innovate to deepen impact	• Redwood City clubhouse dedicated to high school students • K-5 literacy intervention at school sites targeting 3rd grade reading proficiency launched • Intensive advising redefined and extended to middle school students	• Done • Done. Building Readers served 75 2nd–3rd graders • Done. Middle School Success Advising served 60 6th—7th graders • On track. New member database, assessments, and surveys launched to

Area	FY18 Strategic Priorities	Actual Results
	• Data collection and analysis tools implemented so staff can use data to inform decision making	monitor and track performance; plans supporting data use are being developed
		• Incomplete. Priority for FY19 with creation of Chief Program Officer position
	• Alignment between school sites and clubhouses improved, especially the 8th to 9th grade transition	
	• Career pathways for high school students not going to a four-year college developed	• On track. Career Pathways Director hired, program design being finalized, and partners secured for implementation in Fall 2018

See Appendix D for details

Active Members

We served **2,414 active members** in FY18. This was 3% above FY17 and 3% below our goal of 2,500.

BGCP Active Members by Year
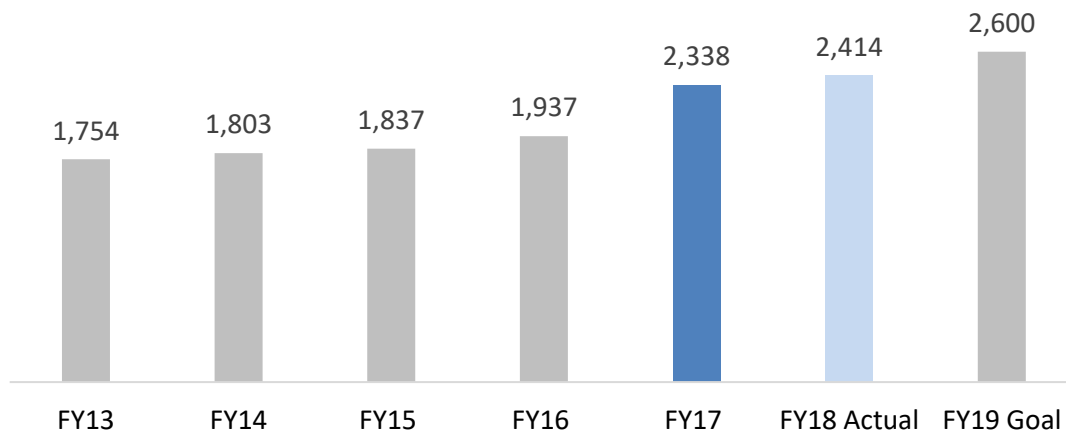
Note: FY18 includes summer 2017 and 2017/2018 school year; summer 2018 is part of FY19

Active members are students we believe we see enough to impact. We do not report the number of students who enrolled in our programs but participated only occasionally. We define active members as students who meet any of the following criteria:
- During the school year, attend at least twice per week
- During the summer, attend at least three times per week
- Participate actively in Future Grads, our college success program
- Attend regular school success advising sessions at their school
- Are alumni in college who still connect with staff for support

The percentage of students who are active in both the school year and the summer increased to 22%

from 17% last year.

By Program Attendance	
Active members who attend in both the school year and the summer	22%
Active members who attend only in the school year	46%
Active members who attend only in the summer	32%

Active Members Mix

Gender	
Male	50%
Female	50%

Grade	
K– 5th	64%
6th–8th	9%
9th–12th	25%
College	2%

Ethnicity	
Latino	86%
African American	5%
Pacific Islander	2%
Other	7%

Frequency of Attendance

Our active members attend **4.1 days per week** on average. School site students attend 4.3 and clubhouse students 3.7 days per week.

High School Students Served

The number of active **high school members has more than doubled** over the past two years due to expanded Future Grads, new school-based success advising services, and the conversion of the Redwood City clubhouse to a high school center.
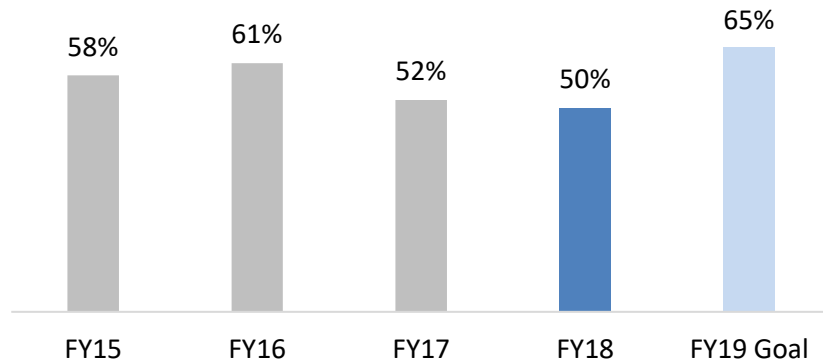
Number of High School Active Members
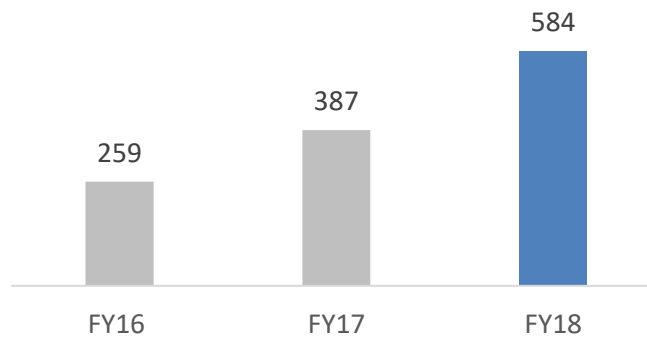
Retention

Retention continued to fall in FY18 and is well below our goal of 65%.

Year to Year Retention

58%	61%	52%	50%	65%
FY15	FY16	FY17	FY18	FY19 Goal

Retention rates vary between K–8 school site partner locations and clubhouses. K–8 school sites continue to have an average retention of 64% and clubhouses 29%. We observed a large decrease in retention among high school students (28% in FY17 to 13% in FY18).

FY18 School Year-to-School Year Retention *Active Members Only*			
	K–5	6–8	9–12
K–8 School Sites	67%	59%	--
Clubhouses	42%	44%	13%

Some reasons for this decrease:
- In the summer, the district enrolls students who are not in our academic year program and are less likely to return the following summer
- Several feeder schools continue to experience declining enrollment, up to 10% each year
- The opening of the Ravenswood Middle School increased the distance that students would have to travel to reach our sites

In FY18, we expected to develop a retention strategy for critical transitions from 5th–6th grade and 8th–9th grade, but the strategy is incomplete. We expect that recruiting students into intensive services will increase student retention. We also expect that combining all of our K–12 programming under one department will increase retention across grade bands.

FY19 Active Member Goals

Our goal for FY19 is 2,600 active members, an increase driven mostly by the continued expansion of our high school programs. Active membership at our K–8 district school sites is expected to decline 12% (871 to 764) due to declining district enrollment at the district school sites we serve. The rising cost of living is forcing families to leave the area, and charter schools continue to grow, taking more district students.

	School Year (SY) Active Members		Summer Active Members	
Active Members by Location	SY17—18 Actual	SY18–19 Target	Summer 2017 Actual	Summer 2018 Target
BGCP Total	**1,645**	**1,760**	**1,279**	**1,355**
Belle Haven (K–5, 7–8)	127	113	206	221
Brentwood (K–5)	128	131	218	170
Garfield (K–8)	172	167	93	98
Hawes (K–5)	--	--	--	98
Hoover (K–8)	302	270	326	336
Taft (K–5)	142	131	136	132
EPA Clubhouse (K–12)	236	320	163	150
Menlo Park Clubhouse (K–8)	158	140	--	--
RWC Clubhouse (9–12)	113	200	137	150
EPAA	53	79	--	--
Menlo-Atherton HS	75	86	--	--
Sequoia HS	106	108	--	--
Woodside HS	58	108	--	--
College Students	46	77	--	--

Note: Total active members (2,414) does not equal school year (1,645) + summer (1,279) because 510 students attended in both the summer and school year. 2,414 represents unduplicated (i.e., a distinct count of) active members.

	School Year (SY) Active Members	
Intensive Service Programs[1]	SY17–18 Actual	SY18–19 Target
Future Grads (10th grade–college)	218	358
HS Success Advising (9th grade)	86	100
MS Success Advising (6–8th grade)	60	90
Building Readers (2–3rd grade)	70	150

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

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[1] School success program active membership reflects student engagement in program-specific activities, such as participation in one-on-one meetings, workshops, and tutoring. Active member totals include students served across the school sites listed above.

#2: Are we implementing quality programs?

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

We believe high quality programs have the following characteristics:

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

Overall, stakeholder survey results and our internal annual Program Quality Assessments provide indications that our programs meet standards associated with high quality extended learning time programs. Students and parents give BGCP high ratings related to safety and respect. High school teachers perceive that BGCP is delivering effective school success programs.

Moving forward, we hope to increase student enjoyment of BGCP programs by making targeted improvements to K–8 enrichment offerings. In addition, we aim to strengthen teacher communication and coordination with schools in order to share the results of BGCP's school success efforts.

Stakeholder Data Related to Quality Implementation

Quality Characteristic	Data from Stakeholder Surveys (FY18)
Safe, Supportive Environment	• 80% of students agree they "feel safe" at BGCP • 81% of students often feel "treated with respect" • 90% of parents often feel "treated with respect"
Interaction	• 81% of students agree they "feel supported and cared for" by BGCP staff
Engagement	• 66% of students agree they "enjoy coming to BGCP"
Effectiveness	• 73% of students agree that BGCP "helps in school" *K–8 School Sites* • 69% of teachers agree that BGCP "helps students with their social and emotional learning" • 61% of teachers agree that BGCP "helps students with their reading proficiency" • 52% of teachers agree that BGCP "helps students with their math proficiency" *High School Sites* • 89% of high school teachers report BGCP is effective at "helping students stay on track to graduate" • 89% of teachers agree that BGCP "helps students with their social and emotional learning" • 77% of teachers report BGCP is effective at "providing exposure to college and career opportunities" • 69% of teachers report BGCP is effective at "preparing students for post-secondary education or training"

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

In addition, school site leadership at both K–8 and high school site locations were overwhelmingly satisfied with our BGCP site leadership, instructors, and administrative staff. K–8 school leadership reported 100% satisfaction with the two K–8 intensive service programs launched this year, Building Readers and Middle School Success Advising. Similarly, leaders at high school sites were so pleased with the launch of BGCP's new High School Success Advising program that they have started to request additional services at their school.

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

Preventing Summer Learning Loss

1,279 students were active participants in our 5-week Summer Learning Academies in partnership with the Ravenswood and Redwood City school districts. We received summer learning reading data from the Ravenswood City School District for 351 students. Among those students, 83% avoided summer learning loss in reading (based on pre- and post-tests). We are committed to developing a more effective data partnership with our school partners to ensure school year and summer data is available and shared in a timely way.

	Reading (N=351)
Avoided learning loss	83%
Made academic gains	51%

Strengthening Social-Emotional Mindsets and Skills

All of our programs K–12 are designed to strengthen social-emotional mindsets and skills. Research indicates that students who participate in programs designed to strengthen social-emotional mindsets and skills benefit in terms of:

- Improved standardized academic test scores
- Improved behavior, including fewer conduct problems and less drug use

This year 348 6th–12th grade students completed an assessment to help our staff identify and support students across a range of social and emotional strengths and challenges. The Holistic Student Assessment developed by the PEAR (Partnerships in Education and Resilience) Institute at Harvard measures student resiliencies, such as emotional control, assertiveness, trust, and empathy, as well as relationships and engagement in learning.

Three-quarters of the students BGCP serves are considered to have "Tier 2" or "Tier 3" needs. Tier 1 (25%) are students who are thriving and who exhibit primarily strengths and few challenges among the 14 scales assessed. Tier 2 (47%) students have a balanced combination of strengths and challenges. Tier 3 (28%) students have a higher ratio of challenges to strengths and are considered to be "approaching crisis or in crisis" according to the PEAR Institute.

Tiers of Student Social and Emotional Learning Needs
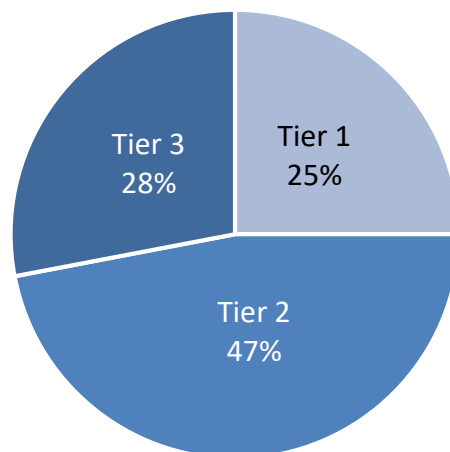
This baseline data is being used to identify students for enrollment into intensive services and to modify and focus our SEL curriculum. We will continue to monitor changes in SEL needs, including the extent to which and in what ways the ratio of students' SEL strengths to challenges is increasing over time.

Baseline Data for Intensive Services

BGCP's four intensive service programs are designed to have a measurable effect on students' success in school. This year, three were launched and piloted for the first time. It was a learning year designed to collect baseline data related to the outcomes we plan to measure year over year. Since these programs are still being clarified and refined, we do not attribute outcomes to our programs at this time.

Building Readers Literacy Outcomes: Year 1

Researchers at American Institutes for Research (2013) identify 3rd grade reading proficiency as a key indicator of future school success. This year we invested even more in increasing reading proficiency among elementary students by adding a full-time Reading Coach at each K–8 school site, reducing the staff to student ratio, and developing a small group literacy instruction curriculum for targeted 2nd and 3rd graders participating in our Building Readers program (see Appendix B for more about Building Readers).

Building Readers targets students who are reading a half-to-full grade level below reading proficiency at the start of 2nd grade. To reach grade level reading proficiency by 3rd grade, these students need to outpace expected reading growth of their grade level peers each year. At the beginning of the school year, only two (3%) of the Building Readers students were reading at grade level according to school assessment records; on average students assessed two-thirds of a year behind. By the end of the school year, 38% met or exceeded reading proficiency. More than 30% of those below grade level proficiency at the end of 2nd grade were only one-third of grade level behind.
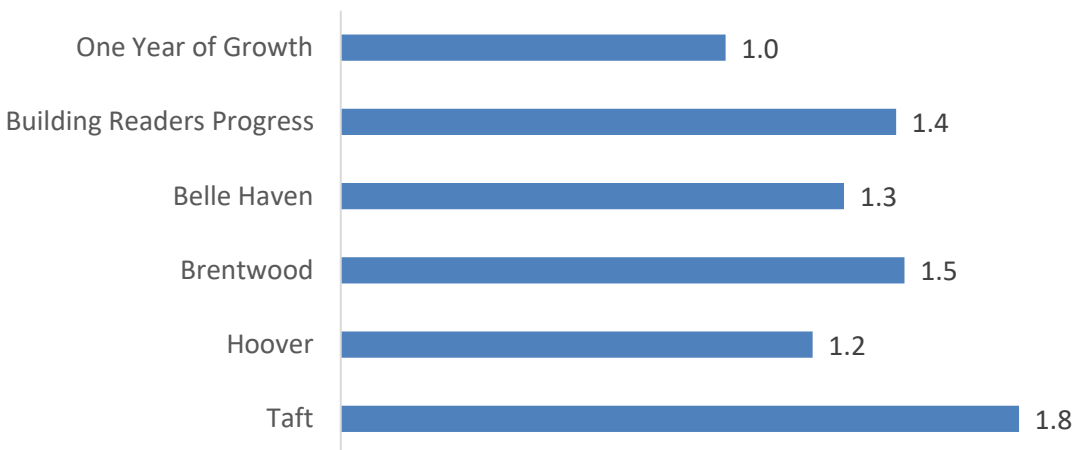
Percent of Building Readers Rated at or Above Grade Level
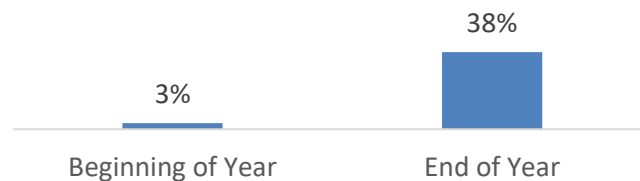
Data from this year shows that students, on average, made 1.4 times the expected reading growth of their grade level peers (equivalent to one year) from the beginning to end of 2nd grade.

Gains in Reading Proficiency: Building Readers

School	Value
One Year of Growth	1.0
Building Readers Progress	1.4
Belle Haven	1.3
Brentwood	1.5
Hoover	1.2
Taft	1.8

Middle School Success Advising Outcomes: Year 1

Our key program outcome for middle school is that students complete 8th grade on track for high school curriculum without the need for support classes. Middle School Success Advisors worked with 6th and 7th graders at Garfield and Hoover schools this year to increase students' readiness for high school. Through relationship building, academic support, and after-school enrichment, our advisors hope to see students end the year with a 2.0 GPA or better in core classes.

This year, we collected baseline data for all students participating in the Success Advising Program. As expected, students' grades were high at the start of the year, when some teachers tend to cover material from the previous year as a review. Grades dipped in Trimester 2 and then rebounded on a positive trajectory by the end of the year. By the end of their first year in the program, 76% of 6th and 7th grade students met the 2.0 academic target and were considered "on track" to be ready for high school. This baseline data provides a good indication that the program is serving students who have a real need for intensive one-on-one advising, academic, and social and emotional learning support.

Grades for Middle School Success Advising Students (N=59)

	Trimester 1	Trimester 2	Trimester 3
Meet "on track" target: 2.0 GPA or higher	80%	71%	76%
% of students whose grades **improved** from previous trimester	N/A	17%	20%
% of students whose grades **declined** from previous trimester	N/A	29%	28%

Note: Percent improved and declined from previous trimester is based on difference +/- 0.5 GPA

Next year, we will continue to expand the academic measures we use to monitor whether students are on track, including attendance and behavior information from school records.

High School Success Advising Outcomes: Year 1

Our key program outcome for high school is that students are on track to enroll in post-secondary education or training. High School Success Advisors worked with 9th grade students at Sequoia High School, Menlo-Atherton High School, and East Palo Alto Academy to support students in achieving a 2.5 GPA or better by the end of 9th grade.

This past year, student grades reflect that we enrolled students who were further behind in reading and math than we designed the program to adequately serve. Many of the advised students were already participating in programs on school campuses, such as SAAP—a program designed for students at high risk of dropping out or not graduating on time. In contrast, High School Success Advising is designed to serve students who typically fall through the cracks and lack a mentor, advisor, or advocate during the critical first year of high school. We have revamped our enrollment process for next year to better identify and serve students who show moderate levels of academic and social and emotional (SEL) needs and can benefit most from the one-on-one meetings and academic supports we provide.

Last year, fewer than half (42%) of the 9th grade students participating in High School Success Advising met our "on track" GPA target for school success by the end of the year. This resulted from enrolling students into the program who had greater needs for support than our program is designed to serve, as well as variations in program implementation. We have started to take a more data-informed approach to identifying and enrolling students into High School Success Advising, which we believe will significantly enhance our ability to demonstrate the impact of this program.

Grades for High School Success Advising Students (N=52)

	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Met "on track" target: 2.5 GPA or higher	44%	40%	37%	42%
% of students whose grades **improved** from previous quarter	N/A	5%	12%	21%
% of students whose grades **declined** from previous quarter	N/A	21%	28%	5%

Note: Percent improved and declined from previous quarter is based on difference +/- 0.5 GPA

This past year, staff focused on helping students in their English Language Arts (ELA) classes. We noticed that more students passed their ELA class (86%) than math (69%). Next year, we are expanding our after-school academic support from once to twice weekly, as well as better defining what academic support looks like, so that students are more likely to pass all core subject area classes.

Future Grads Post-Secondary Success Outcomes

The BGCP alumni cohort in college continues to grow and stay active with BGCP through our Future Grads (formerly "College Bound") program. Last year, 89% of our 19 students in the Class of 2016 returned for a 2nd year of college, well above the national average. Nationally, 48% of first generation students were on track to complete a college degree after three years.[2]

This year, we also celebrate that 80% of students in the graduating class of 2018 were accepted to a four-year college and received more than $150,000 in outside scholarships to pursue a college degree.

	Class of 2016	Class of 2017	Class of 2018
Participants	19	33	40
Enrolled in four-year college	18	21	31
Enrolled in community college	1	11	8
Enrolled in job training program	0	0	0
Military	0	0	1
Dropped out	1	1	0
On track	18	32	40

#4: Are we building a **sustainable** organization?

Human Capital

Employee Climate Survey

We are committed to BGCP being a great place to work. 88% of staff is proud to be part of BGCP.

	FY18 (n=145)	FY17 (n=127)	FY16 (n=125)
Proud to be part of BGCP	88%	90%	87%
Positive perception of organizational culture	79%	75%	75%
Satisfaction with role, training, and workload	79%	74%	75%
Satisfaction with direct manager	82%	--	--
Satisfaction with executive team communication and management	58%	--	--
Satisfaction with compensation and benefits	57%	63%	54%

Note: All percentages reflect the average percent of respondents reporting "Agree" or "Strongly Agree" to four to six independent survey questions related to the topic listed above.

For FY19, we are addressing satisfaction with compensation and benefits by enhancing compensation.

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[2] NCES Brief (February 2018). First Generation Students: College Access, Persistence, and Post-bachelor's Outcomes. U.S. Department of Education. Available: https://nces.ed.gov/pubs2018/2018421.pdf.

Executive team satisfaction is an area of concern. The survey questions addressed topics such as timely communication, accessibility, listening to employee ideas, making realistic commitments, employee recognition, and support for systemic change. For FY19, the executive team is deploying new strategies to significantly improve these indicators of satisfaction, including sharing reports about executive team discussions and decisions, redesigning all-hands meetings, and attending site level meetings.

Employee Retention

Staff retention is critical to our ability to accomplish our mission. The **average tenure for full-time staff is 5.3 years, and the median tenure is 3.1 years**. **Turnover decreased in FY18, falling to 14% for full-time and 36% for part-time staff**. In FY19, we will continue to focus our efforts on retaining part-time staff by improving professional development opportunities, doubling down on site culture and recognition, and improving compensation and benefits.

	Full-Time			Part-Time		
	2018	**2017**	**2016**	**2018**	**2017**	**2016**
Total positions	69	54	51	113	107	111
Scheduled Departures	8	9	8	21	35	29
Unscheduled Departures	2	1	3	20	21	25
Turnover	14%	19%	22%	36%	52%	49%

Volunteers

Volunteers are critical to achieving our mission. This year, 750 volunteers provided our members with 27,000 hours of support through one-on-one tutoring, mentoring, college coaching, university partnerships, fundraising, and support of our special events. This result surpassed our goal of securing 635 volunteers and met our goal of 27,000 hours of support.

In FY18, we met our goal of placing more volunteers in high impact roles. We saw a 9% increase in volunteers feeling that their time is used effectively. This growth can most likely be attributed to improved training around a volunteer's role within BGCP classrooms, as well as increased opportunities for high-impact roles such as our one-on-one high school mentoring programs (Big Homies Project, The

Number of Volunteers

FY16	FY17	FY18	FY19 Goal
608	631	750	780

Volunteer Hours (in thousands)

FY16	FY17	FY18	FY19 Goal
24	26	27	28
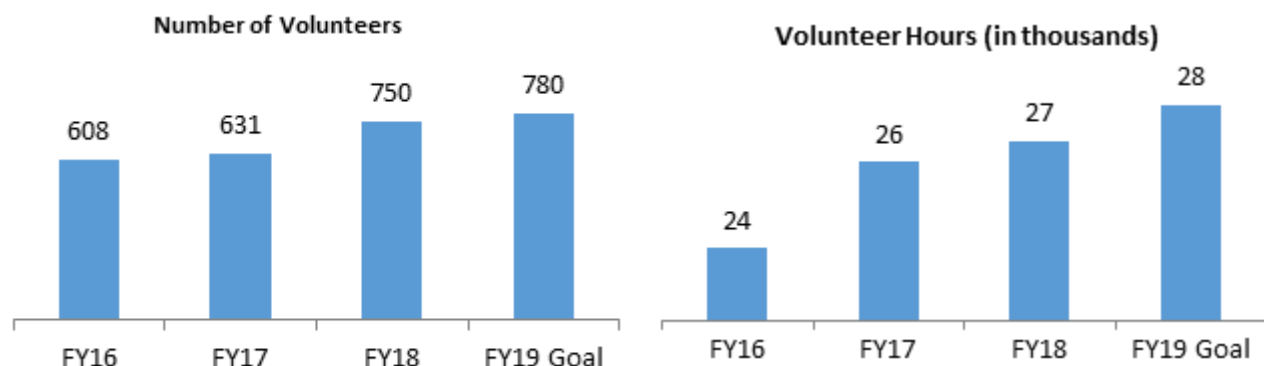
Forest Mentoring Program, Facebook Mentor Program, and the Stanford Structured Liberal Education Saturday School partnership).

In FY19, we will continue to ensure we place volunteers in high-impact roles while also increasing our focus on recruiting more consistent volunteers.

We surveyed 98 volunteers in FY18 about their experience at BGCP.

Volunteer Survey Results

	FY17	FY18
I have contributed to BGCP's mission	95%	93%
I was able to make a positive impact on the youth with whom I worked	94%	87%
I feel appreciated for my volunteer efforts	87%	--
I feel appreciated by the youth at BGCP for my volunteer efforts	--	93%
I feel appreciated by the BGCP staff for my volunteer efforts	--	90%
My time is used effectively when I volunteer	78%	87%
My questions or concerns are addressed in a quick and timely manner	88%	91%

58% of volunteers would strongly recommend volunteering at BGCP to a friend or colleague. The volunteer Net Promoter Score for **FY18 increased slightly to 52**, compared to 44 in FY17.

1. Volunteer NPS Score

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

Board of Directors

Our board remains a great asset with 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 eleven years and helps ensure our fiscal stability.

We also continue to attract talented and passionate board members, and we added three new members in FY18: Dana Nunn, Brett Battles, and Jason Werlin. Dana is advising program evaluation, Brett is supporting the launch of our new Career Pathways Program, and Jason is expanding our donor base.

Board of Directors: Key Metrics

| Metric	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Number of members	30	19	16	23	26	27	25
Attendance at board meetings	72%	69%	63%	70%	66%	66%	67%
New board members added	3	1	5	8	4	2	2

Financials

Revenue and Expenses

FY18 revenue was $14.1 million, another new high. Expenses were $11.3 million. For FY19 we are deepening our impact per student while also serving additional students. Our FY19 budget is $12.9 million.
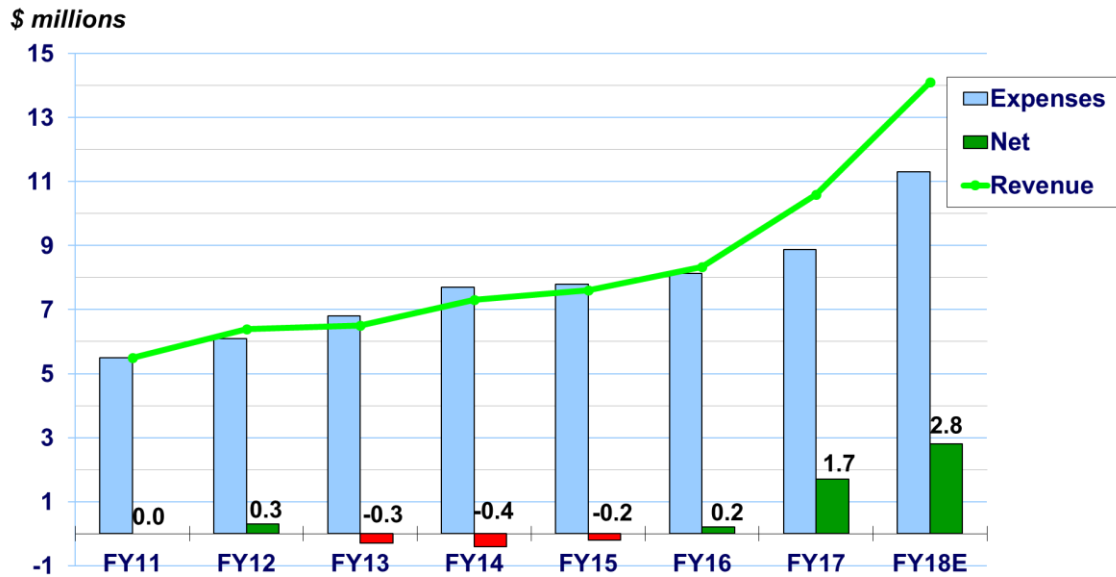
Revenue increased by $3.5 million in FY18. The biggest gain came from new donors, many of whom were engaged through events.

Change in Revenue, FY17 to FY18
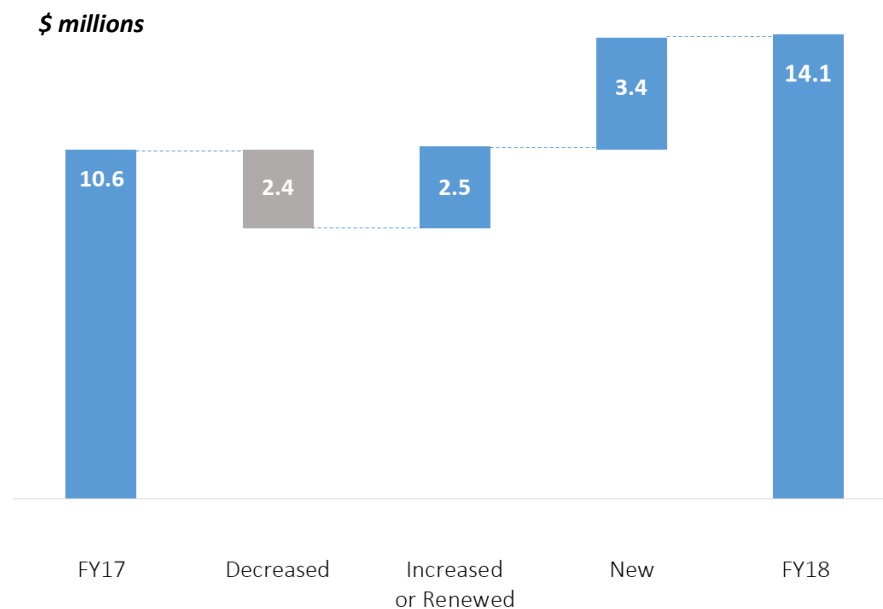
Revenue by Source

Donations from individuals constituted 73% of gifts in FY18. Total gross revenue minus event expenses was $14.1M.

Donor Type	FY17	FY18	FY18%
Friend	4,671,000	8,230,000	58%
Board / Advisory	1,624,000	2,145,000	15%
Foundation	2,768,000	2,095,000	15%
Government	986,000	1,030,000	7%
Corporation	670,000	879,000	6%
BGC of America	91,000	56,000	<1%
Event Expenses	(210,000)	(335,000)	--
Total	**10,600,000**	**14,100,000**	**100%**

Donor Retention

Major donor retention remained at 80% in FY18.

Type	Number of Donors FY17	Donor Retention FY18	Number of Donors FY18	Donor Goal FY19	Donor Retention Goal FY19
100,000+	29	90%	39	45	95%
50,000+	58	86%	77	87	95%
25,000+	103	84%	136	155	90%
10,000+	190	80%	240	270	85%

Giving by Gift Size

Of total gross revenue ($14.4M) in FY18, the top 7% of our donors accounted for 72% of our bookings. 240 donors (the top 21%) accounted for 93% of our revenue.

Donor Type	Donors	Cum Donors	% of Donors	Cum % of Donors	Revenue	% of Revenue	Cum % of Revenue
250,000+	8	8	1%	1%	3,796,000	26%	26%
100,000–249,999	31	39	3%	3%	4,302,000	30%	56%
50,000–99,999	38	77	3%	7%	2,284,000	16%	72%
25,000–49,999	59	136	5%	12%	1,721,000	12%	84%
10,000–24,999	104	240	9%	21%	1,335,000	9%	93%
5,000–9,999	88	328	8%	29%	477,000	3%	96%
1,000–4,999	247	575	22%	51%	394,000	3%	99%
<999	562	1,137	49%	100%	126,000	1%	100%
Total	**1,137**	**1,137**	**100%**	**100%**	**14,435,000**	**100%**	**100%**
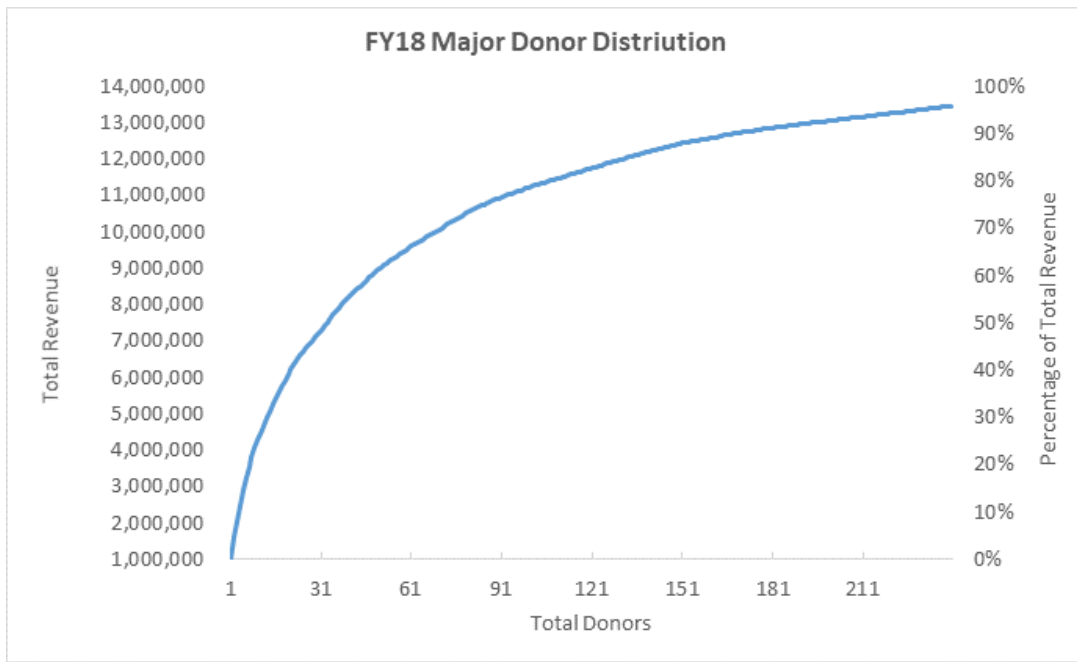
Balance Sheet

We ended FY18 with a balance sheet of $13 million, excluding fixed assets.
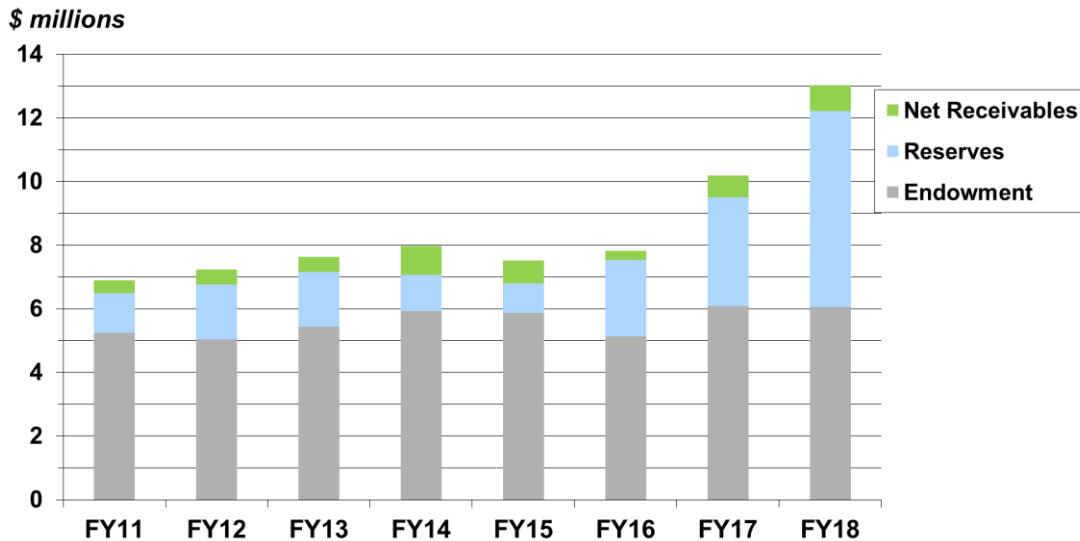
Learn More/Get Involved

Want to learn more or get involved? Please contact Peter Fortenbaugh, CEO, at peter@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. Join Team BGCP. 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.

Appendix A: Vision, Mission, Values and Core Beliefs

Vision and Mission

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

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

Our Values

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

Core Beliefs

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

Appendix B: Intensive Services Program Details

Elementary School Building Readers

This year BGCP launched a pilot of Building Readers to serve 2nd and 3rd grade students who are below proficiency and need extra support to reach reading proficiency by the end of 3rd grade.

Key Program Components

Building Readers sessions are held four days each week for 90 minutes. Classes are led by full-time Reading Coaches who are located on school campuses five days a week to meet with teachers, reading specialists, and students during the school day. During this time, students receive targeted and differentiated literacy instruction in a variety of formats including whole groups, small leveled groups, and independent work centers. Students practice reading, spend time at a listening center, and receive homework support.

> **Building Readers: Key Stats**
>
> Locations: Belle Haven, Brentwood, Garfield, Hoover, and Taft
>
> Number of Students: 75
>
> Number of Full-Time Staff: 5
>
> Average Gains in Reading Proficiency in 1 Year: 1.4 years

Guiding Hypothesis

Participation in Building Readers can accelerate growth in reading proficiency so that students who were behind at the start of 2nd grade are reading proficiently by the end of 3rd grade.

Early Promising Results

Building Readers is showing early signs of success. The program is valued by teachers and school administrators and was quoted as being "the single most impactful BGCP program" by a school reading specialist.

At the start of the year, 2nd graders were two-thirds of a year behind; 26% were reading at a kindergarten level as measured by Fountas & Pinnell (F&P) assessments administered by school staff. By the end of the year, 38% of 2nd graders reached reading proficiency according to school assessments, and an additional 23% were only one-third of a year behind. 90% of students met or outpaced reading growth expected of their grade-level peers. These results are encouraging and suggest even greater impact than we expected in the first year of the program.

Next Steps

As Building Readers expands to serve 2nd and 3rd grade students at all five sites, we are focused on:
1. Preventing summer learning loss by partnering with schools to enroll Building Readers students in the 2018 summer program to maximize reading gains
2. Retaining students in the program who show early signs of growth, so that students receive the support they need to reach and sustain reading proficiency over the long term
3. Hiring a curriculum specialist with literacy and English Language Development expertise
4. Fostering access to real-time data to enable continuous learning and program improvement

Middle School Success Advising

Middle School Success Advising provides students with individual academic and social and emotional learning (SEL) support. Our goal is for students to graduate middle school having passed their core academic classes so that students are set up for high school success.

Key Program Components

Middle School Success Advising complements our core general services activities and includes 30-minute weekly meetings with a full-time Success Advisor, SEL activities and skill-building, and project-based learning experiences. School Success Advisors are on campus during the school day and have regular contact with teachers, families, and other school staff to provide students with the support they need to perform well academically and to strengthen students' social-emotional mindsets and skills.

> **Student Advising: Key Stats**
>
> Locations: Garfield and Hoover
>
> Number of Students: 60
>
> Number of Full-time Staff: 4
>
> Percentage of Students with High (Tier 3) Social and Emotional Learning Needs: 75%
>
> Percentage of students who ended the year with a 2.0 or higher GPA: 76%

Guiding Hypothesis

Our hypothesis is that early intervention in middle school can prevent students from falling off track and help students develop the skills they need to succeed in high school.

Early Signs of Success

Already school administrators are noting significant changes due to the School Success Advising program. For example, one principal credited School Success Advising with contributing to the highest percentage of students on the 6th grade honor roll, amidst a very challenging cohort.

Overall, academic progress in the first year of the program was mixed, which underscores the importance of taking a preventive approach for middle school students. In the midst of rapid developmental changes and life stage transition, many of our middle school students experienced school success in fits and starts. By the end of the first year of participation in the program, 76% of students had achieved a 2.0 GPA or higher and were passing most classes.

Next Steps

As School Success Advising expands to reach 30 new students next year, BGCP is focused on:

1. Continuing to develop relationships and to integrate services with the administration, staff, and teachers at each of our partner schools, in order to ensure advisors are maximally equipped to help students navigate their educational environments
2. Providing our advisors with increased professional development focused on developmentally appropriate relationship building and motivation strategies with middle school students

High School Success Advising

High School Success Advising aims to help struggling students achieve a GPA of 2.5 or better by the end of 9th grade to set students up for further high school and post-secondary success. Students are selected for the program based on demonstrated academic and social and emotional learning (SEL) needs, as well as a desire to succeed.

Key Program Components

Students receive a combination of support on school campuses and at BGCP clubhouses including:

- One-on-one meetings to set and reflect on short- and long-term goals, address barriers to school success, and develop and strengthen social-emotional mindsets and skills
- Academic support, such as tutoring and skill building
- Community building activities, such as excursions to connect students with programs and resources for ongoing support

> **High School Success Advising: Key Stats**
>
> Locations: East Palo Alto Academy, Menlo-Atherton HS, Sequoia High School
>
> Number of Students: 86
>
> Number of Full-time Staff: 4
>
> Percentage of Students with High (Tier 3) Social and Emotional Learning Needs: 79%
>
> Percentage of students who ended 9th grade with 2.5 or higher GPA: 42%

Advisors are located on high school campuses, meet regularly with teachers to track progress and address barriers to school success, and regularly communicate with students' families.

Guiding Hypothesis

By setting students up for success in 9th grade, students will be more likely to graduate on time and to participate in and complete additional post-secondary training through programs like BGCP's Future Grads or other programs offered by the school or community partners.

Early Signs of Success

Our program goal is to help students achieve a 2.5 GPA or better by the end of 9th grade. 42% of advised students ended the year with a 2.5 or higher GPA. This is a program baseline that we expect to exceed next year by enrolling students who meet program criteria earlier and increasing the frequency of academic support. A promising sign is that 29 (34%) of advised students participated in a week-long Future Grads Summer Academy. This suggests students are getting connected with adults and peers who can support their post-secondary college and career plans.

Next Steps

BGCP is focused on three areas for improving High School Success Advising next year:
- Expanding to Woodside High School next year with an initial cohort of 20–25 students and a new full-time staff member
- Creating a clearly codified, consistent program experience across the four high school sites
- Identifying and recruiting students for advising prior to the start of the year from the Summer Bridge and Compass school partner summer programs

Future Grads

Future Grads launched three years ago after merging with the College Bound program. Future Grads provides low-income high school students at Woodside, Sequoia, Menlo-Atherton, and East Palo Alto Academy with the skills, coaching, and peer support they need to become first-generation graduates of four-year colleges.

Key Program Components

Starting in the summer before 10th grade, Future Grads students build peer and staff relationships, beginning with a five-day Summer Academy. Students spend a week at Menlo College experiencing a college campus and learning about what it takes to get to college.

> **Future Grads: Key Stats**
>
> Locations: Woodside, Sequoia, Menlo-Atherton, and East Palo Alto Academy
>
> Number of Students: 218
>
> Number of Full-time Staff: 5
>
> Percent of Students Enrolled in College after High School: 97%
>
> Percent of Students who Return for a 2nd Year of College: 89%

During the year, students are grouped into "crews", which allows for peer-to-peer support in working toward the common goal of college graduation. Future Grads staff travel to our four partner campuses to lead monthly leadership workshops and lunch meetings focused on college knowledge and developing the skills necessary to thrive in college. Students spend their mid-winter and spring breaks touring local and Southern California colleges and meet program alumni during visits. Once in college, Future Grads students continue to receive individualized coaching all the way through college graduation.

Guiding Hypothesis

Students who stay actively engaged in Future Grads will be more likely than their low-income, first-generation peers to enroll in and complete a four-year college degree within six years of graduating high school.

Results to Date

BGCP monitors college persistence and matriculation, in addition to completion. Last year, 89% of our 19 students in the Class of 2016 returned for a second year of college, well above the national average. In addition, 80% of students in the graduating class of 2018 were accepted to a four-year college and received more than $150,000 in outside scholarships to pursue a college degree. Of the nine additional graduating seniors, eight will be attending community college in the Fall and one will be joining the military.

Next Steps

BGCP is focused on the following enhancements to Future Grads next year:
- Full scale rollout of new 12th grade Future Grads curriculum for rising seniors
- Development of additional supports for college students
- Implementation of an evaluation plan to begin generating evidence of program impact

Appendix C. Stakeholder Survey Results

Stakeholder Satisfaction

BGCP is committed to listening to the people we seek to serve. We deploy surveys twice a year utilizing the Net Promoter System (NPS®).[3] We use this data to assess stakeholder satisfaction and identify opportunities for program improvement.

Students

In Spring 2018, 804 3rd–12th grade students completed the student survey. 44% of students would highly recommend BGCP programs to a friend or classmate.

Student NPS

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS® score
FY17 (N=962)	47%	17%	36%	11
FY18 (N=795)	44%	22%	34%	10

Overall, student satisfaction with BGCP programs remained stable from last year to this year. Compared to last year, students reported increased enjoyment of BGCP programs (66% compared to 34%) and continued to report high levels of respect, safety, and relationships.

Student Survey Results

Percent positive responses	2017 (N=962)	2018 (N=795)
Respect *Often feels respected by staff*	72%	81%
Fun Programs *Enjoys coming to BGCP*	34%	66%
Safety *Feels safe at BGCP*	87%	80%
Positive Relationships *Feels supported and cared for by staff*	84%	81%
Learning *Believes BGCP helps student in school*	70%	73%
Belonging *Feels a sense of belonging at BGCP*	--	71%

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[3] NPS® produces a score to assess whether stakeholders would recommend BGCP to others. The survey item uses a 0 to 10-point scale and classifies each respondent as a "detractor" (0–6), "passive" (7–8), or "promoter" (9–10). The score is calculated by subtracting the number of promoters from the number of detractors and dividing by the total number of respondents. Interpretation of what is a "good" net promoter score is relative to the organization's score year over year, as well as industry comparisons.

Teachers and School Leadership

BGCP surveyed 99 teachers and school leaders in Spring 2018 across all nine school site programs. The purpose of the surveys is to understand teachers' perceptions of the value and effectiveness of BGCP programs and to discover opportunities for further support and collaboration.

K–8 Teachers

80% of K–8 teachers surveyed would strongly recommend BGCP to students and parents, a 36-percentage point increase over last year.

K–8 Teachers

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS® score
FY17 (N=52)	42%	44%	14%	29
FY18 (N=56)	80%	11%	9%	71

Satisfaction with BGCP correlates with increasing recognition of BGCP's deep commitment to students' success in school. More K–8 school site teachers surveyed this year agree BGCP is helping students gain reading (61% vs. 44%) and math proficiency (53% vs. 23%) compared to last year.

K–8 Teacher Survey Results

Percent positive responses	2017 (N=52)	2018 (N=55)
Social and Emotional Learning (SEL) Support *BGCP helps students with their social/emotional learning*	69%	69%
Academic Support *BGCP helps students with their reading proficiency* *BGCP helps students with their math proficiency*	44% 23%	61% 53%
Collaboration *Regularly collaborates with BGCP staff to help them align after-school with class curriculum*	25%	33%
Reinforcing Themes *BGCP reinforces "very well" the same themes as the school day*	--	36%
Checking-in with Teachers *BGCP "very well" checks in regularly with teachers*	--	32%

K–8 school site teachers particularly value BGCP's relationship and community building, as well as SEL support to students. The table below shows highest to lowest rated values from the perspectives of teachers.

K–8 Teachers Perceptions of the Value of BGCP Program Elements[4]

Type of BGCP Support	2018 (N=55)
Building positive relationships with adults is "very valuable"	75%
Emotional/social support is "very valuable"	71%
One-to-one tutoring is "very valuable"	69%
Community building is "very valuable"	69%
Literacy support is "very valuable"	67%
Study skills support is "very valuable"	60%
Homework help is "very valuable"	60%
Math support is "very valuable"	56%

K–8 School Leadership (Principals, Assistant Principals)

90% of K–8 school leaders surveyed would strongly recommend BGCP to students or families and to another school.

K–8 School Leadership

FY18 (N=11)	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS® score
Recommend to a student or family	91%	9%	0%	100
Recommend to another school	91%	9%	0%	100

K–8 school leadership were overwhelming satisfied with our BGCP site leadership, instructors, and administrative staff. Additionally, K–8 school leaders reported 100% satisfaction with the two K–8 intensive service programs launched this year, Building Readers and Middle School Success Advising.

K–8 Leadership Survey Results

Percent positive responses	K–8 Leaders 2017 (N=10)	K–8 Leaders 2018 (N=11)
NPS® score	100	100
Social and Emotional Learning (SEL) Support *BGCP helps students with their social/emotional learning*	80%	90%
Academic Support *BGCP helps students with their reading proficiency* *BGCP helps students with their math proficiency*	90% 90%	80% 70%

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[4] Questions were asked on a four-point scale ("Not at all valuable," "A little valuable," "Somewhat valuable," and "Very valuable." Positive percentages are only indicative of teachers who chose "Very valuable."

High School (HS) Teachers

74% of high school teachers remain strong promoters of BGCP programs. Many of these teachers are familiar with BGCP's school site programs: High School Success Advising and Future Grads.

High School (HS) Teachers

	Promoters (9–10)	**Passives (7–8)**	**Detractors (0–6)**	**NPS® score**
FY17 (N=7)	71%	29%	0%	100
FY18 (N=27)	74%	22%	4%	71

A total of 27 teachers from Menlo-Atherton and Sequoia High School took the teacher survey in Spring 2018.[5] Many indicated that BGCP is highly effective at helping students stay on track to graduate and developing students' social-emotional mindsets and skills (89% agreed).

High School Teacher Survey Results

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

High school teachers particularly value BGCP's efforts to foster positive adult relationships with students and to provide SEL support. BGCP's contributions to supporting study skills was lower rated, and likely reflects that this is not a focus for our 10th–12th grade college success program.

High School Teachers Perceptions of the Value of BGCP Program Elements

Type of BGCP Support	**2018** (N=27)
Building positive relationships with adults is "very valuable"	89%
Emotional/social support is "very valuable"	85%
Community building is "very valuable"	67%
One-to-one tutoring is "very valuable"	63%
Homework help is "very valuable"	63%
Study skills are "very valuable"	41%

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[5] Comparisons to Spring 2017 are not made for High School teachers because of the small number of respondents (N=7) last year. Responses to questions asked both years were similar.

High School Leadership (Principals, Assistant Principals)

School leaders were very positive about BGCP programs, as indicated by an NPS score of 100 for two years in a row.

High School Leadership

FY18 (N=6)	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS® score
Recommend to a student or family	83%	17%	0%	100
Recommend to another school	83%	17%	0%	100

In open-ended survey responses, high school leadership mentioned most frequently that BGCP's greatest asset was our ability to connect with students and faculty, as well as our consistency of programming that supported the academic and personal needs of students. School leaders also reported wanting more opportunities to share information about student progress and provide BGCP with greater visibility on campus.

Parents

BGCP surveyed 345 parents in Spring 2018 to gather information about what they liked about BGCP programs and how programs can be improved.

86% of parents are strong promoters of BGCP.

Parent Survey

	Promoters (9–10)	Passives (7–8)	Detractors (0–6)	NPS® score
FY17 (N=339)	83%	12%	5%	78
FY18 (N=338)	86%	9%	5%	81

Parents feel respected by BGCP staff.

Parent Survey Results

Percent positive responses	**Parents 2017** (N=339)	**Parents 2018** (N=338)
Respect *Often feels treated with respect*	97%	95%
Navigating College and Career Training Process *Agrees that they are comfortable navigating child through the process of getting into college and/or a career training program*	--	85%

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

Appendix D: Results vs. FY18 Strategic Priorities

FY18 Strategic Priorities	Target Results	Status
High Schools and Clubhouses		
Continue high school commitments and growth initiatives	● Redwood City High School Center opened, serving 150 freshmen this summer and retaining 100 active freshmen during the school year ● High School intensive services provided for 9th graders at EPAA, M-A and expanded at Sequoia to include 10th graders; advising implemented at clubhouses ● College success program increased from 140 to 240 students and expanded to serve EPAA, M-A, Sequoia, and Woodside high schools ● College Bound and Future Grads merged	● Done ● Done ● Done ● Done
Develop CTE (Career Technical Education) pathways for high school students not going to a four-year college	● Best practices in CTE programming models nationwide identified ● Appropriate local employer partners with available jobs in our area with a low bar for entry and high ceiling for advancement engaged ● Key competencies and certifications needed to fill available roles identified ● Partners with capacity and expertise to provide training and certification for available roles engaged ● CTE program for Summer Teen Center launched in summer 2018	● Done ● Done ● Not Done. Goal for FY19 ● Done ● Done
K–8 School Sites		
Launch K–8 Intensive Services	● K–5 intensive services launched for identified 2nd grade students ● 6th–8th grade intensive services launched for identified 6th grade students at Hoover and 6th–7th grade students at Garfield ● PEAR's Holistic Student Assessment incorporated into Middle School Success Advising and SEL programming	● Done. 2nd grade for BH, BW, Taft, Hoover; 3rd grade for Garfield ● Done. 6th–7th at Hoover and Garfield ● Incomplete. Goal for FY19
Codify K–8 General Services	● Enrichment programming at all K–8 school sites codified, prioritizing low-preparation curriculum and student choice ● SEL plan and curriculum determined, including which should be embedded and which should stand alone ● Personalized blended learning program adjusted based on FY17 learnings ● Kindergarten program improved to better support school success and TK piloted at Hoover	● Done ● Done ● Done ● Done

FY18 Strategic Priorities	Target Results	Status
Align site-based talent plan to support new Impact Strategy	• Site-based staffing structure adjusted to support Impact Strategy implementation (i.e., full-time Reading Coaches and advisers, middle school mentor specialization) • Onboarding and training program aligned for site-based staff to support new Impact Strategy • Coaching, support, and professional development plan aligned to support new Impact Strategy	• Partially done. Done for K–5, not for all of 6–8 • Done • Done
Cross-Program		
Increase alignment between school sites and clubhouses	• K–8 general services across school sites and clubhouses aligned • K–12 SEL aligned • Clear link between HS Success Advising program and clubhouse general services developed and implemented • Coordinated outreach plan and materials developed and implemented for K–8 school site and clubhouse programs • Clear pathway and engagement plan from 5th grade school site programs ---> clubhouse implemented • Clear pathway and engagement plan from 8th grade school site programs ---> summer teen center ---> school year clubhouse programs implemented • Middle school and high school success advising models aligned	• Not done. Goal for FY19 • Partially done. K–8 complete, HS alignment is goal for FY19 • Done • Incomplete. Goal for FY19 • Not done. Goal for FY19 for Ravenswood • Incomplete. Goal for FY19 • In progress. Goal for FY19
Impact and Evaluation		
Fully staff the Evaluation department	• Senior director hired • Manager hired • Data administrator/analyst hired	• Done • Done • Done
Update metrics tracking systems and tools	• All self-assessment tools updated and administered • Data sharing with Redwood City, Ravenswood, and Sequoia Union High School districts implemented • Outputs to outcomes for Intensive Services tracked • CaseWorthy database implemented with feedback mechanisms for future improvements • Learning Agenda developed	• Done; additional updates needed for next year • In progress; agreements signed; only data received mid-semester and year-end from SUHSD to date • In progress; development of logic models underway • Done • Done

FY18 Strategic Priorities	Target Results	Status
Implement data collection and analysis tools so staff can use data to inform decision-making	• 100% of staff trained on Caseworthy • Data entry and review process and timelines established • 80% of data is entered on time • Sites review data regularly, at minimum monthly, at staff meetings and UD meetings; 90% of data review timelines met	• Done - Ongoing training protocols need to be developed • Done • Done - Support needs for data entry have been identified • In process - UDs review attendance data monthly; data reviews are not yet regularly part of all staff meetings
Human Capital and Operations		
Launch professional development initiatives	• At least two clear professional development opportunities provided for full-time staff including trainings, conferences, or other professional development options • Teacher Pipeline Initiative training calendar created and implemented • 8 staff who have completed at least 70% of Teacher Pipeline Initiative trainings	• Done • Done • Partially done. 6 staff completed Teacher Pipeline and attended an average of 90% of the applicable trainings
Provide program teams with the necessary support to run high quality programs	• Academic year programs fully staffed within first month of program start date • 80% of volunteer tutor requests met • 40 Future Grad mentors and 350 academic year volunteers recruited	• Not done. As of September 1, K–8 sites were 91% staffed • Not done. 54% (37 of 68) met • Partially done. 26 Future Grad mentors and 495 academic year volunteers recruited due to new program approach
Improve staff satisfaction to increase employee retention	• Academic year staff turnover reduced to 15% for part-time staff • Tuition reimbursement program implemented • Bonus structure for part-time staff implemented • Commuter assistance program established • Ongoing feedback mechanism implemented by which to gauge staff satisfaction in addition to annual climate surveys	• Done. 15%, down from 23% in FY17 • Done • Done • Not done. Demand too low based on staff survey • Not done. Will investigate implementing quarterly survey for FY19
Align talent strategy with program needs for Impact Strategy implementation	• Organizational competencies codified • Staff competencies by role codified and incorporated into performance assessment process • BGCP-wide calendar of key events created to assess staff capacity throughout the year	• Partially done. In progress for K–8 instructor role • Partially done. In progress for K–8 instructor role • Not done. No longer a priority
Provide programs with effective operations support	• Sites able to execute mission with appropriate facilities, operations and IT support	• Partially done. Will establish specific and detailed OKRs for Ops and IT for FY19

FY18 Strategic Priorities	Target Results	Status
Development		
Fund operations	• $10.5mm raised • 85% of $10k+ donors retained	• Done. $14mm raised • Partially done. 80% of $10k+ donors retained
Optimize events	• Spring Shark Tank event raises $1.5mm • YOY finals February 8 raises $1mm with 50 new major gift prospects (MGPs) in attendance • Emeritus Board and major donor stewardship event executed in the fall • Women's Leadership Breakfast executed with 50 new MGPs in attendance • College Launch executed	• Done. $2mm raised • Done. $2.5mm raised • Done • Done • Done
Broaden major donor base	• 10 new donors acquired through mini-campaigns, 25 increased • 100 new MGPs attending events • 200 MGPs identified with solicitors recorded in database • Marketing campaign executed	• Not done. Most new donors were converted through events. Will use mini-campaigns to convert new donors to multi-year partners for FY19 • Done • Done • Not done. Determined our most effective marketing campaign is authentic, targeted, and personal communication with major donors. Will develop FY19 marketing plans keeping this in mind
Improve development systems and processes	• Director, Donor Relations hired • Development database evaluated and determined if new CRM is needed • Development operations processes and protocols redefined (database, stewardship, MGP pipeline, etc.)	• Done • Done. Decided to focus on improving use of existing database over getting new one • Not done. New processes and protocols introduced but not effective. Must also evolve to develop systems for a $14mm organization—we are doing more sophisticated work and need to rethink our team and how work gets done
Finance		
Transition finance personnel smoothly	• VP, Finance and Administration hired and integrated effectively	• Done. Position redesigned as Controller and filled.

Appendix E: FY19 Strategic Priorities

FY19 Strategic Priorities	Target Results
Programs	
Scale Intensive Services	• 3rd grade Building Readers program implemented at all 5 sites, increasing students served from 75 to 150 • Middle School Success Advising expanded to 8th grade at Garfield and Hoover, increasing students served from 60 to 90 • High School Success Advising launched at Woodside for 20 9th graders • Future Grads scaled to serve 12th grade, increasing students served from 240 to 340
Improve Social and Emotional Learning (SEL) programming	• Most appropriate social-emotional mindsets and skills for each grade band K–5, 6–8, 9–12 determined • New K–8 SEL curriculum at 7 sites, aligned with determined social-emotional mindsets and skills, launched and assessed for impact • 6–8 Real Talk program adjusted based on FY18 findings and to align with grade-appropriate social-emotional mindsets and skills; assessed for impact • PEAR's Holistic Student Assessment incorporated into one-to-one School Success Advising programs • Staff trained to implement SEL curriculum and support student social-emotional growth
Expand K–5 summer program to meet demand	• 115 students served at fourth site at Hawes School • Kindergarten added to all sites in Redwood City • All Ravenswood members have access to a summer program
Pilot the Career Pathways Program	• Logic model developed • Teen staff program tested • Career Pathways framework incorporated into select elective courses to test and refine structure • TreeHouse partnership piloted • Internship programs established with at least 30 youth successfully completing paid internships in summer 2019
Enhance technology programs	• Full-time technology staff hired at RC clubhouse • 40 students successfully complete a PBL technology enrichment elective at EPA and RC each quarter as measured by the student demonstration of learning rubric assessment
Align programs across sites and service offerings	• Opportunities for alignment of K–8 programs across school sites and clubhouses determined • Opportunities for alignment of high school programming across sites determined; clear connections between school-based and clubhouse services identified • Codify comprehensive high school program and align with Sequoia Union High School District priorities including program offerings, hiring and staffing, and professional development • Transition strategy established and implemented to improve retention across grade bands, particularly from 5th to 6th for students changing schools and from 8th to 9th

FY19 Strategic Priorities	Target Results
Impact and Evaluation	
Clarify and refine program models	• Measurable targets for short- and long-term outcomes for discrete BGCP programs identified • Tools deployed to measure quality programming on at least a quarterly basis • Quarterly site and program-level staff meetings held to action plan based on stakeholder feedback, program participation, quality indicators, and outcomes
Provide staff with timely access to data that informs program improvement	• Strong data partnerships with school districts in place to systematically collect and report data on academic outcomes in the school year and the summer • Data system functionality and sustainability evaluated with a clear path for mapping a robust data system that enables accurate and efficient data analysis and visualization • Program improvement data (via reports and dashboards) available to all staff, including site leaders, on demand • All site leaders trained to create and use reports • Site/program directors review attendance data weekly and measures of program performance at least quarterly • Outcome data reviewed by BGCP leadership three times a year • 80% of full-time BGCP staff know how to get data on program performance and use it regularly • 80% staff satisfaction with access to data to support their work
Enhance our culture of continuous learning and ongoing improvement	• Coalition of champions for Impact Strategy created that cultivates a learning culture through regular meetings of the Impact Strategy task Task Force, with a goal of 50% retention on Task Force year over year • 50% of full-time staff attend quarterly learning sessions related to key areas of quality programming for our work • 80% of staff report BGCP has a positive learning culture • 80% of staff report they use data to make decisions
Executive Team	
Increase communication between staff and Executive Team	• Discussions and decisions from Exec Comm meetings shared with staff monthly • All hands meetings redesigned to foster connection between line staff and Exec Team • New full-time staff onboarded with Integration Day within first 90 days • CEO attends site-level meetings at least twice annually • CEO has lunch with full-time staff in their anniversary month • Staff satisfaction with Executive Team at 80%
Human Capital and Operations	
Implement a sustainable staffing model that balances quality, cost, and retention	• Develop and implement more • 85% of positions staffed by Be Great training, by August 6 • 95% of positions staffed by September 1 • Staff retention > 20% • Robust and specific analytics on staff retention, hiring practices, and the BGCP employee life-cycle implemented
Design and implement a comprehensive performance management plan	• Competencies for a minimum of 3 K–8 roles and minimum of 6 clubhouse roles developed • New performance assessment tool for full-time staff developed

FY19 Strategic Priorities	Target Results
Explore launching a teacher pathway program to improve recruitment and quality of part-time staff	● Explore collaboration with 2 additional teacher pathway program partners ● Teacher pipeline cohort increased from 6 to 15 ● Viability for FY20 determined based on outcome measures in original FY17 grant proposal
Conduct research to determine if diversity, equity, and inclusion work is needed for the organization	● Executive team to participate in a minimum of 2 professional development sessions to understand how BGCP might improve from implementing diversity, equity, and inclusion practices and policies ● Executive team and all managers to attend unconscious bias training, assess its helpfulness for their growth and, if deemed helpful, develop a plan to expand unconscious bias training to all staff
Strengthen facilities/operations procedures and support	● Key facilities and operations services streamlined and made accessible online ● Clear communication, review, and sign-off on vehicle safety, security, and compliance requirements (vehicle policies and safety training, van schedules, site reservation policies, and maintenance requests) implemented ● Crisis Management Plan updated ● Capital improvements made to administrative and school site offices; EPA clubhouse painted ● BGCP safety policies aligned with BGCA safety standards
Deploy information technology enhancements	● Enhanced device management, patching, inventory, security, and financial controls implemented ● Migration to MS Office 365 (cloud-based suite of applications) completed
Strengthen data privacy and security	● All digital data organizational policies related to privacy, licenses, and data use inventoried ● 95% of staff follow our data access policy, which includes information about collecting and cleaning data, storing and protecting data, sharing and destroying data, and data rights
Development	
Fund operations	● $13mm raised ● 80% of $10k+ donors retained ● 95% of $50k+ donors retained
Transition development leadership	● Hire and onboard new Chief Development Officer
Build development systems and processes for $14mm organization	● Determine optimal development team structure ● Optimize use of Raisers Edge ● Establish clear gift processing and acknowledgment processes in partnership with finance ● Document annual development calendar and identify opportunities to implement systems
Broaden and sustain major donor base	● Action plan executed for top 250 FY18 donors with quarterly touches ● Major Gift Prospect action plan executed with 25 prospects converted to $10k+ donors ● 10 new major donors (including first time FY18 donors) make 3 year, $75k+ total, commitments to mini-campaigns ● Secure five $1mm multi-year commitments ● Secure 10 $10,000, 5 $25,000, and 5 $50,000 individuals as YoY event sponsors

FY19 Strategic Priorities	Target Results
Optimize events	• Stewardship event executed with 50 $10k+ donors in attendance • Women's Breakfast executed with 50 $5k+ donors and 50 MGPs in attendance • YoY executed with $2mm in individual gifts, $500k from corporate sponsors, and 50 new MGPs in attendance • Shark Tank raises $2.5mm with 5 banks and 5 law firms participating as event sponsors • 50 $10k+ donors attend Future Launch
Finance	
Improve finance operations	• Team fully staffed • Processes for employee reimbursements standardized and automated • Processes for accounts payable standardized and automated • Clear policies and procedures set for credit card usage and reconciliations, expense reimbursement and invoice processing • All staff trained on new process and new resources. • COA modified as needed for better understanding and management of expenses • Internal controls and processes streamlined in coordination with the Finance Committee and Hood & Strong • Separation of duties established for clear checks and balances with other departments within the organization (H/R, Development, Operations); support and guide departments in creating processes and deliverables • Other accounting systems for FY20 deployment analyzed • Off-the-shelf enterprise solutions investigated for planning, reporting, and analytics

Appendix F: SSIR Article on Outcomes

Stanford SOCIAL
INNOVATION Review
Informing and inspiring leaders of social change

Chasing the Holy Grail of Outcomes

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

By Peter Fortenbaugh Feb. 2, 2018

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

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

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

I want to measure impact for these three reasons:

1. **To improve program design**. We want to spend our partners' resources as effectively as possible, and we'd like a scorecard to guide us and enhance accountability. One of the hardest parts about managing a nonprofit with a broad mission like BGCP is the lack of simple metrics. Without metrics, how can we know which staff and programs are the most effective, and where we should allocate scarce resources?

2. **To increase fundraising**. If we could prove our impact, we could raise more money, expand our budget, and serve more students.

3. **To enhance employee morale**. Few people acknowledge this, but it's a big one. When staff—who work crazy hours, and dedicate their hearts and souls to a mission—can see the impact they are having, they are less likely to burn out . My team is hungry for feedback and would respond ambitiously to a real-time scorecard. Even if the results were poor, the challenge to improve and clarify their goals would motivate them.

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

obstacles:

1. **The subjectivity of defining success**. BGCP is about raising kids and providing opportunities. While working at BGCP, I've been raising three of my own kids. How do I measure my success as a parent? By my kids' grades and the colleges that admit them? By how well-behaved they are? By how many friends they have? In truth, what BGCP does is comparable to coaching my daughter's soccer teams. What would I say if a parent asked for the outcomes? I think I did a decent job as coach; the kids had fun, wanted to keep playing, bonded as a team, and learned some life lessons. But that's my subjective assessment. Another example: Many of us pay thousands of dollars for our own kids to attend summer camps. How do we measure the value of that experience? Is it realistic to expect BGCP to provide this kind of information?

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

3. **The challenge of distinguishing between causation and correlation**. To claim causation would require that we manage a control group and possibly randomization, which is beyond the scope of ours and most nonprofits' capacity. Did BGCP's programs make the difference, or was it a teacher at school?

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

I do not mean to imply that nonprofits are intentionally deceiving donors. Rather, they are under pressure to have succinct and compelling outcomes, and they report what they can. Philanthropists should acknowledge the challenges nonprofits face and avoid celebrating simplistic claims.

Also, be aware that selection bias is the norm; most programs with results select whom they serve. Their constituents may be similar to others in race and income, but they are usually above average

in terms of motivation, resilience, or other character skills. My favorite example of this is my alma mater, Harvard Business School (HBS), which reports that its alumni have higher salaries than alumni from other business schools. But is it HBS's value-add (classroom learning, networking) that results in high salaries? Or is it that its admissions team correctly identifies people who are most likely to make the most money? If HBS has such impact, why doesn't it have a random lottery to admit students?

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

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

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

1. **Establishing a learning culture** that hungers for results. We hire staff who aspire to continuously learn and who crave impact data. Our stars ask the best questions, welcome being challenged, and are constantly seeking ways to increase impact.

2. **Testing a theory of change** based on leading research to guide our program design and implementation. This is our roadmap for resource allocation and highlights what we should measure. While long-term outcomes are far away, the theory of change identifies measurable intermediate outcomes that research has proven to drive desired outcomes.

3. **Focusing on execution**. As a baseline, we're clear about which activities we're committing to do and holding ourselves accountable. This is not a proxy for outcomes, but at least it shows we are running effectively.

4. **Showing impact through stories**. Stories don't replace data, but we use them to test our theory of change and provide valid proof points. Having our students tell their stories in their own words inspires staff, other students, partners, and donors. The stories make our work real.

5. **Surveying all stakeholders**, including youth, staff, parents, donors, and partners, and then reviewing that data to identify areas for improvement. Stakeholder satisfaction is an indicator of an effective program.

6. **Committing to complete transparency**. We share all of our measures and data equally with all stakeholders. We highlight our weaknesses, where we have failed, and what questions we haven't yet answered. We share anything we have discussed internally with any external stakeholders.

7. **Investing in an impact and evaluation team** that operates at the intersection of program strategy and organizational learning. We need a team free from day-to-day execution challenges to steadily beat the evaluation drum. While the team is strong at data collection and analysis, its greatest value-add is creating space for staff to review, question, reflect, and discuss data to drive program improvements.

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