



Presented to Pro Kids' Board of Directors - August 13, 2015

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# **Advancing Our Purpose**

## **Special thanks to:**

Ernest H. Wright, our founder and inspiration

Our dedicated team of staff, board of directors and volunteers

The First Tee

Qualcomm, Inc.

The Blanchard Institute

San Diego Social Venture Partners

## Pro Kids Strategic Plan 2015 – 2020

### Contents

Background	1
Mission, Vision, Values	6
Advancing Our Purpose: The Process	7
Advancing Our Purpose: The Why	10
Implementation of Pro Kids Academy: Our Strategic Priority	11
<ul style="list-style-type: none"> <li>• Conceptual Framework and Benefits</li> <li>• Academy At-a-Glance</li> <li>• Nuts &amp; Bolts</li> <li>• Situational Student Self-Leadership</li> <li>• Scholarship Program</li> </ul>	
Community Outreach: School and Camp Programs	22
Staffing and Resource Plan: Pro Kids Academy	23
<ul style="list-style-type: none"> <li>• Organizational Chart</li> <li>• Volunteers</li> <li>• Families</li> <li>• Community and School Partnerships</li> </ul>	
Operating Budget and Participation Projections	27
Fund Development Plan	29
Transition Planning and Management	35
Five-Year Implementation Plan	38
Success Measures	42
Strategic Infrastructure Initiatives	47

### Appendix

A -	Partner List
B -	Strategic Plan Process
C -	The Pro Kids Tour
D -	Sample Lesson Plans and Schedules
E -	Joining the Academy
F -	Resiliency Survey
G -	Dr. Esther Zirbel
H -	Diversity and Inclusion Statement
I -	Implementation Work Plan
J -	Reference List

# Advancing Our Purpose

## BACKGROUND

### Foundation

Pro Kids was founded in 1994 by former AFL/NFL player Ernest H. Wright, Sr., who saw the game of golf as a way to teach underserved youth life skills and character development, while preparing them to achieve academic and social success. Along with golf instruction, Pro Kids members have access to after school tutoring, mentoring, workshops, and other resources through our Learning Centers. We began as a drop-in program, serving as a safe haven for kids in the problem-plagued community of City Heights; in 2012, we opened a second location in Oceanside. Since our founding, Pro Kids has served more than 18,000 kids.

Pro Kids is part of The First Tee, an international youth development organization founded by the PGA and other associations to advance the game of golf. The First Tee modeled their program on Pro Kids and in 1998, we became a charter member, adopting the name Pro Kids | The First Tee of San Diego.

### History

In 1994, Pro Kids was a lifeline in the City Heights community, serving as one of the only safe places for youth and young adults in the neighborhood. Hoover and Crawford High Schools were among the 10 poorest performing high schools in the state, with only 9 percent of high school graduates going on to college. Refugees flooded in from Somalia, Sudan and parts of western Asia at an average of 10,000 people annually – over and above the local immigrant population from Central America. While City Heights had been a refugee safe haven for almost 20 years government support was at best basic, offering some social services, clinical health care and small family integration stipends. Families and therefore youth were left to fend for themselves as they assimilated into a new country and tried to carve out a place in their community. Many dealt daily with frustrating language barriers, cultural and religious alienation and resource scarcity.

City Heights was also a community of crime with 37 established gangs and the highest youth-related arrest and homicide rates in the county. Pregnancy rates for girls ages 15-19 also topped county charts at 21 percent. City Heights was a community divided, as both families and youth struggled to find place, identity and a network of support.

## **Building Support**

In the same year Ernie Wright and his dedicated staff opened the doors of Pro Kids at the Colina Park Golf Course, City Heights caught the attention of other philanthropists in San Diego. In 1994 the last supermarket in the neighborhood closed, signifying a genuine need for gentrification efforts. Sol Price (Price Club) and his partners considered opening a store there but as conversations of community need progressed, Price decided instead to lend money to the City of San Diego to build a police station and community gymnasium. The Price family became passionate about doing community building work in City Heights and in 2000, started the San Diego Revitalization Initiative (SDRI) to spearhead these efforts. SDRI (now Price Philanthropies) has worked diligently to improve City Heights' infrastructure and network of support services, fueling numerous local, state and federal funding initiatives.

## **City Heights Today**

Over the past 15 years, Price Philanthropies alone has invested more than \$250 million in the four mile square radius of City Heights, joined by other public and private funders. The current 75,000 residents now enjoy a new library, open park space, business center, athletic facilities and a social services office. January 2015 marked the opening of the new Copley-Price Family YMCA, a 53,000 square foot, LEED certified facility offering many support services including teen and family programs.

Pro Kids has been an active participant in the community's centralized support networks including the City Heights Initiative, Mid City Community Advocacy Network, and Crawford Community Collaborative. These organizations weave together more than 40 family and youth focused non-profit organizations (see Appendix A) forming strong partnerships and benefitting the City Heights community at large. The high school graduation rate has increased from an average of 41 percent to 65 percent with 50 percent of graduates going on to community or four year colleges. The teen pregnancy rate dropped to 12 percent in 2013.

While these are undeniably positive indicators, City Heights still faces challenges, performing worse than the county average when it comes to measures like income, unemployment, obesity rates, educational outcomes, and crime. The juvenile arrest rate is five times that of neighboring communities. The neighborhood may look a little different than in Ernie's day, but current socioeconomic and cultural conditions mean that City Heights is still fragile – and the need for organizations like Pro Kids continues.

## **Expanding to Oceanside**

From the beginning, Ernie's vision reached far beyond the neighborhood of City Heights. In 2012 his vision became a reality with the opening of Pro Kids in Oceanside. Staff soon learned that much like City Heights today, Oceanside has a strong network of non-profit organizations (see Appendix A); there are also distinctive needs that stem from the military presence and concentrations of Central American migrant workers and Spanish speaking English language learners (20 percent and 62 percent of Oceanside members respectively). Both of these populations are transient and require specialized services and accommodations.

In the City of Oceanside there are 25 documented gangs and in 2013, Oceanside High School ranked among the top three schools for reported drug activity and violence on campus. (Crawford High School in City Heights was one of the other top three schools.) In spite of those factors, the high school graduation rate in Oceanside is 72 percent with 65 percent of graduates continuing to community or four year colleges. As is the case in City Heights, however, Oceanside can still be characterized as an underserved community.

Our approach in Oceanside has focused on weaving Pro Kids into the fabric of the community through meaningful school, community and corporate partnerships, integration into family support networks and creating a sense of ownership and belonging for members. Since opening our doors, Pro Kids Oceanside has served over 750 members and established a strong connection to the Oceanside Unified School District and City of Oceanside.

## **Pro Kids Today**

Both facilities offer a variety of program for members ages 7-17. Activities range from golf class and individual instruction to specialized tutoring, college prep support, educational workshops and field trips. The golf and life skills curriculum and programming is based on The First Tee's curriculum. Pro Kids uses a seven level system, much like belts in the martial arts. All members start at level one; as they demonstrate mastery of golf and life skills through testing and program participation they progress to the next level, earning greater access and privileges.

Once a member has reached level two they start to earn points through the Point Reward Opportunities program (PRO), Pro Kids' currency system. Members earn points for participating in activities like community service and vocational field trips and for exhibiting positive behaviors, like improving their grades. Points can be spent like money on clubs, clothes, or golf course fees. PRO helps to equalize the experience for all

members whether or not they pay our \$100 annual membership fee; currently more than 70 percent of members qualify for a fee waiver based on household income or parent's active duty military status.

The current service model in City Heights is based on Pro Kid's historic role in the community, providing a safe haven for local youth, especially during out of school times. City Heights currently serves between 80 and 130 members per day, the majority of whom are elementary aged. The elementary program is most structured, meeting children at their developmental level and providing the safest possible environment.

In July 2014, Oceanside moved from a drop in access program to an attendance based program. Once per month, members and/or a parent or guardian sign up by day for after school program and golf classes for the following month. There is a limit of 50 members per day in the after school program and 30 members in any given golf class.

This decision was made after a year and a half of growing daily participation. Safety had become a concern with only five staff and 80 members on site regularly. While the decision was difficult, families have responded positively to the change and members are receiving more effective service in a safe environment. Progression of members through Pro Kids' level system is one-third higher in Oceanside as a result of this change.

## **Crossroads**

Organizationally, Pro Kids stands at a crossroads: While the number of kids served each year has grown, the drop-in, safe haven model makes resource planning difficult and compromises our ability to make a big impact on the majority of our kids. Although annual membership stands at 1,500, only 124 kids (8 percent) participate two or more times per week. In addition, only 2 percent of Pro Kids members stay for five years or more. Resources are required to support all members, including those who are only marginally committed to the program; this diverts the attention of staff and yields intermittent impact at best.

**Underpinning this plan is a belief (supported by our work with San Diego Social Venture Partners and general developmental research) that with a change in the programming model and curriculum we can increase member participation and longevity, driving better outcomes as measured by academic performance, personal resiliency, and golf and life skills proficiency.** Further, we are encouraged by the early success in Oceanside as a result of our move to an attendance-based system. With this knowledge, we embarked on a strategic planning process, raising these fundamental questions:

- 1) How can Pro Kids remain relevant to current community needs as well as true to our founder's vision? What does his vision look like in the context of today's environment?
- 2) What is the most financially sustainable and programmatically scalable model for the organization?
- 3) How can Pro Kids grow and deepen its partnerships within the communities served to provide a stronger network for youth and young adults?
- 4) What is the most effective method for measuring the meaningful impact for our kids and our communities?

Conversion from a drop-in/transactional program to one with greater intentionality can only occur with additional and sustained donor support, but offers the promise of immeasurable return on investment. Golf's "smash factor" provides a perfect metaphor for what we are trying to accomplish:

"Smash factor measures how much power is transferred from the club to the ball. The biggest key to a high smash factor is striking the ball on its center at the right angle with the most control. This maximizes the energy transfer sending the ball to its greatest distance on the truest course."

-Trackman News, May 2008



## Advancing Our Purpose

### MISSION, VISION, VALUES

Pro Kids' mission, vision, and values form the core of our Strategic Plan.

**Our Purpose:** Pro Kids' mission is to challenge underserved youth to excel in life by promoting character development, life skills, and values through education and the game of golf.

**Our Vision:** We aim to be a leader in providing opportunity and hope to kids facing academic and social challenges through positive life-changing experiences.

**Our Beliefs:** We explore our future with three guiding principles in mind:

- To stay true to our mission and founder's vision
- To deliver programming that is relevant, effective, and inspiring in a safe environment
- To address real needs in the communities we serve, City Heights and Oceanside

**Our "Words to Live By" embody the principles and life skills we hope Pro Kids members will use on the golf course, in the classroom, and throughout life. They guide our every action and underpin our strategic planning process.**

Honesty

Loyalty

Kindness

Forgiveness

Bravery

Courtesy

Integrity

Respect

Accountability

Patience

Commitment

Fortitude

Humility

Sportsmanship

Discipline

Responsibility

Reverence

Confidence

# Advancing Our Purpose

## THE PROCESS

Our strategic planning process began in July 2014 after Pro Kids board leadership and senior staff identified the need for a five year plan that connects program impact to cohesive development efforts. The first step in the process was a day-long staff retreat at which Pro Kids' SWOT (strengths, weaknesses, opportunities, and threats) was analyzed:

### STRENGTHS

- Staff expertise, dedication leadership, pride and passion for the mission in general and Pro Kids in particular
- Facilities
  - Golf courses
  - Educational environment / Learning Center
- Impact/Success stories:
  - HS graduation rates
  - College entrance
  - College graduation
  - Careers
  - Instilling our "words to live by" into our children's personality
  - Golf curriculum
    - Knowledge of the game and its values
    - Skills development
- Access to program
  - proximity
  - flexibility
  - affordability
- Partnerships & Resources
  - Schools and school districts
  - Golf community
  - The First Tee
  - Government entities
  - Other youth-serving non profits
- Volunteers
- Diversity of the children we serve

### WEAKNESSES

- Internal communication
  - Between sites
  - Interdepartmental
  - Families(kids and parents)
  - Alumni

- External communication
  - Schools
  - Supporters
  - Community
- Drop In facility / resource planning
- Retention of members
- Retention of staff
- Clarification of Level System and related curriculum
- Identity
  - Lack of clarity of mission/purpose
  - Outsourcing relationships especially Pro Shop
- Safety
  - Check in/out accountability
  - Public on the course
  - Public in building
  - Supervision ratio, staff to kids

## **OPPORTUNITIES**

- Outreach
  - Companies
  - Schools
  - Other community resources
  - Partnerships
  - Speakers
  - Targeted through cultural connections
- Ambassador's alumni
- Internal collaboration
  - Staff
  - Volunteers
  - Between departments
  - Between program areas
- Location
  - Proximity to schools and target population
  - Climate
- Outsourcing golf operations
  - Upgrade of program and resources to support

## **THREATS**

- Other opportunities for children
  - Education
  - Sports
  - Youth programs
  - Junior golf programs
- Safety

- Kids mixing with general public on golf course
  - Balance between safety and opportunities (Home & Homes)
  - Neighborhoods
- Preconceived notion of golf
  - Decline in popularity
  - Elitist sport
- Stability of funding/economy
- Drought – maintaining the golf courses
- Transient nature of our target population

We used the SWOT analysis as a foundation for our planning efforts; it brought into focus what we do well – and what we can do better – to serve our kids and communities. Following completion of the SWOT, board members and leadership met to formulate the overall plan objectives, setting May 2015 as the date for completion and vote by the full board.

UPDATE (8/15): To allow for sufficient time to vet the plan by Pro Kids' board and committees, the vote was postponed until the August 2015 board meeting.

Our journey is further detailed in Appendix B.

# Advancing Our Purpose

## THE WHY

**The Pro Kids mission identifies underserved youth as our target population.** The College Success Foundation's definition of this group encompasses first-generation students and youth who are low income, displaced or living in foster care, and/or of color. *Based on local demographics, we have a broader definition that includes children of refugee or immigrant families (who are often displaced from their countries of origin) and kids of active duty military personnel.*

Underserved youth and their families have an experience gap with what is called the middle-class value culture. Author Ruby Payne observes in her book, *A Framework for Understanding Poverty* (1996), that there is a middle-class hidden language or code that is necessary to find success in existing K-12 schools, college application processes and the career world. Payne (1996) frames this stating, "The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of rules." Most underserved youth, regardless of socioeconomic status, experience poverty culture as a result of limited access to resources and instability caused by frequent moves, inconsistent or absent parenting, or even threat of deportation due to citizenship status.

Families and youth seek out Pro Kids to help close the cultural gap and navigate the systems that provide access to opportunities and resources. While we are not the only agency doing providing these services, our unique golf and life skills curriculum, focus on social development and resilience building, and academic and social support distinguish Pro Kids.

Our goal is to deepen our connection with members and families and retain them longer in the program by making an intentional investment in our kids. We will build on Pro Kids' strong foundation with a redoubled focus on high school graduation and college and career readiness. We want our members to graduate with a sense of purpose, a feeling of personal power, and a positive trajectory, resulting in a thriving community and a better world.

# Advancing Our Purpose

## IMPLEMENTATION OF PRO KIDS ACADEMY

Our strategic priority is the restructuring of Pro Kids, building on our current curriculum and program but with an increasing focus on accountability to measurably grow our impact and deliver better outcomes. Implementation of Pro Kids Academy (PKA) will shift our orientation from transactional to intentional; to best meet community needs, graduation from high school – and college and career readiness – will be our primary focus.

### Conceptual Framework

Pro Kids Academy will be created based upon the following key concepts:

**Golf at the core of all activities:** Golf is Pro Kids' DNA and the foundation of our academic, athletic, and life skills programming at all grade levels. Participants in the Academy will become better students of the game, both in terms of play and scholarly pursuits. The Academy "advanced tracks," offered to 10<sup>th</sup> – 12<sup>th</sup> graders, will incorporate golf into more traditional areas of study (golf and humanities, golf and business, etc.). This approach will reinforce, in a very relevant and concrete way, concepts being taught at school.

**Intentional versus transactional participation:** Guided by our words to live by, we will focus resources on those members who commit to the program, offering fun and engaging programming that drives long-term participation. Intentionality will underpin all Academy activities.

**Team membership and competition:** PKA members will be assigned to grade level teams led by a team leader. Within teams, members will be grouped into foursomes that will compete based on attendance, academic performance, golf proficiency, volunteer hours, etc. Participation in foursomes and on teams will provide opportunities to teach and reinforce our words to live by within the context of what is most often thought of as an individual sport.

**Emphasis on mentorship:** Pro Kids' tradition of mentorship will be reinforced in the Academy framework. Older members will have the opportunity and responsibility to serve as role models, mentoring younger members. This mentorship will continue as kids graduate from the program, attend college, and take their place in the community.

**Commitment to measurement of outcomes/ results:** Baseline measures and progress will be tracked in our Salesforce database for all PKA members. We will monitor attendance/participation, academic improvement, and increased resiliency (see Success Measures section for more detail). Program metrics (e.g., retention rates) will also be recorded and evaluated.

**Continued and expanded use of points system:** Point Reward Opportunities (PRO), our in-house currency system, will be modified within the Academy framework to consider team performance and contributions, along with individual accomplishments.

**Year-round programming:** We are committed to year-round programming to give PKA members additional time for academic, golf and life skill growth. Studies have shown that knowledge gained during the academic year can be lost in summer months; this is especially true in communities in City Heights where a cultural gap influences how kids pass the time.

**Stronger/deeper partnerships:** We will build on established partnerships with schools, community organizations, corporations, individual donors and funders, and volunteers to increase engagement and seize opportunities to bring new stakeholders into the Pro Kids fold. (See Fund Development Plan for our donor/funder strategies.)

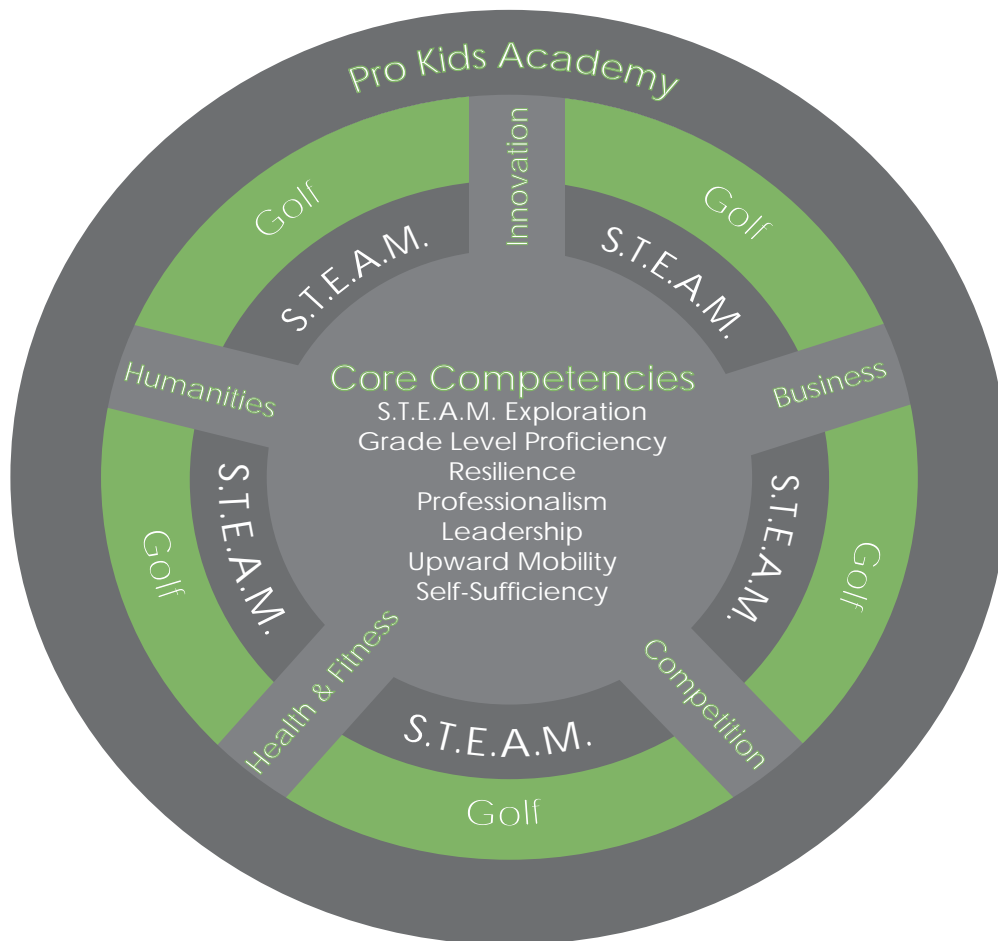
## **Benefits**

We anticipate the following benefits as a result of our organizational transformation and implementation of Pro Kids Academy:

- A deeper connection between members and staff, facilitating more authentic relationships, increasing trust, and making recommendations (for internships, college admissions, and scholarships) more personal and genuine
- More measurable outcomes and longitudinal tracking, important for fund development efforts (recognizing that impact drives income); donor satisfaction is enhanced with greater clarity about program effectiveness
- Improved prospects for financial sustainability – if we stand still, we should expect flat to declining revenues
- Greater member accountability and sense of accomplishment; ability to work successfully on own or as member of team (critical for long-term success)
- Stronger sense of community and pride, creating a perception that Pro Kids is “a place where I belong”
- Increased staff satisfaction and sense of personal accomplishment with efforts directed toward a common and tangible objective; improved staff retention rates
- Better utilization of facilities and resources

At the Academy, we intend to maximize the smash factor with our members through discipline, accountability, and commitment to their life-long success.

## Pro Kids Academy At-a-Glance



This wheel depicts the Academy's offerings:

- Golf and S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) are integral to the Academy curriculum and experience
- Seven academic and non-academic core competencies (the wheel hub) will be developed at all grade levels
- Five "advanced tracks" (the wheel spokes) will provide specialized study opportunities for members in grades 10 – 12

More details can be found in the Nuts & Bolts section that follows.



# Pro Kids Academy – Nuts & Bolts

## Getting Started at Pro Kids

Families that register for the Pro Kids program will receive a welcome email and letter inviting kids to get started with level one golf class. We will hold regular new member family orientation sessions where a family handbook will be distributed and reviewed. Attendance at orientation is a prerequisite for level one certification.

**Level One description:** The purpose of the level one class series and certification is to create an entry point for all new members, offering an opportunity to get to know the game of golf and the expectations and culture at Pro Kids. This will create greater buy-in for the program as kids progress to level two.

Certification requirements are as follows:

- Attend a mandatory minimum number of classes (Elementary – 9, Middle School – 6, High School – 4)
- Score 80 percent or higher on the written test
- Demonstrate full proficiency on the playing ability test
- Demonstrate the required etiquette and life skills (e.g., shaking hands and looking someone in the eye, being quiet and still while someone else is hitting)
- Demonstrate positive behavior and attitude
- Participation for one hour in the Learning Center Homework Club

Level one members have one year to pass certification as long as they are positive and actively participating in the program. After one year, we will work with the family to make a plan for advancing to level two or refer the member to another program that might better meet his/her needs.

## Welcome to Level Two

Members who reach level two will be able to choose from two distinct program offerings: The First Tee Golf and Life Skills Program or the Pro Kids Academy. Taking a measured approach to implementation, *we will pilot the Academy in 2015-16 with elementary and 6<sup>th</sup> grade kids only*. We expect the mix of kids to shift over time with an increase in the number of Academy openings, as shown in our budget projections.

**The First Tee Golf and Life Skills Program:** This program, developed by The First Tee, is Pro Kids' core offering. Kids participate in age and developmentally appropriate group instruction and continue to "level up" as proficiency improves (participation and positive behaviors – like participating in community service projects – are also considered). Certification testing incorporates play as well as a written exam.

With our transition to a more structured framework, level two members who sign up for the Golf and Life Skills Program will attend Pro Kids at designated times. Access to other

specialty opportunities like field trips will be limited until kids reach middle school and move up to level four. At this milestone, members may play independently and use the practice areas. Members may complete all seven levels through this program; members reaching this milestone are considered Pro Kids heroes!

**Pro Kids Academy:** The goal of the Academy is to create a structured platform of services that will give kids the core competencies to “*bridge the (cultural) gap*” and achieve life-long success. Founded in the curriculum of the First Tee Golf and Life Skills Program, the Academy integrates strategies for success on the course, in the classroom and in life. This program requires committed participation from members and families and will be delivered in a grade-level team setting using a focused curriculum and led by a dedicated team leader. Kids will be grouped in foursomes within teams to build their teamwork skills.

Members who choose to join Pro Kids Academy must complete several steps before participating:

1. Meet with the team leader (and parent or guardian) at Pro Kids or in home to review golf confidence, academics, behavior, strengths, and areas of improvement
2. Provide most recent report card and standardized test scores (scores only for elementary kids)
3. Receive PKA welcome folder (see Appendix E for contents)
4. Complete the online resiliency survey (administered by team leader)
5. Make a minimum commitment to the program of one-year
6. Sign up for classes to meet minimum attendance requirements which vary based on school age:
  - a. Elementary – at least two days per week
  - b. Middle School – at least two days per week + one class outing per semester
  - c. High School - four team leader check ins+ four golf lessons + one class outing + semester content requirements (specific for each grade level) per semester

When fully implemented, the elementary program will be split into two teams: 2<sup>nd</sup> and 3<sup>rd</sup> grade and 4<sup>th</sup> and 5<sup>th</sup> grade. The member to staff ratio will be no larger than 16:1 with trained volunteers providing support. The middle school program will be split into three teams: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. The same member to staff ratio will hold. The high school program will have four grade level teams.

The Academy’s offerings will be built around the seven core competencies that we have identified for their relationship to success outcomes and identified community resource gaps.

**1. S.T.E.A.M Exploration:** In a constantly advancing world, intentional exposure and interest development in the concepts of Science, Technology, Engineering, Arts, and Math will

provide a strong foundation for college and career success. (While the term S.T.E.M. is better known, we believe that incorporation of the Arts is important.) Each of these areas of study is essential in a world community that is digitally driven; hiring prospects in S.T.E.A.M. related fields are projected to be double the hiring in other fields. The goal will be to integrate these areas into all parts of the Academy program, igniting interest and helping members bridge the digital divide. We will use workshops (like Lego engineering for elementary-level kids), experiential learning (on the golf course and elsewhere), and programmatic partnerships (with EarthLab, for example) to teach science and math concepts.

**2. Grade Level Proficiency:** Students in underserved communities consistently struggle to reach grade level performance and standardized test benchmarks. At PKA, we will provide enrichment opportunities and homework assistance to drive grade level proficiency and assist kids with their individual progress, putting our kids on equal footing for future college and career opportunities. At the elementary level, our focus will be literacy development; in middle school, we will build and improve writing, reading comprehension, and math foundations. Proficiency in Common Core standards will be the focus for high school members.

**3. Resilience:** Defined as the capacity to recover quickly from difficulties, resilience has more recently been referred to as “grit.” Resilience is directly linked to positive relationships and long term success. Most research shows resilience to be more important than traditional intelligence and academic skills. In the context of our membership, this is especially relevant. Comparative measures will be provided through the resiliency survey (see Appendix F for sample report) that members will take upon entry to the program and there after annually. Results will be a guide for team leaders to focus on areas of need.

To grow resilience, team building activities will be incorporated weekly into the Academy program along with The First Tee’s life skills lessons. At the high school level, members will be fully engaged in developing their strengths and areas of improvement using results from the resiliency survey.

**4. Professionalism:** The middle class language and behavior of professionalism are required skill sets to succeed in any work place or higher education setting. Members in our target population are typically unexposed to the practical skills training or experience that is part of a professional environment. Workshops, internal application and interview processes, as well as golf and life skills curriculum lessons will aim to close this experience gap in a developmentally appropriate way.

**5. Leadership:** Leadership skills contribute to self-direction as well as responsibility for others. We will equip future leaders with practical tools and personal development opportunities that directly contribute to the strength and voice of underserved communities. Through a customized nine session training program, developed in partnership with Blanchard Institute, we will provide leadership certification training for all 8<sup>th</sup> and 10<sup>th</sup> graders (see

next section for a complete description). Leadership acumen will also be sharpened through community service and philanthropic opportunities.

Our younger members will learn leadership skills by working together to establish (and then enforce, giving kind and honest feedback) a code of conduct. Members will be given developmentally appropriate responsibility for decision making.

**6. Upward Mobility:** To create opportunities for members we must remove barriers typical in under-resourced communities. By connecting kids with adults who can provide access – to the world of golf, college, careers, and practical educational opportunities – we create a new reality where upward mobility is possible and probable. Internships, alumni connections, and partnerships with organizations and corporations are just a few of the resources that will be made available to PKA members at all levels and their families.

Upward mobility takes on added significance in high school; college and career exposure opportunities will be part of the semester requirements. Members will have access to enrichment activities such as personal statement writing workshops and interview practice. The Pro Kids scholarship program is the culminating step in the development of this core competency.

**7. Self-Sufficiency:** Our members are in need of independence skills grounded in problem solving, decision making, financial literacy and personal planning. Skill building activities that require members to tackle real life situations will be promoted with the goal of preparing members for life on their own at college or in an independent living situation. Breaking the cycle of poverty requires our members to be self-sufficient, able to build their own bridge to a new future and more stabilized position in the community.

#### For high school members only

The high school program will allow for independent decision making while still connected to grade level teams. Members must complete semester content requirements and:

- Hold regular check-in meetings with college and career prep staff
- Take individual golf lessons (if new to Pro Kids) or hold regular check-in meetings with a golf coach
- Participate in one required event per semester
- Choose an advanced track for focused study, after 9<sup>th</sup> grade

The purpose of the advanced tracks is to give members an opportunity to pursue an area of interest within the context of the game of golf. The following advanced tracks are contemplated: Innovation and Golf, Health & Fitness and Golf, Humanities and Golf, and Business and Golf. There will also be a Competition track for members looking to further develop their playing skills. New high school members and all 9<sup>th</sup> graders will be required to attend an introductory workshop for each of the tracks; upon completion, they will choose an area of study. We will use the level system to measure progression in the advanced tracks; while members have the option to change tracks, they will have to start from the beginning and level up accordingly.

High school members will be eligible for the annual ACE Award, which will be given to members who complete a final golf-related project and present it to a subset of the board of directors and golf industry leaders. We will hold an ACE awards ceremony and celebration.

The Academy will be offered four days per week when school is in session. During school breaks teams will have more time for creative, core competency focused programming like off-site trips, golf opportunities, and specialized remediation services. The maximum number of participants in the Academy, when fully implemented, will be 256 members per site (512 total) given current program space capacity. In our pilot year, we will serve 32 elementary age and 16 sixth graders at each Pro Kids location (96 kids total).

## Situational Student Self-Leadership

Our goal is to proactively create high performing and self-reliant students with the knowledge, skills, and confidence necessary to develop and realize their optimal personal potential. Situational Student Self-Leadership® (SSSL), developed by the Blanchard Institute, provides a collaborative framework with a common language for accelerating youth engagement, learning, and achievement. It will be an integral part of the Pro Kids Academy experience.

Schools today measure students' academic performance in a variety of terms including attendance, standardized test scores, grade point averages, graduation rates, and college or university acceptances and financial awards. SSSL prepares students for success in these and other important measures.

We have partnered with the Blanchard Institute to deliver SSSL training to members. In 2014 we piloted the program, which has been customized to dovetail with The First Tee's golf and life skills curriculum. SSSL empowers youth to be proactive and confident in taking the leadership initiative when they are not officially in charge, often at critical moments when teachers and other adults are not available. Self-led youth confidently demonstrate take-charge skills for accelerating their own learnings, improving academic performance, and modeling positive behaviors that contribute to a dynamic, cohesive, and inspirational educational community.

**The linkage between SSSL and resilience:** College and university campuses across North America are challenged by an ever increasing rate of students who don't succeed or fail to flourish at school. In exploring this dilemma, research studies suggest that approximately 20 percent of youth aged 15 - 24 will suffer from various levels of social dysfunction and mental health concerns like depression, anxiety, substance abuse and suicide. A major contributing factor to the onset of these social and mental health challenges are the situations being faced by many students including financial difficulties, inability to adapt and cope with academic expectations, stress, anxiety, depression, loneliness, poor decision making leading to alcohol and drug abuse, violence, and relationship problems.

Pro Kids can purposefully create a healthy environment that invites members to nurture and draw upon the essential protective factors of resilience. Research clearly correlates resilience with a student's feeling of being energized and driven to achieve to their greatest potential. By embracing and building resilience, we give members the tools to cope effectively with setbacks, study pressures, family problems, social networking concerns, and stress-related situations at school, at home, and at Pro Kids.

The resiliency survey developed by Resiliency Initiatives provides a statistically proven way for youth to understand and explore their own journey of developing resilience and the essential character traits required for personal effectiveness, academic success, and

future professional excellence. It creates a context for developing strengths and identifying preferred futures based on individual life experiences. It also provides a common language and assessment framework with which to develop and monitor capacity building strategies that truly further the goals of academic and personal thriving.

The Blanchard Institute and Pro Kids embrace resilience assessment as a powerful contributing component of proactive Situational Student Self-Leadership training.

## Scholarship Program

Since its inception in 1999, the Pro Kids scholarship program has represented the culmination of our work in the Learning Center. Nearly \$2 million has been awarded to 156 scholars, many of whom are first in their families to pursue a higher education and rely on scholarship funding to make school affordable. Scholarships give us an ability to bridge the middle class cultural gap; we serve a needed role as advisor for kids who grow up in families where the importance of a college education isn't understood.

With the launch of Pro Kids Academy and deeper investment in our members we will reshape the scholarship program, increasing the rigor of the application process and expectations of recipients. All Academy seniors will apply for the scholarship, with tiered awards based on individual and team accomplishments (currently, award amounts differ based on the type of school the scholar will be attending [for example, a community college scholarship award is less than a UC award]).

Going forward, scholars will be required to:

- Evaluate their academic and career interests in the context of higher education costs, in order to make the best decision for their own circumstances. Last year, we previewed an innovative technology that gives students a holistic, unbiased view of college choice.
- Attend one-week Graduation P.L.U.S. boot camp prior to their first year of post-secondary school
- Continue taking the resilience survey throughout their post-secondary education providing Pro Kids with valuable longitudinal data

These requirements are in addition to current scholar expectations for grades, behavior, and volunteer service to Pro Kids.

Members of the Golf and Life Skills Program will be eligible for small scholarships.



## Advancing Our Purpose

### COMMUNITY OUTREACH

Community outreach is integral to Pro Kids, allowing us to extend our programming reach and providing channels for member recruitment. We have an established presence in area schools and this year, will begin offering summer camp programs.

#### School Programs

**Goal:** Our school outreach program has several goals: to expose more kids to the game of golf, to contribute to the development of life skills, and to provide an introduction to and prospective feeder source for Pro Kids.

**Approach:** Setting up a mutually beneficial schedule and positive interactions with teachers are keys to a successful school program. We work to find a balance between building relationships with new students at the schools and nurturing existing relationships with kids who have already dedicated themselves to our program. Our curricula are specially designed and tailored according to kids' ages, building on The First Tee's golf and life skills programming. The middle school curriculum consists of four classes including golf skills, fitness, teamwork, and applying our core values to daily living. The elementary-level curriculum consists of six classes filled with games designed to teach golf skills, teamwork, and core values (see Appendix D for a sample lesson plan). Our goal – as we walk kids back to their room after their final class – is to ensure our return is welcomed.

#### Camp Programs

**Goal:** Our summer camp programs have several goals: to provide a fun, enriching, and memorable summer experience for kids, to leverage resources and better use facilities during non-student times, to provide an introduction to and prospective feeder source for Pro Kids, and to generate fee income.

**Approach:** Camp Urban Adventures will provide a well-rounded traditional camp experience, including daily golf programming as well as outdoor science, arts and crafts, survival skills, community gardening, and weekly field trips. Kids will learn new skills and begin building some of the competencies at the core of Pro Kids Academy (like leadership and self-sufficiency), all while having fun. Our Advanced Player Camp will provide focused instruction for kids who are dedicated to the game of golf. PGA staff will help campers master their fundamentals, work on fitness/conditioning and mental exercises, and learn about course management. Kids will play at least nine holes daily.

In the future, our camp offerings will evolve to include Academy-specific programming, to help kids avoid the “summer slide.”

## **Advancing Our Purpose**

### **STAFFING AND RESOURCE PLAN**

The Pro Kids Academy pilot will begin in August 2015 using current and budgeted staff resources. Earlier this year, we were fortunate to have the assistance of Brown University Professor Dr. Esther Zirbel, who teaches middle school educators, in developing our roadmap and suggesting ways to incorporate S.T.E.A.M. into our programming. Dr. Zirbel worked with staff to create S.T.E.A.M. modules that integrate into our current golf and life skills program, developing a framework for “understanding golf” courses for each level of the Academy. More detail about Dr. Zirbel’s credentials and assignment can be found in Appendix G.

In future years we contemplate strategic additions to staff, as shown on the next page. Hiring will be closely tied to the success of our fund development efforts. Along with staff we have a robust network of volunteers, families, community partners, and school partners that are part of the Pro Kids fabric, providing program support and channels for growing membership.

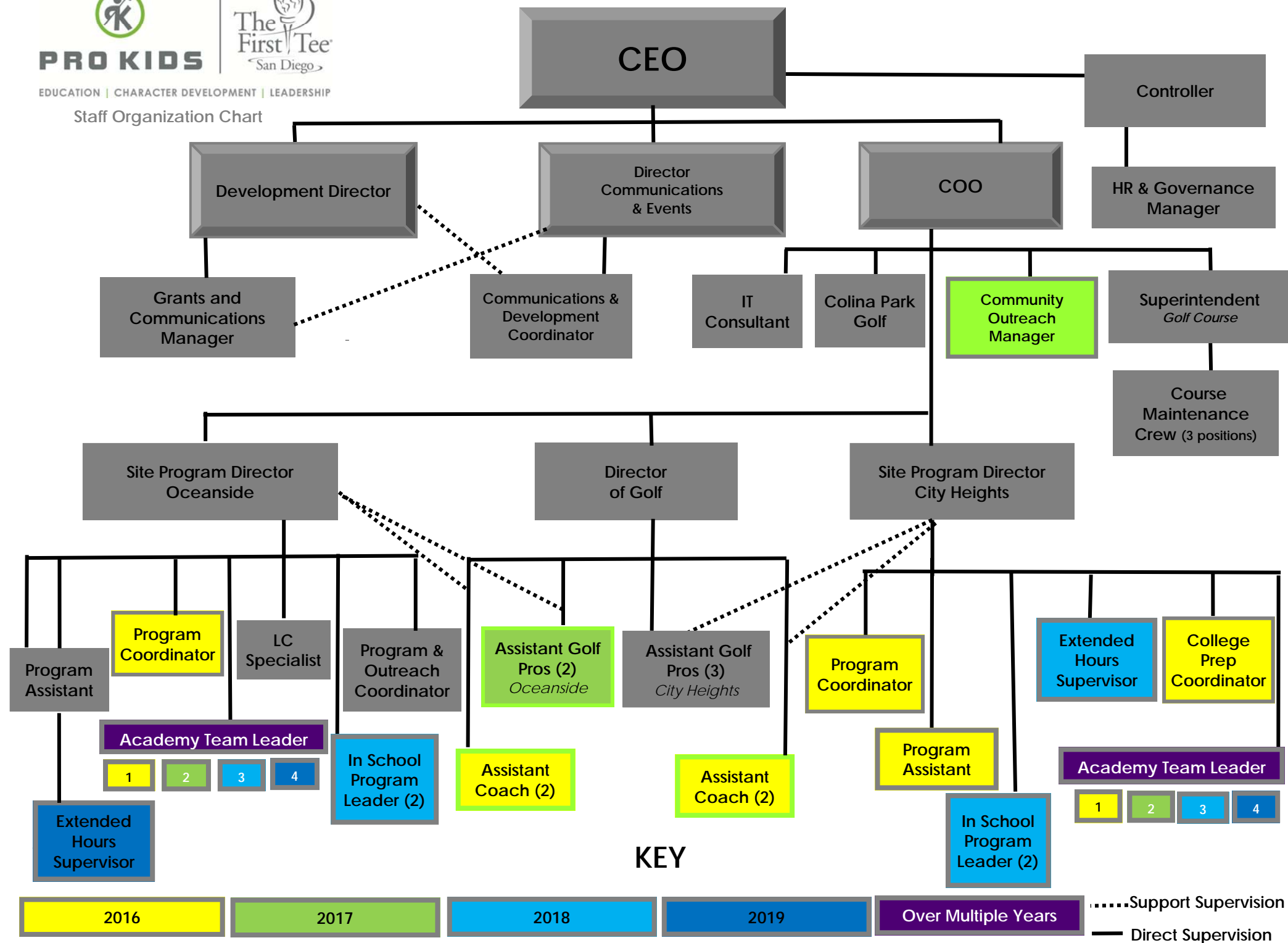
#### **Volunteers**

Volunteers fill many important roles at Pro Kids and take on increasing importance with implementation of the Academy. Today we have more than 200 volunteers including Pro Kids alumni and scholars. Volunteers:

- Serve as members of Pro Kids’ board of directors and on committees
- Assist on the golf course, building skills through fun and engaging athletic activities
- Help members with daily homework, reading assignments, and grade boosting activities
- Help create global citizens by facilitating educational enrichment workshops on topics including science, art, and culture
- Provide exposure to career opportunities by facilitating vocational workshops or hosting work site tours
- Join weekly field trips, providing valuable interactions for our kids
- Provide assistance with special events

Academy volunteers will be assigned to a foursome within a grade-level team (2<sup>nd</sup>/3<sup>rd</sup>, 4<sup>th</sup>/5<sup>th</sup>, or 6<sup>th</sup> grade) and participate in some or all of the activities listed above. Weekly sign-ups will be encouraged to provide consistency.

This year we are establishing a new executive/professional group; mentoring kids, leading workshops and sharing career insights, and participating in field trips will be part of their charge. We will also begin to lay the groundwork for pursuing Service Enterprise Certification to shape and strengthen our volunteer program (see Strategic Infrastructure Initiatives section for further details).



## Families

The family support system is integral to Pro Kids' success. We must develop trusting relationships with families to retain members and to make resiliency inroads; that means dedicated attention to integrating families from the start and throughout their Pro Kids experience. To increase engagement, we will offer the following as part of Academy membership:

- Direct contact with team leader (phone, email, in person meetings)
- Parent committees and volunteer opportunities
- Translation of materials and presentations and at meetings
- Financial literacy and resource solvency workshops
- Family-focused events and celebrations

## Community and School Partnerships

Community partner relationships provide a valuable connection to external resources that complement or match the work of Pro Kids, leveraging the talents of each organization to better meet community needs. Community partners play several roles, including staff training, resource sharing, and referrals in or out of Pro Kids (either member recruitment or placement of kids for whom the Pro Kids program is not a fit). We will actively seek out and study other organizations to identify collaborative opportunities and best practices.

Organizations must generally meet at least two of the following criteria to be considered as a potential partner:

- Proximity to a Pro Kids campus (City Heights or Oceanside)
- A mission that matches or complements our mission (could be a for-profit or not-for-profit organization)
- A willingness to share resources, which may include communications, training, equipment, space, or vehicles
- A willingness to refer prospective members (and/or accept our referrals)

School relationships strengthen our linkage to improved academic performance by providing access to professional networks, training, and resource opportunities as well as exposure to and referrals of prospective Pro Kids members. Schools must generally meet at least two of the following criteria to be considered as a potential partner.

- Proximity to a Pro Kids Campus (City Heights or Oceanside)
- A mission that matches or complements our mission, typically a Title One or Provision Two school or specialty school serving our target population
- A willingness to share resources, which may include communications, training, equipment, space, or vehicles

Appendix A provides a comprehensive list of current and prospective community and school partners.

## Resource Plan

**Transportation:** We want to eliminate the transportation barrier for kids who would benefit from our programming but live in neighborhoods that are outside of walking or biking distance. Down the road, we plan to extend our hours for high school students; transportation options are needed to ensure the safety of members who would otherwise walk home during dark hours.

Over the course of the five years we will conduct the following at each site:

- Transportation needs assessment
- Survey of existing transportation options and costs (bus companies, contract van services, street ready golf carts, etc.)
- Opportunity assessment (identifying areas from which to draw new members)

We will use this knowledge to develop a transportation plan for each site. Implementation will be incremental, beginning in Oceanside in 2017 and City Heights in 2018.

**Snack Program:** Currently, there are a significant number of Pro Kids members who come here hungry and therefore cannot focus or follow directions appropriately. This often leads to behavior issues and a disconnect from program activities and personal development opportunities. Going forward, we want to provide healthy and nutritious snacks for members as part of our holistic approach to success.

In 2002 a juvenile court school program in Eureka, California started providing unlimited access to water and healthy, whole foods snacks for students throughout the school day. Within two weeks of implementation, incidences of behavior related detainment or removal from school went from an average of seven per week to none. This improved trend continued with only two behavior issues in school for the remainder of the school year (five months).

Knowing the evidence, we have a responsibility to our members and to the success of our program to provide daily after school snacks and water. Refillable water bottles will be provided to all Academy members. Beginning in 2016, we will work with local farms, farmers markets and healthy food programs to supplement the cost of or fully sponsor whole foods snacks. These snacks will be provided twice per day to all Academy members.

		Annual ↑	2015	2016	2017	2018	2019
PK Operating Budget	Without Academy	3.0%	\$2,343,970	\$2,414,289	\$2,486,718	\$2,561,319	\$2,638,159
Academy	Children Served		96	128	192	256	320
CAPITAL (one time)							
Supplies/Equipment/Technology	3.0%			\$9,500	\$9,785	\$10,079	\$10,381
Consultants			\$15,000	\$10,000	\$10,000	\$10,000	\$10,000
Lights - City Heights				\$15,600			
Check in Kiosk City Heights					\$15,000		
Lights - Oceanside					\$13,500		
TOTAL CAPITAL			\$15,000	\$35,100	\$48,285	\$20,079	\$20,381

PERSONNEL*										
Full Time Existing (32 → 40 hours)			cost to ↑ hours	2015	% of year	2016	% of year	2017	2018	2019
College Prep Coordinator		\$12,540	3.0%		100%	\$12,540	100%	\$12,916	\$13,304	\$13,703
Program Coordinator - Oceanside		\$12,540	3.0%		50%	\$6,270	100%	\$12,540	\$12,916	\$13,304
Program/Outreach Coordinator (City Heights)		\$37,500	3.0%		50%	\$18,750	100%	\$37,500	\$38,625	\$39,784
Program Coordinator - City Heights		\$12,540	3.0%		50%	\$6,270	100%	\$12,540	\$12,916	\$13,304
Full Time New			3.0%							
Community Outreach Manager		\$45,000	3.0%					\$45,000	\$46,350	\$47,741
Assistant Golf Professional - Oceanside		\$37,000	3.0%					\$37,000	\$38,110	\$39,253
						\$43,830		\$157,496	\$162,221	\$167,088

\* Start date for new personnel is July, % of year = portion of the fiscal year salary is paid to new employees.

Taxes & Benefits	33%	\$14,464	\$51,974	\$53,533	\$55,139
TOTAL FULL TIME		\$58,294	\$209,470	\$215,754	\$222,227

New Part Time		cost for 1	2015	Plus*	% of year	2016	% of year	2017	% of year	2018	% of year	2019
4 Academy Group Leaders - Oceanside (25 hours)		\$18,720 3.0%		1	50%	\$9,360	50%	\$28,361	50%	\$47,932	50%	\$68,090
4 Academy Group Leaders - City Heights (25 hours)		\$18,720 3.0%		1	50%	\$9,360	50%	\$28,361	50%	\$47,932	50%	\$68,090
1 Program Assistant - City Heights (20-25 hours)		\$18,720 3.0%			50%	\$9,360	50%	\$19,001	100%	\$19,571	100%	\$20,158
1 Assistant Golf Coach - Oceanside (20 hours)		\$10,400 3.0%			50%	\$5,200	50%	\$10,556	100%	\$10,873	100%	\$11,199
1 Assistant Golf Coach - City Heights (20 hours)		\$10,400 3.0%			50%	\$5,200	50%	\$10,556	100%	\$10,873	100%	\$11,199
2 In-School Program Leaders - Oceanside (20-25 hours)		\$18,720 3.0%							100%	\$18,720	100%	\$19,282
2 In-School Program Leaders - City Heights (20-25 hours)		\$18,720 3.0%							100%	\$18,720	50%	\$28,642
1 Operations Coordinator(20-30 hours)		\$20,000 3.0%	\$10,000		100%	\$20,000	100%	\$20,600	100%	\$21,218	100%	\$21,855
1 Extended Hours Supervisor - City Heights (3-8 p.m.)		\$35,000 3.0%							100%	\$35,000	100%	\$36,050
						\$58,480		\$117,434		\$230,837		\$284,563
						\$6,433		\$12,918		\$25,392		\$31,302
TOTAL PART TIME						\$64,913		\$130,352		\$256,230		\$315,864
TOTAL PERSONNEL						\$123,207		\$339,822		\$471,984		\$538,091

\* Plus = # of new employees added per year.

RESIDUAL NON-PERSONNEL								
Transportation								
Transportation - Oceanside					\$20,000		\$50,000	\$50,000
Transportation - City Heights							\$50,000	\$50,000
TOTAL TRANSPORTATION					\$20,000		\$100,000	\$100,000
Snack Program								
Snack Program - Oceanside							\$10,000	\$13,000
Snack Program - City Heights							\$10,000	\$13,000
TOTAL SNACK PROGRAM					\$0		\$20,000	\$26,000
TOTAL RESIDUAL NON-PERSONNEL							\$20,000	\$120,000
CONTINGENCY	8.0%						\$14,265	\$40,649
TOTAL ACADEMY			\$25,000		\$192,571		\$548,756	\$667,507
PK Budget	With Academy		\$2,368,970		\$2,606,860		\$3,035,473	\$3,228,826

Cost per Child per year	\$4,358	Giving Circles	
Cost per Child 6th-8th grades	\$13,074	\$5,000	Sponsor A Child for A year
Cost per Child 6th-12th grades	\$30,507	\$15,000	Sponsor A Child for 6th-8th grades
Cost per Grade (32 kids) per year	\$139,459	\$35,000	Sponsor A Child for 6th-12th grades
Cost per Grade (32 kids) 6th-8th grades	\$418,378	\$150,000	Sponsor A Grade (32 kids) for A year
Cost per Grade (32 kids) 6th-12th grades	\$976,215	\$450,000	Sponsor A Grade (32 kids) 6th-8th grades per year
		\$1,000,000	Sponsor A Grade (32 kids) 6th-12th grades

Fundraising Bench Marks		2015	2016	2017	2018
By November Board meeting		\$193,000	\$550,000	\$668,000	\$747,000

# Advancing Our Purpose

## FUND DEVELOPMENT PLAN

At the heart of the strategic plan is a renewed focus on personal connection and accountability for all Pro Kids members. Within a caring community and with clear expectations, our kids thrive. The new Academy framework provides the ability to engage our members over the long-term and to track their outcomes. This is great news for fund development, since impact drives income! We are poised to be able to report our impact to donors like never before, using quantitative measures.

In his book *Good to Great*, Jim Collins articulates what elevates a great company to the elite status of an enduring great company: *Enduring great companies preserve their core values and purpose while their business strategies and operating practices endlessly adapt to a changing world. This is the magical combination of “**preserve the core and stimulate progress.**”*

This perfectly describes Pro Kids at this critical juncture, which is why Pro Kids’ leadership fully supports the implementation of Pro Kids’ strategic plan. We believe it provides the key elements/adaptations required for programmatic and fundraising success in our current environment.

### Guiding Principles

**1. Measurable Outcomes:** We believe firmly that in order to achieve financial sustainability, Pro Kids must invest in creating measurable outcomes. While we know from talking to our scholars or playing a round with our members that our programs make an impact on kids’ lives, we must be able to prove it. All funders – individuals, corporations, foundations – expect nonprofit organizations to be able to quantify their impact. If Pro Kids is to be successful and enduring, fund development staff must be able to leverage quantifiable indicators of real change.

**2. Consistency is Key:** Similarly, Pro Kids’ credibility with donors is greatly enhanced when we have a consistent and coherent programmatic story to tell. Even if we have great measurable outcomes, we must be able to demonstrate that a thoughtful and logical program model will produce these outcomes in a consistent manner for the majority of our members. The Academy allows us to do this. While we have many great stories to tell (Roberto, Elise, Quan, and Savannah come to mind), we know that intentionality in programming and consistency will elevate our impact.

**3. Change is Necessary:** *In the past, Pro Kids successfully raised funds without the aforementioned measurable outcomes. Why can’t we continue as we have been? What has changed?* In short, we have outgrown that stage. Our operating budget is now \$2.44 million. Raising this amount of funding each year requires more unique donors. Pro Kids

has long relied on the generosity of a small group of high-capacity individuals who supported Pro Kids through its infancy and adolescence. Many of these key supporters were friends of Ernie. They had an instant personal connection to Pro Kids. Or perhaps they fell in love with one adorable Pro Kids member and watched that child develop into an adult through the program.

While we honor their generosity and investment in Pro Kids, we can no longer rely solely on these funders. We recognize that the farther we get from our founding days, the more important it becomes to be able to share our program quantitatively as well as qualitatively. Fundraising will always require engaging both a donor's head and heart. Due to the volume of donors and number of significant investments (major gifts) now needed to support Pro Kids, it is critical that we develop compelling and clearly articulated programs and measurable outcomes.

**4. Make It Personal:** The fund development component of the strategic plan is centered on fostering a personal connection between donors and Pro Kids members; we will provide personal relationship building opportunities and access to information about measurable changes in Academy members that can be directly tied to donor investments. Savvy donors desire – and respond to – information on the specific results we are creating with their investment. We will now have the capacity to share meaningful outcomes, in addition to engaging them with our members.

**5. FUN = essential to FUNdraising:** Just as kids need to find enjoyment in their Pro Kids experience to get hooked and stay with us long term, donors need to feel good about their engagement with us. If it's fun to be a supporter of Pro Kids, donors will stay engaged and deepen their investment over time. We will create more opportunities for fun times connected to Pro Kids. Examples include:

- Pro Kids' signature Home and Home events where kids host donors at their course and then play the donors' course
- Pro Kids' Women's Tournament (new this year), where female golfers have the opportunity to play with Pro Kids members and alumni, to learn about our program. Recognizing their importance in making household decisions about philanthropic giving, we believe it is of strategic importance to identify and engage more women.
- Pro Kids' Corporate Short Game Challenge (new this year) where businesses compete in a bracket competition with their industry competitors at Colina Park, vying for the Wright Cup (and eventually squaring off with Pro Kids' members).

## **Funding Our Strategic Vision**

Pro Kids requires considerable resources to sustain what we currently have (\$2.4 million base annual operating budget); additional funds must be secured to implement the strategic plan, as shown below.



	Year 1	Year 2	Year 3	Year 4	Year 5
Steady State Budget (annual operating)	\$2,343,970	\$2,414,289	\$2,486,718	\$2,561,319	\$2,638,159
Additional Funds (to implement SP)	\$25,000	\$192,571	\$548,756	\$667,507	\$746,790
SP Operating Budget	\$2,368,970	\$2,606,860	\$3,035,473	\$3,228,826	\$3,384,949

*Steady State Budget: expenses to maintain status quo (includes inflation)*

*Additional Funds: expenses by year to implement the Academy*

*SP Operating Budget: total annual budget including Academy expenses*

To create financial sustainability and to raise the funds necessary to increase our annual budget by \$1.1 million over five years to support a fully implemented Academy, Pro Kids' donor base must be both deepened and widened. In addition to ongoing special event and business income revenue streams, funds will be generated through a variety of sponsorship opportunities that directly connect investment with impact.

**Academy Sponsorship:** Opportunities range from sponsoring one Academy student for one academic year (\$5,000) to sponsoring an entire Academy class for one academic year (\$150,000) or multiple academic years (to sponsor one class from sixth grade through high school graduation costs \$1 million). Additional opportunities include underwriting curriculum development, staff positions, or finite program expenses such as technology and capital improvements. Naming opportunities abound as the Academy becomes fully operational. For example, high school tracks could be sponsored (e.g., "The Innovation Track Presented by [Name])."

**The Tour: A Tool for Teamwork, Mentoring, and Motivation:** Intra-Academy competition affords another exciting opportunity for donor engagement. To foster a sense of belonging, peer camaraderie, and responsibility for self and others, each grade level in the Academy will identify as a team, led by a team leader. Within each team, small groups (foursomes) will compete (friendly competition!) with their peers for collective awards such as most improved grades, most improved golf skill, and best attendance record. Stand-out individual performances will also be recognized and celebrated. Academy members' accomplishments will be tracked individually as well as collectively; outcomes will be shared and celebrated with sponsors at the foursome, team, or class level. When fully developed, this framework for competition and team sponsorship may take the shape of a PGA tour event such as the FedEx Cup. For a description of proposed Tour brackets within the Academy, please see Appendix C.

Benefits for kids:

- Pride! To be chosen by a sponsor means I am special.
- Confidence! A sponsor is investing in me – I must be worth the investment.
- Supports on-time grade promotion
- Accountability for individual and collective success

Benefits for donor:

- Direct connection to impact – receive updates on kids' (team, foursome, etc.) progress, including resiliency changes

Sponsorship package elements (sample):

- Sponsor logo on cap (or patch for shirt) for each team or foursome member
- Recognition and participation as host for end-of-year celebration (awards, recognition)
- Participation in resilience-building activity
- Recognition in printed materials (web site and Annual Report)
- Team or foursome photo

Over the five-year implementation plan, our goal is for sponsorship dollars to fund more than fifty percent of Academy expenses.

### **Securing Sponsors - Key Initiatives:**

- **Pilot program outreach:** As we pilot the Academy program, we will share our new strategic direction and proof of concept (pilot outcomes) with current donors and prospects through outreach events (e.g., luncheon/presentation at major golf clubs, intimate gatherings at board member homes) and present the opportunity for sponsorship and investment at all levels.
- **Secure Academy Founders:** At the same, we will solicit and secure Academy Founders in 2015 and 2016. A founder is an individual, corporation, or foundation who makes a gift of \$100,000 payable within five years to directly support the Academy. We will identify prospects from among top current and historical donors and known funders in the education/youth development space (conversations are already underway with a number of funders who we consider to be prospective Founders).
- **Pro Kids' Board of Directors must lead!** All board members must make a commensurate investment in the Academy. While not all board members are able to be Academy Founders, all board members should make a lead gift above their annual giving in support of the Academy.

**Grant Proposals:** Pro Kids has developed a core of reliable funders who support our organization with annual or bi-annual grants. For the most part, these funders are local family foundations; golf industry-specific organizations; government entities or the philanthropy arms of local corporations. Funding is typically provided for operating

support and skewed toward academic initiatives. Government funders are more inclined to provide capital project funding.

Pro Kids' new strategic direction, intended to deepen kids' commitment to the program and increase college and career readiness, will afford additional grant opportunities and corporate donations among current and former funders in the aforementioned categories but also open up new sources of funding. For example, major corporations like AT&T, Exxon, Honda, and Toyota are emphasizing S.T.E.M. education with significant dollars available for innovative and impactful programs. Similarly, our ability to tie programming to local industries (via our advanced tracks like Innovation and Golf) will strengthen our connections to the business community and make Pro Kids an attractive investment for companies that have a vested interest in cultivating the next generation of San Diego leaders.

Our efforts to increase grant funding will be comprised of three major initiatives:

- Outreach to current grant funders to create awareness of Pro Kids' new strategic direction. Selectively, these funders are being asked to review and comment on the Pro Kids Strategic Plan. In addition, a one-time mailing will be sent to funders including a preview/recap of new initiatives.
- Dialog with former funders, to include phone calls and personal visits whenever possible. These funders will be selected based on reviews of 990 forms to understand recent giving.
- Identification of and contact with prospective funders. Weekly, we conduct an online review of grant opportunities and use tools like Foundation Search to identify prospects. Board members may provide helpful linkages to some of these funders and their own board members.

We will also continue to participate in local events that provide exposure to funders (e.g., Nonprofit Management Solutions' quarterly "Meet the Funders" program) and seek opportunities to collaborate with other non-profits on complementary projects that would be attractive to prospective grant funders (for example, we're exploring a collaboration with Reality Changers to offer their specialized college application prep curriculum to Pro Kids' Academy members).

**In short, both foundations and corporations invest in organizations that deliver measurable results.**

Pro Kids is poised to increase funding opportunities by refining program outcomes and sharing the measurable change we make in kids' lives.

**Scholarship Funding:** With implementation of the Academy, our number of scholarship applicants will grow, potentially doubling by Year 4. As a result, we must be prepared to make increased scholarship disbursements even as we develop refined scholarship award criteria. (Pro Kids currently distributes \$150,000 per year on average to 40 new and

renewing scholars.) We will pursue legacy gifts as a means of funding the Pro Kids scholarship program as the Academy becomes fully operational.

## **Additional Strategies**

**Stewardship:** Recognizing and honoring donors is just as critical as donor cultivation in achieving financial sustainability. We will develop and implement a formalized recognition plan, to include a new Annual Report, and leverage the latest communications technology (e.g., personalized videos to donors) as ways to share impact and gratitude.

**Board Diversity:** Pro Kids' Board of Directors plays an integral role in relationship-building; having a diverse board is critical to expanding Pro Kids' sphere of influence. Board composition must reflect our strategic priorities; we must ensure board members' financial capacity as well as representation of diverse ethnicities, geography, golf clubs, industries, and philanthropic affiliations. Please see Appendix H for Pro Kids' full statement on Diversity and Inclusion.

Strategic initiatives to create a diverse board include:

- Increasing the number of female members
- Increasing the number of minority members
- Adding at least one biotech executive and/or member from a STEM-related industry per year through 2020
- Adding at least one CEO from a national firm (based in San Diego) per year through 2020
- Always having at least one board member from each of the major country clubs in San Diego
- By 2017: Adding at least one member from the health care industry and at least one member from a university (with STEM expertise)
- By 2020: Adding at least one member from the "San Diego Business Journal" list of 50 wealthiest San Diegans

In addition, we plan to increase the geographic diversity of our board to include members from communities that are north of Encinitas and will create a pipeline for future board members through initiatives like our Young Executive Group and Oceanside Council.

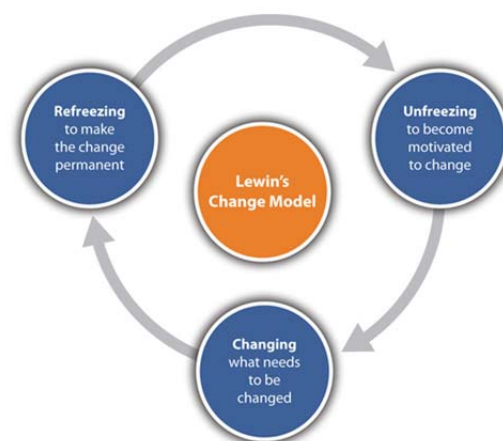
# Advancing Our Purpose

## TRANSITION PLANNING AND MANAGEMENT

### STRATEGY

Effective change management requires systems for quality implementation, collaborative task management, as well as rigorous evaluation of programs, personnel and impact. The full implementation of the Academy will take time and discipline over the full five year period. Using the Lewin change model

(pictured right) Pro Kids started by **unfreezing** our current perceptions, culture and practice, looking closely at our mission and vision as it applies to our impact. We then began the **change phase**, which has been our strategic planning research and conceptual development. As we begin transition and implementation we move into the **refreezing** process. Refreezing requires thoughtful consideration of methods and systems that will design, construct and fortify the strategic plan as a part of the Pro Kids DNA.



There are three key elements to our “refreezing” process:

**1. Incremental implementation:** We will implement the Academy over five years, beginning in year one with 96 members in the elementary and 6<sup>th</sup> grade classes. Our focus will be on creating quality systems, consistent communications, and process documentation. We will start with the minimum number of members on a team (16) to give team leaders the time needed to deliver a quality experience and test the program logistics and systems. Following is a chart showing the incremental growth plan by school year over the next five years. Matched with this growth will be appropriate increases of the staff team (see org chart in Staffing and Resource Plan section), tied closely to our fund development efforts.

Grade	Pilot	Year 1	Year 2	Year 3	Year 4
Elementary	64	64	64	64	64
6	32	32	64	64	64
7	0	32	32	64	64
8	0	0	32	32	64
9	0	0	0	32	32
10	0	0	0	0	32
<b>TOTAL</b>	<b>96</b>	<b>128</b>	<b>192</b>	<b>256</b>	<b>320</b>

The following chart shows expected participation in all Pro Kids offerings over the next five years. As the Academy concept is tested and refined – and as membership grows – we will realign resources accordingly.

Annual Program Participation					
	Pilot	Year 1	Year 2	Year 3	Year 4
<b>Academy</b>	96	128	192	256	320
<b>Golf &amp; LS</b>	600	600	500	400	300
<b>School*</b>	800	800	800	800	800
<b>Camps*</b>	550	550	650	650	750
<b>Total</b>	<b>2046</b>	<b>2078</b>	<b>2142</b>	<b>2106</b>	<b>2170</b>
*Participants enjoy full benefits of Pro Kids membership.					

**2. Collaborative task management:** We have established a plan that details program, operations, development, and marketing tasks through December 2016 (see Appendix I). This will ensure a unified effort to implement program changes, advance and hire staff, and develop infrastructural initiatives – all while raising the required funds. Pro Kids’ leadership team will receive a copy of the plan along with monthly, detailed deliverables; peers, supervisory staff, and our transition team will ensure timely completion. In addition, a high level five year implementation schedule has been established, citing annual benchmarks and task completion goals (see next section).

**3. Transition team:** The purpose of a transition team is to provide an outside perspective and assessment of our progress, accountability to task management and evaluation of impact. The core transition team consists of a team lead (the Chief Operating Officer, advised by the program committee chair) and five sub-team captains, selected based on affiliation and expertise in regions or subject areas. Program committee members will provide input and guidance; staff will liaise with and receive support from the transition team but will not be considered members.

Following are the five sub-teams:

- **TEAM CITY HEIGHTS** will ensure effective implementation of the program model working with the City Heights Program Director.
- **TEAM OCEANSIDE** will ensure effective implementation of the program model working with the Oceanside Program Director.
- **TEAM STAKEHOLDERS** will work directly with the Human Resources Manager to determine changes to the recruitment, training and development, performance feedback processes and retention efforts for staff, volunteers, and board members.
- **TEAM OPERATIONS** will work directly with the Chief Operating Officer on database, data collection, systems, logistics, and other operational issues and needs.
- **TEAM ERNIE** will work directly with the Director of Golf to ensure the mission focus and golf emphasis of the program is preserved.

The transition team will establish goals and a specific work plan in August 2015. The group will meet and review progress quarterly, receive reports monthly and conduct site visits and meetings with designated staff members as needed.

At the end of the 2015-2016 school year the team will present a transition report and recommendations to the board. At that time, we will determine the need to continue and/or reconfigure the transition team.

## **MOVING FORWARD**

As we consider what is required for a successful transition, we must also take a longer view. The next section provides our implementation plan for the Academy's first five years.

# **Advancing Our Purpose**

## **FIVE-YEAR IMPLEMENTATION PLAN**

### **YEAR ONE: 2015-2016 (2015 Budget Year)**

The focus for the first year will be infrastructural, including implementation of solid database systems, measurement criteria, and tools for leadership and resiliency training. Each site will be charged with piloting the elementary and 6<sup>th</sup> grade Academy programs and initiating more robust child safety practices. Summer camp offerings will be expanded to introduce more community youth to Pro Kids. Our volunteer systems and database will be fully reviewed with a plan in place to maximize the effectiveness of our volunteer coordinator position (in its final year of funding through AmeriCorps).

Our year one implementation plan includes the following initiatives:

- Level one series implemented (orientation series for kids)
- Elementary Academy implemented 2-5<sup>th</sup> graders
- 6<sup>th</sup> Grade Academy implemented - Class of 2022
- Resilience survey implemented with all academy participants
- Design and development of curriculum – one track
- Focus groups – middle and high school, parents, community partners, schools
- Experimental extended hours for specialty programs
- Transportation strategy developed (financial support and operational plan) Oceanside
- Funding secured for facilities projects
- Implement safety and risk management plan and procedures
- Identify and cultivate Academy participants
- Outreach programs (school and camp) fully implemented at both sites
- Initiate work and schedule for staff development and enrichment
- Evaluation and reporting

A more detailed work plan for our first 20 months (through December 2016), including development and marketing tasks, can be found in Appendix H.

**Total Academy Participation: 96**

**Incremental Expense 2015: \$25,000**

### **YEAR TWO: 2016-2017 (2016 Budget Year)**

The focus for the second year will be critical evaluation of the existing Academy program and successful implementation of the new 6<sup>th</sup> grade teams and curriculum. This will



include the launch of the Grad P.L.U.S. program and our first advanced track, Innovation and Golf. We will also begin testing extended hours, making the necessary physical property improvements. Transportation will be secured in Oceanside. Finally, we will undertake research and preparations for continuing education and focused training support for all staff.

Our year two implementation plan includes the following Initiatives:

- Extended hours testing
- Transportation secured and plan established for Oceanside (including funding)
- Academy programming in place for elementary, 6<sup>th</sup>, and 7<sup>th</sup> grades
- Community partner focus groups
- Implement child safety initiative, year two
- Continuing implementation of the safety and risk management plan
- Physical property improvements identified; bids and funding secured
- Physical property improvements complete
- Design and development of curriculum – second track
- Increase hours for Program Coordinators
- Increase hours for College Prep Coordinator
- Hire two Team Leaders (one for each site)
- Hire Program Assistant – City Heights
- Continue work and schedule for staff development and enrichment
- Evaluation and reporting

**Total Academy Participation: 128**

**Incremental Expense 2016: \$192,571**

### **YEAR THREE: 2017-2018 (2017 Budget Year)**

The focus for the third year will be implementation of requirements and directives for continued expansion of the Academy program into 8<sup>th</sup> grade.

Our year three implementation plan includes the following Initiatives:

- Implementation of extended hours program – City Heights
- Implement and evaluate child safety initiative, year three
- Community partner focus groups
- Transportation secured and plan established for City Heights
- Continuing implementation of the safety and risk management plan
- Physical property improvements identified, bids and funding secured, work completed
- Complete the Service Enterprise Certification (volunteer program)
- Hire Community Outreach Manager
- Hire two additional Assistant Golf Coaches (one for each site)

- Hire two Team Leaders (One for each site)
- Continue work and schedule for staff development and enrichment
- Evaluation and reporting

**Total Academy Participation: 192**

**Incremental Expense 2017: \$548,756**

#### **YEAR FOUR: 2018-2019 (2018 BUDGET YEAR)**

The focus for the fourth year will be a directed assessment of the Academy's middle school program and launch of our 9<sup>th</sup> grade class. Extended hours will be implemented three days per week in Oceanside and five days per week in City Heights and transportation will be available at each site.

Our year four implementation plan includes the following Initiatives:

- Full implementation of extended hours
- Community partner and parent focus groups
- Implementation of transportation program for City Heights
- Assessment and revision of Oceanside transportation program
- Implement child safety initiative, year four
- Hire In-school Program Leaders (two for each site)
- Hire Extended Hours Supervisor – City Heights
- Hire Team Leaders (one for each site)
- Proposal for staff training and continuing education benefit presented
- Technology assessed and proposals/bids obtained for additional resources
- Continue work and schedule for staff development and enrichment
- Evaluation and reporting

**Total Academy Participation: 256**

**Incremental Expense 2018: \$667,507**

#### **YEAR FIVE: 2019-2020 (2019 Budget Year)**

The focus for the fifth year will be full implementation of the Academy, including all advanced tracks. Program and support staff hiring will be complete including extended hours supervisors and group leaders at both sites. Technology upgrades will be completed as funding is secured.

Our year five implementation plan includes the following Initiatives:

- Community partner and parent focus groups
- Assessment and revision of transportation systems at both sites
- Implement child safety initiative, year five
- Secure funding for staff training and continuing education

- Procure technology upgrades
- Hire Extended Hours Supervisor – Oceanside
- Prepare for 25<sup>th</sup> anniversary outcomes reporting and celebrations

**Total Academy Participation: 320**

**Incremental Expense 2019: \$748,790**

## Advancing Our Purpose

### SUCCESS MEASURES

As we launch the academy, our overarching goal is to increase the number of kids served *in an impactful way* – to grow retention, grade level proficiency, golf skills, and preparedness for college and careers. To the extent we are able to accomplish this goal, we will demonstrate to donors and funders that an investment in Pro Kids can be transformative.

We have identified five impact metrics that will be recorded for each site and reported quarterly on our Program Measurements Dashboard along with program participation numbers (see next page): retention, resilience growth, grade level proficiency, graduation P.L.U.S., and S.T.E.A.M. career interest. In addition, staff will capture internal metrics (see following page) to gain further insights into engagement and participation.

**Retained Engagement:** Annual and longitudinal retention will be tracked against established targets for current membership and alumni. Scholar retention will be tracked separately. Annual and multi-year retention targets will be set. Our tool for tracking retention is Salesforce. **Our five year goal is to increase short-term (one year) retention from 65 to 90 percent and long-term retention from 2 to 50 percent.**

**Resilience Growth:** Changes in resilience will be tracked for all members with a baseline established upon entering the academy. This survey will be retaken annually using the Resiliency Institute Survey tool through our partnership with the Blanchard Institute. Results will be included in the Salesforce data base. A total of 31 internal and external assets are measured in the survey; possible ratings are *significant challenge, moderate challenge, moderate strength, and significant strength*. **Our five year goal is to show a significant increase in resilience, with all Academy members scoring at least 21 (moderate strength).**

**Grade Level Proficiency:** Each school level group will be measured based on standardized testing and grades. Salesforce will hold scanned test and grade information, as well as inputs of scores for comparative reports.

- **Elementary – TESTS:** Upon joining the academy, members will provide standardized test scores from the previous year. Test scores will then be submitted annually yielding comparative data. **Our five year goal is 90 percent grade level proficiency for literacy.**
- **Middle School – TESTS:** We will follow the elementary school protocol for middle school members. **GRADES:** Grades will be collected every six weeks. An annual comparative report will be provided for each member, by site and for Pro Kids overall. **Our five year goal is 90 percent grade level proficiency for literacy and math.**

**Graduation P.L.U.S. (Professionalism, Leadership, Upward Mobility, Self-Sufficiency):** We will track the number of members who graduate having completed the basic high school academy requirements and continue on with a post-secondary education. Annual goals will be set based on current data and future target focus. Salesforce will track graduation status and in activity history, keep record of each member's secondary education plan. The College Prep Coordinator will also track each graduate's progress. **Our five year goal is for 100 percent of seniors to graduate with a post-secondary plan.**

**S.T.E.A.M. Career Interest:** We will track the number of members who show an increased interest in S.T.E.A.M. fields as gauged by participation in individual workshops, advanced tracks, and chosen college and career paths. Pre- and post-surveys will be used to measure changes in interest and activity history will track post-secondary education plans. **Our five year goal is that 90 percent of Academy members report an increased interest in S.T.E.A.M. careers and at least 50 percent of scholars major in a S.T.E.A.M. related field.**

We have set our goals with breakthrough success in mind. As we continue to gain experience with the Academy, adjustments may be required, including the adoption of other measures that better convey program effectiveness.

## Program Measurements Dashboard

# 2016

Metrics	Oceanside	City Heights	CURRENT 2016	2016 GOAL	NOTES
<b>School Program</b> <i>Number of new members who joined through school program participation.</i>				<b>800</b> 400 City Heights 400 Oceanside	
<b>Camp Program</b> <i>Number of new members who joined through camp participation.</i>				<b>550</b> 225 City Heights 225 Oceanside	
<b>Golf and Life Skills</b> <i>Members participating exclusively in the Golf and Life Skills Program</i>				<b>600</b> 500 City Heights 100 Oceanside	
<b>Academy</b> <i>Number of members who are registered for the Academy</i>				<b>128</b> 64 City Heights 64 Oceanside	
<b>Retention</b> <i>Renewed Membership from 2015 or before.</i>				<b>70%</b>	
<b>Resiliency Growth</b> % of Individual members in the academy who showed an increase of resilience from the pre to the post test				<b>50%</b>	
<b>Grade Level Proficiency</b> % of Individual members in the academy who remain at or move to grade level proficiency in Literacy (tests or GPA)				<b>50%</b>	
<b>STEAM Exploration</b> % of Individual members who report an increased interest in STEAM subjects on a pre and post surveys				<b>50%</b>	
<b>Graduation P.L.U.S.</b> <i>% of High School Seniors who have completed high school graduation or the GED in 2016 and have a post-secondary plan.</i>				<b>95%</b>	

**GREEN**

Target reached for the current year

**RED**

Did not meet goal

**YELLOW**

On track to meet target for the current year.

**ORANGE**

Off track, needs assessment of methods and/or adjustments to the goal.

# PROGRAM - MONTHLY REPORT CARD

SEPTEMBER 2016

	Metrics	Oceanside	City Heights	Month Total	Cumulative Sept 15 – Aug 16	TARGET
Golf and Life Skills	Golf and Life Skills – Individual Members					
	# of individuals in level one introduction series					
	Progression- certified from level 1to 2					
	Progression – certified from level 2 to 3					
	Progression – certified from level 3 to 4					
	Progression – certified from level 4-5					
	Progression – certified from level 5-6					
	Progression – certified from level 6-7					
	# of private golf lessons complete					
	# of off course opportunities					
	# of off course opportunities participants					
Academy	Academy Enrollment					
	% new Academy Members					
	% Academy Turnover (Attrition)					
	% Academy members in compliance with contract					
	Elementary (2 <sup>nd</sup> and 3 <sup>rd</sup> grade)					
	Elementary (4 <sup>th</sup> and 5 <sup>th</sup> grade)					
	Middle (6 <sup>th</sup> grade, class of 2022)					
	High (9 <sup>th</sup> grade, class of 2019)					
	#of Resiliency Survey's - Elementary					
	# of Resiliency Surveys Middle					
	#of Resiliency Surveys High					
	#Parent Meetings - Elementary					
	#Parent Meetings – Middle					
	#Parent Meetings – High					

# PROGRAM - MONTHLY REPORT CARD

SEPTEMBER 2016

	#Grade/Test Reports - Elementary					
	# Grade/Test Reports – Middle					
	# Grade/Test Reports – High					
Specialty Opportunities	All Stars					
	% STEAM Pre and Post Surveys complete					
	# of Graduation P.L.U.S. activities offered					
	# of Graduation PLUS participants					
	# of Girls Mentor Activities offered					
	# of Girl Participants					
	# of Boys Mentor Activities offered					
	# of Boy Participants					
	# of First Tee Opportunity Applicants					
	# of First Tee Opportunity Participants					
Family Service	# of Counseling Activities					
	# of Counseling Participants					
	# of Family Fun Night Attendees					
Volunteer Support	# of Adult Volunteers					
	# of Adult Volunteer Hours					
	# of Youth Volunteers					
	# of Youth Volunteer Hours					
Community	School Program – Individual Members					
	# of schools served (indicate names of schools in notes)					
	Camp Program – Individual Members					
	\$ Net from Camp program					
	# of Community Referrals					



## Advancing Our Purpose

### STRATEGIC INFRASTRUCTURE INITIATIVES

While implementation of Pro Kids Academy is our strategic priority, we recognize a need to strengthen our infrastructure in order to better serve our constituents: kids, families, volunteers, board members, community, and staff. We have prioritized several strategic infrastructure initiatives:

**Initiative One - Commitment to Safety Policies and Practice:** Children and youth thrive in an environment where adults understand and demonstrate positive boundaries and safe practices. This type of stability is especially important for at-risk or underserved youth. (University of Minnesota, Keys to Quality Youth Development, 2013) Our safety plan includes the following components:

- Training in child abuse prevention, recognition and reporting for staff, volunteers, and board members
- Implementation of background screen policy and procedures that meet the highest level of industry standard
- Completion of the Pro Kids Child Safety and Wellness Guide
- Annual safety and operations training for staff
- Annual safety and risk management report to Pro Kids' board of directors
- Quarterly update of Annual Management Schedule for finance and operations committee
- Development of system for maintaining compliance with First Aid and CPR certifications; completion of specialty certifications and clearances as required for staff

This initiative is currently underway with a goal of achieving 100 percent staff, volunteer and board member compliance.

**Initiative Two – Create a Community Needs Assessment Report:** Pro Kids is part of two dynamic and diverse communities. By conducting (or collaborating on) research we can gauge needs and identify service gaps in order to establish real relevance. Our research plan includes the following components:

- Survey current research with help of community and school partners
- Determine methodology and timeline for conducting original quantitative and qualitative research to fill gaps
- Develop protocol for including Pro Kids members and families in research efforts
- Execute research; deliver findings to Pro Kids Board of Directors by April 2016
- Develop plan to incorporate periodic research into Pro Kids' operations

**Initiative Three – Infrastructure Improvements:** Currently Pro Kids is open to 5:00 p.m. for elementary school members and 6:00 for middle and high school members. In 2015 we

will extend our hours to 8:00 as part of our effort to increase older member engagement with our program. Our capital improvements plan includes the following components:

- Install overhead lighting will be installed at the City Heights conditioning field and driving range and Oceanside practice areas
- Sustain the investment in new lighting through installation of a solar energy system at both sites, with the goal of creating long-term cost savings
- Create logistics/transportation plan to expand opportunities for greater participation by kids in surrounding neighborhoods and improve after school/after dark safety
- Schedule semi-annual technology assessments and potential upgrades to keep pace with advances that improve operational efficiency and effectiveness while helping kids develop the skills to become good digital citizens
- Implement integrated donor/member/volunteer database system.

**Initiative Four – Staff Development Plan:** Simon Sinek, author and speaker, found in a 2013 study of corporate staff retention that two of the main reasons people stay with an organization is opportunity to grow through education and relationships with others. This initiative will invest in both of these components and include:

- Continuing education stipends for staff members, allowing personal and professional development in areas directly or indirectly related to their job functions. Policies and procedures will be developed by a task force that will examine practices at comparable organizations.
- Annual leadership development strategy and internal mentoring plan providing professional growth opportunities within the organization
- Implementation of annual 360 degree survey to measure job satisfaction

Our goal is 95 percent staff retention and reported job satisfaction.

**Initiative Five – Service Enterprise Certification:** Recognizing the importance that volunteers play in the delivery of programming at Pro Kids, we will seek Service Enterprise Certification in 2017. This score-based designation looks at 10 service enterprise characteristics, including our volunteer infrastructure, support from leadership, training, and communication. Our fully funded 2016 staffing plan contemplates the addition of a program assistant at each site with responsibility for volunteer recruitment and oversight.