



Creating a Better Tomorrow for the Children and Youth of Visitation Valley

Strategic Plan 2017–2020



Celebrating 23 years of
service for children and
youth in San Francisco

CONTENTS

Introductory Letter	5
Executive Summary	6
Mission, Virtues & Organization Profile	7
The Case for Strategic Planning	8
Impact Statement and Logic Model	9
Our Impact	11
Priorities for the Next Three Years	12
Strategic Priority #1: Become an Outcome-Driven Organization	13
Strategic Priority #2: Institute a System of Continuous Improvement	14
Strategic Priority #3: Staff the Organization for Maximum Impact	15
Fundraising Targets	16
Conclusion	17
Appendix A: Lessons Learned from Situational Analysis	18
Appendix B: Our Programs	20
Appendix C: Organizational Budget	21
Appendix D: Learning Agenda	22



**Before R.O.C.K. I was shy and closed-off...
after R.O.C.K. I am more outgoing
and accepting of new ideas.**

- YOUTH PARTICIPANT

INTRODUCTORY LETTER

In 1994, Real Options for City Kids (R.O.C.K.) began its story as a sports-based afterschool program for a handful of elementary school students in the low-income, high violence San Francisco neighborhood of Visitacion Valley. Since then, our organization has become a “home away from home” for over 500 K-12 youth in the community with year-round enrichment, leadership, and outdoor programs.

While our reach has continued to expand, the need remains: the majority of students are on free or reduced lunch, many come from single parent homes, and Visitacion Valley remains among San Francisco’s most violent neighborhoods. Given the extent of the need and the health of our organization, the time was right to reflect on our work and clarify the impact we intend to have in the lives of our youth going forward.

Over the past 6 months, R.O.C.K., alongside nonprofit consultancy *Partners in Scale*, has engaged in a comprehensive strategic planning process. This work was critical in order to deepen our impact, reengage our investors, and set our organization up to take R.O.C.K. to the next level. With valuable input from our partners, donors, staff members, and families, we have identified a set of student-level outcomes that R.O.C.K. will hold itself accountable to. We have also articulated three strategic priorities that will set the organization on a path to ensure we are delivering effective, enriching programs, and that we as an organization are continuously improving upon our efforts.

This document outlines the path that we have charted out for the next three years to achieve these strategic goals and to ensure we are setting our youth on a path towards positive outcomes in adulthood. We thank you for your interest in R.O.C.K. and hope you share our excitement and optimism in this vision!

Sincerely,



Curt Yagi
Executive Director



Erin Boyce
Board Co-Chairperson



EXECUTIVE SUMMARY

Proud of its 23 years of service and commitment to the community in Visitation Valley, R.O.C.K. is now at an exciting stage of development and growth. Faced with new challenges such as the changing nature of the community R.O.C.K. serves, the increasing cost of living and operations in the Bay Area, the proliferation of nonprofits, and the increasing outcomes-orientation of funders, R.O.C.K.'s board and executive staff committed to a six-month strategic planning process. The process was designed to clarify R.O.C.K.'s focus and begin a new journey of continuous improvement; these are the two components we believe will "take R.O.C.K. to the next level."

Our process involved soliciting input from a broad range of internal and external stakeholders, researching best practices in the field of youth development, and assessing R.O.C.K.'s current programs and operations. This plan is the culmination of that work and articulates R.O.C.K.'s first-ever impact statement (to whom and to what outcomes we will hold ourselves accountable), a logic chain that ensures our programs are linked to our ultimate outcomes, and key performance indicators. The plan identifies a set of strategic priorities and their organizational implications, and provides a timeline to execute on each priority. Lastly, it describes the cost of the plan and the support we will require from investors.

R.O.C.K. has decided to hold itself accountable to the following intended impact statement:

Between 2017 and 2020, R.O.C.K. will create a better tomorrow for at least 700 elementary and middle school youth in Visitation Valley by improving their social and emotional competencies, increasing their school attendance, and broadening their horizons.

We will continue to offer high-quality programming to high school students, with the majority of our focus being on programs for young people in K-8. We will focus on K-8 in order to maximize our resources and ensure K-8 students receive the supports they need to achieve our outcomes. We will offer programming to a small cadre of high school students in order to provide a pipeline of support for students who have been with R.O.C.K. since their early years in elementary and/or middle school.

R.O.C.K. has set three strategic priorities in order to achieve this intended impact:

- 1 We will become an outcome-driven organization.** A focus on a specific set of student-level outcomes will allow us to make challenging decisions on tradeoffs, such as consolidating programs, measuring progress, and making new investments. As a first step, we will invest in the creation of a structured curriculum focused on social-emotional learning for all programs.
- 2 We will institute a system of continuous improvement.** We aspire to be a learning organization. We will invest in people and systems to measure, analyze, learn, and adjust programs to be better over time. We have also identified the most important questions we do not yet know the answers to, but need to know to effectively serve our constituents, and we will aggressively seek their answers.
- 3 We will staff the organization for maximum impact.** We will ensure that we train and support staff to consistently deliver high-quality R.O.C.K. programs and that we have a leadership team in place to execute on the strategic plan.

While we believe these priorities will allow R.O.C.K. to achieve its intended impact, they require **\$X** over three years in incremental funding. R.O.C.K. will build on its strong foundation of government financial support, and we will work to increase investments from a broad cross-section of individuals, corporations, and foundations to secure the funds required to take R.O.C.K. to the next level.

MISSION, VIRTUES & ORGANIZATION PROFILE

Our mission is to nurture the healthy development of children by listening attentively to their needs and by providing opportunities to those who might not otherwise have access.

Virtues

R.O.C.K. promotes four virtues that help to provide a sense of values for children and youth to live by:

- RESPECT – Having and showing respect is about having pride and confidence in oneself and being able to extend that respect to someone else.
- COURAGE – Courage is not the quality that enables one to meet danger without fear; it is being able to meet danger in spite of one's fears.
- SELF-CONTROL – Self-control is not limited to the control of one's temper, but control of oneself in all things: eating, playing, and even working and talking.
- LOVE – There are many kinds of love: love of family, love of home, and love of others. Many kinds of love make for a full life.

Organization Profile

Today, R.O.C.K. serves more than 500 children annually and is the largest youth-serving organization in Visitacion Valley, a community located in the southeast sector of San Francisco. With five public housing developments, one of which is considered the most violent in San Francisco, Visitacion Valley is severely lacking in resources. Many children in this community come from broken homes and often go to bed with the sound of gunfire ringing in their ears.

When violence becomes the norm at such an early age, it is very difficult for children to rise above it and become successful, productive adults. In this underserved community R.O.C.K. provides the social and emotional support programs for these children and youth to be successful.

Our programs span the entire year and take place during the school day, afterschool, on weekends and throughout the summer. We have programming available for every grade level from kindergarten through high school, with the majority of our focus being on programs for K-8. The mission and activities of R.O.C.K. have become increasingly targeted as a result of years of program experience and research. All of our programs, regardless of activities or settings, are designed to support three overarching goals:

- Support children and youth to develop strong social and emotional skills by building positive relationships, practicing positive behaviors, and participating in meaningful activities
- Support children and youth to develop strong academic behaviors by taking responsibility for their learning
- Expose children and youth to new environments and opportunities outside of their school context and neighborhood

R.O.C.K. pursues these goals by linking our programs to schools. In this way, we can work together with teachers, counselors, and families to: create a continuum of care for children and youth; create safe and engaging spaces in which young people can explore their interests; and help young people build strong relationships with adults and peers. The importance of these relationships and enriching opportunities is backed by youth development research,¹ which shows that these types of supports will greatly enhance the development of invaluable competencies and improve long-term adult outcomes. Please see Appendix A for a detailed summary of R.O.C.K.'s strengths and differentiating factors in Visitacion Valley.

¹ Youth Development Approach. <http://www.temescalassoc.com/db/liaf/files/2015/05/CNYD-Youth-Development-Guide.pdf>. (accessed 6/16/17)

THE CASE FOR STRATEGIC PLANNING

Our strategic planning process was designed to provide focus (and prioritization) to inform new, challenging, and necessary tradeoff decisions we face as an organization. These decisions took several forms, all of which increased the need for greater concentration.

First, since our inception, R.O.C.K. has grown organically to meet the needs of young people in Visitation Valley. We have responded positively to community requests to expand our services and, as a result, have developed a varied and flexible approach to programming. At the same time, we want to ensure our programs are aligned in such a way that we play to our strengths, and that they contribute to a coherent whole greater than the sum of its parts. We aspire to be flexible and responsive to the needs of constituents and partners, but we decided last year that it was time to holistically review our programs to ensure the variety of our efforts were not compromising the quality of our services or impeding our efforts to achieve our primary mission.

Second, the cost of living and working in the Bay Area continues to rise, challenging R.O.C.K. to spend more just to maintain its current impact. Third, Visitation Valley itself is changing, particularly in terms of demographics; suggesting new investments (and tradeoffs) may be required to serve our constituents. Fourth, funders are increasingly outcome-oriented and the number of nonprofits continues to grow, requiring R.O.C.K. to adapt in order to secure funding. Finally, and perhaps most importantly, R.O.C.K.'s leadership holds itself to a high bar for results and accountability. We know the lives and experiences of children are at stake, and they deserve an accountable, knowledgeable organization, committed to continuous improvement.

For all of these reasons, R.O.C.K. is at an inflection point. The strategic planning process has allowed us to step back, take stock of where we are, how far we have come, and listen to the needs and perspective of our community regarding the future. We have set a new course, and we hope you will join us in supporting and writing this new chapter for R.O.C.K.!



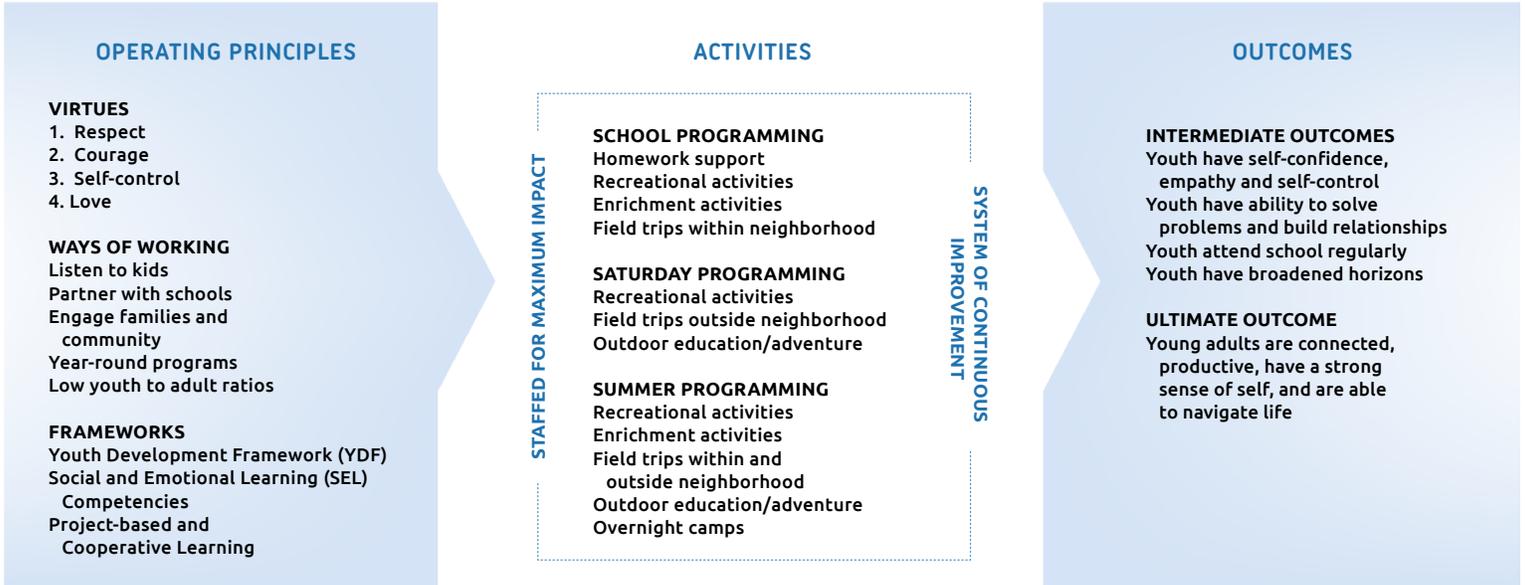
IMPACT STATEMENT AND LOGIC MODEL

Impact Statement

Between 2017 and 2020, R.O.C.K. will create a better tomorrow for at least 700 elementary and middle school youth in Visitation Valley by improving their social and emotional competencies, increasing their school attendance, and broadening their horizons.

Logic Model

R.O.C.K.'s logic model provides a visual representation of how we work, our programming, and the outcomes we are working to achieve. The logic model should be read from left to right as a logical chain of "if... then" statements. If the organization operates in accordance with its principles, and effectively implements its planned activities, then the outcomes will be achieved.

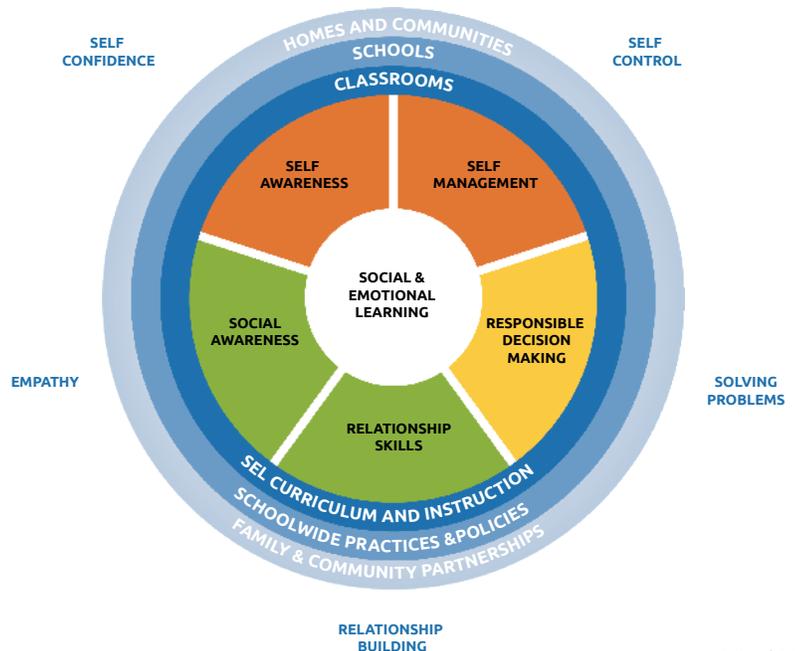


Outcomes

SOCIAL AND EMOTIONAL LEARNING

Within a Youth Development framework, social and emotional learning (SEL) will be at the center of R.O.C.K.'s work. Extensive and rigorous research shows that SEL in young people leads to increased wellbeing, academic success, and future life outcomes related to health, economics, employment, criminal activity, and more.¹ R.O.C.K. will work to increase five SEL competencies in children and youth served: self-confidence, empathy, self-control, solving problems, and relationship building. These competencies are spread across all five domains in the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, therefore balancing R.O.C.K.'s work to develop SEL competencies in youth.

Casel Framework



© Casel 2017

1 SEL Impact. <http://www.casel.org/impact/> (accessed 6/16/17)

IMPACT STATEMENT AND LOGIC MODEL

ATTENDANCE

R.O.C.K. will prioritize the academic behavior of going to class as an outcome. We will work to promote other academic behaviors, including doing homework, studying, and participating in class. However, it is the behavior of going to class that we will track as an outcome and hold ourselves accountable to increasing. This is because class attendance may be the single most important academic behavior for improving academic performance. There is strong evidence that the relationship between going to class and performance holds true regardless of students' test scores and small differences in attendance can have large impacts on students' grades.¹

BROADEN HORIZONS

Finally, R.O.C.K. will seek to broaden the horizons of the children and youth we serve. Many young people in Visitation Valley do not get the opportunity to travel and have experiences outside of their community. Exposure to new ideas, trying new things, and simply getting a change of scenery are all very important for positive youth development.

Activities

Each of R.O.C.K.'s activities will be designed to pursue our intended impact. SEL skills, attitudes, and behaviors can be taught using a variety of approaches within recreation and enrichment activities.² R.O.C.K. will develop social and emotional competencies by developing and integrating sequenced, active, focused, and explicit (SAFE)³ SEL curricula into its school, Saturday, and summer programming. R.O.C.K. will also use teaching practices that promote SEL, such as project-based and cooperative learning.

We believe R.O.C.K. is particularly well positioned to carry out this series of activities. The organization already works effectively within schools, has a proven track record within the community, and has energetic and diverse staff members who represent the communities R.O.C.K. serves.



- 1 Teaching adolescents to become learners. The role of non-cognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research. [https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive Report.pdf](https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf). (accessed 4/20/17)
- 2 SEL Approaches. <http://www.casel.org/what-is-sel/approaches/>. (accessed 6/16/17)
- 3 Research shows SAFE is a best practice in youth development for achieving social and emotional learning outcomes: SEL Approaches. <http://www.casel.org/what-is-sel/approaches/>. (accessed 4/20/17)

Before R.O.C.K., I was a hooligan... after R.O.C.K. I am hard worker.

– Youth Participant

R.O.C.K. has a solid track record of contributing to positive change in the youth of Visitacion Valley. As part of this 2017-2020 strategic plan, R.O.C.K. has gone further than ever before in articulating its intended impact. Going forward, R.O.C.K. will work to promote:

1. Social and emotional learning;
2. Regular school attendance; and
3. Broadened horizons in our program participants.

R.O.C.K. will hold itself accountable to achieving these outcomes.

The Key Performance Indicators (KPIs) table (below) identifies the indicators that R.O.C.K. will track for all of its program participants. Our strategy is to leverage existing assessments and data available through San Francisco Unified School District (SFUSD) to whatever extent possible.

We will supplement these data by developing and utilizing simple, cost-effective, self-report assessment tools.¹ R.O.C.K. curricula will also include pre- and post-tests that can be used by staff to gauge participants' SEL competency development.

We will continue to validate and refine these tools as part of our system of continuous improvement. In future years, we look forward to adding multiple data sources to our measurement system. This may include family, teacher, and peer respondents as well as observation. In the meantime, the KPI table includes our current, best thinking on methodology and metrics.

OUTCOMES	KPIs & EXAMPLE CRITERIA	EXAMPLE METHODOLOGY/METRICS
Social and emotional competencies	<p>Youth are self-confident</p> <ul style="list-style-type: none"> • Believe they are as worthy as others • Believe they can accomplish what they set out to do <p>Youth are empathetic</p> <ul style="list-style-type: none"> • Can identify emotions in others • Can take the perspective of others <p>Youth have self-control</p> <ul style="list-style-type: none"> • Can control impulses • Can motivate oneself 	<ul style="list-style-type: none"> • % of participants who reach or exceed the expected self-confidence score on R.O.C.K. survey • % of participants who reach or exceed the expected empathy score on R.O.C.K. survey • % of participants who reach or exceed the expected self-control score on R.O.C.K. survey
	<p>Youth are able to solve problems</p> <ul style="list-style-type: none"> • Can describe problems • Can generate many solutions • Can evaluate solutions <p>Youth are able to build relationships</p> <ul style="list-style-type: none"> • Can actively listen • Can communicate assertively • Can ask for help • Can help others 	<ul style="list-style-type: none"> • % of participants who reach or exceed the expected problem-solving score on R.O.C.K. survey • % of participants who reach or exceed the expected relationship building score on R.O.C.K. survey • % of participants who report having positive relationships
Regular school attendance	<p>Youth attend school regularly</p> <ul style="list-style-type: none"> • Attend school • See connection between school & future success 	<ul style="list-style-type: none"> • % of participants who meet or exceed SFUSD school attendance expectations
Broadened horizons	<p>Youth have broadened horizons</p> <ul style="list-style-type: none"> • Are exposed to new ideas • Have new experiences • Go to new places 	<ul style="list-style-type: none"> • % of participants who report R.O.C.K. has helped them identify a new interest or try something for the first time

¹ Assessment tools will be developed using existing, validated measures available in resources such as the Search Institute's *Social-Emotional Learning Assessment Measures for Middle School Youth* (<http://www.search-institute.org/sites/default/files/a/DAP-Raikis-Foundation-Review.pdf>); the American Institutes of Research's *Are you Ready to Assess Social and Emotional Development? Tools Index* (http://www.air.org/sites/default/files/AIR%20Ready%20to%20Assess_ACT_rev.pdf); and the Collaborative for Academic, Social, and Emotional Learning (CASEL) *Guides and Tools* (<http://www.casel.org/library-search/?type=Guide/Tool/Artifact>).

PRIORITIES FOR THE NEXT THREE YEARS

Over the next three years, we see an opportunity to deepen our impact across our programs and clearly communicate this impact both internally and externally. Our priorities over the next three years are to:



1 Become an Outcome-Driven Organization

R.O.C.K. will focus on a specific set of student-level outcomes by which to: concentrate programs, measure progress, and communicate impact. R.O.C.K. will align all of its programs to focus on these specific outcomes by consistently using a structured curriculum. The curriculum will ensure that: program activities explicitly target social and emotional learning competencies and academic preparedness; lesson plans are sequenced appropriately to help youth master new skills; and staff have the resources they need to consistently deliver high-quality programs.



2 Institute a System of Continuous Improvement

R.O.C.K. will implement a process of continuous improvement whereby R.O.C.K. defines its performance measurement system, measures progress, identifies areas for improvement and adjusts course accordingly. Additionally, R.O.C.K. will answer the questions put forth in its learning agenda, which focus on the questions we need to answer in order to pursue our intended impact. With a system of continuous improvement in place, we will be in a strong position to identify effective practices in programming and determine which activities to continue and build upon, and which activities to modify or discontinue. R.O.C.K.'s leadership team will also model behaviors that support continuous learning.



3 Staff the Organization for Maximum Impact

R.O.C.K. will expand its leadership team by adding a Deputy Director or Chief Operations Officer (COO) position, so that the organization has the ability to quickly execute on its strategic plan and achieve its goals. Leadership investment is critical for R.O.C.K. to ensure there is operational support and leadership across all functions of the organization and that the Executive Director is in a position to focus on external matters such as fundraising, communications, and government and community partnerships. Additionally, implementing R.O.C.K.'s strategic plan will require R.O.C.K. teams to align programs to new curricular goals. As a result, R.O.C.K. will ensure strong collaboration between and across programs by investing in the professional development and preparation of its mid-level managers/coordinators.



STRATEGIC PRIORITY #1: BECOME AN OUTCOME-DRIVEN ORGANIZATION

Description

Becoming an outcome-driven organization is essential for R.O.C.K. to ensure that its program activities are leading to its intended impact. It is common for small organizations to be caught up in a flurry of activities; this can lead to staff members feeling overwhelmed and lacking clarity in identifying which program activity is going to yield the greatest result.

With clear student-level outcomes and a structured curriculum in place, R.O.C.K. will be able to refine and adjust program activities to be directly targeted to the impact it wants to achieve. Moving forward, R.O.C.K.'s outcomes will include the social and emotional competencies of self-confidence, empathy, self-control, solving problems, and relationship building. R.O.C.K. will also work toward the outcomes of regular school attendance and broadened horizons of the youth it serves.

Objectives and Timeline

OBJECTIVES	TIMING	MILESTONES
Design and consistently use a structured curriculum that is Sequenced, Active, Focused and Explicit (S.A.F.E.) in all programming to achieve student-level outcomes	Years 1 and 2: September 2017 – August 2019	<ul style="list-style-type: none"> Staff resource/contractor is hired to begin curriculum development Curricula for programs are developed and expert review is conducted Curricula for programs is field tested Curricula for programs is revised, as needed, based on lessons learned from field testing Curricula for programs is put into regular use
Measure student-level outcomes in all of R.O.C.K.'s programming	Year 2: September 2018 – August 2019	<ul style="list-style-type: none"> All program activities are working toward intended student-level outcomes Means of collecting data on outcome indicators for each program is determined Mechanism to track student-level attendance at R.O.C.K.'s programs is developed and operationalized Baseline data is collected and outcome targets are determined Student-level outcome indicators are measured in all of R.O.C.K.'s programs
Set clear objectives for family and community engagement to ensure that activities reinforce intended student-level outcomes	Year 1: September 2017 – August 2018	<ul style="list-style-type: none"> Objectives for family and community engagement are revised to reinforce student-level outcomes Family and community engagement activities are adjusted to meet revised objectives

Organizational Implications

- In order to implement a structured curriculum, R.O.C.K. will hire a staff resource/contractor to support the Director of Programs. This resource will ensure R.O.C.K. has the bandwidth to design, field-test, and implement a S.A.F.E. curriculum focused on intended outcomes. R.O.C.K. will hire this resource by September 2017 and will have a structured curriculum implemented in all of its programs by August 2019.
- The implementation of a structured curriculum will require staff members to be flexible in moving from a loose and self-directed curricular approach to one that is explicit and scripted. To ensure staff buy-in and support, the resource hired to design the curriculum will involve staff in curriculum design and field-testing.



STRATEGIC PRIORITY #2: INSTITUTE A SYSTEM OF CONTINUOUS IMPROVEMENT

Description

With program activities in place that align tightly to student-level outcomes, R.O.C.K. is set up more than ever before to make continuous learning part of the way it functions on a day-to-day basis. R.O.C.K.'s programming and operations will be oriented around a cycle of continuous improvement. We will use outcome and process data to

recognize our successes, identify gaps, and determine changes that need to be made to programs and operations. We will also focus intently on our learning agenda to ensure we answer the questions that, if not addressed, could impede progress in achieving our intended impact.

Objectives and Timeline

OBJECTIVES

Make data, reflection and learning central to R.O.C.K.'s organizational culture, programs, and operations by instituting a five-step system of continuous improvement (1) Define, (2) Measure, (3) Learn, (4) Improve, and (5) Communicate

Develop institutional capacity to carry out continuous quality improvement

TIMING

Years 1 and 2:
September 2017 – August 2019 and onward

Year 2:
September 2018 – August 2019

MILESTONES

Initial learning agenda is addressed and findings are reflected in programs and operations

Program performance data is analyzed and findings are reflected in programs and operations

Program improvement meetings are established and implemented

Cycle of continuous improvement continues as designed for remainder of strategic plan duration

Staff resource/contractor responsible for designing and implementing a system of continuous improvement is hired

System of continuous improvement is designed and documented

Critical staff are trained on the system of continuous improvement and assume ownership of the system

Organizational Implications

- R.O.C.K. will hire a staff resource to design, implement, and train staff on new monitoring and evaluation tools and a system of continuous improvement. The staff resource, hired to drive the work internally, will work closely with the Executive Director and Director of Programs to ensure all staff members understand and are committed to data-driven decision-making. R.O.C.K. will hire this resource by September 2018 and will be measuring outcomes and regularly using a system of continuous improvement by August 2019.
- R.O.C.K. recognizes that the biggest challenge to collecting, analyzing, and using data to make every-day decisions is changing its culture. R.O.C.K.'s leadership will continue to prioritize internal communications that speak to why continuous improvement is important and how it will help R.O.C.K. staff members do their jobs better. Leadership will also be responsive to any staff concerns that data collection is inefficient or overly burdensome as it rolls out changes.



STRATEGIC PRIORITY #3: STAFF THE ORGANIZATION FOR MAXIMUM IMPACT

Description

In order to become an outcome-driven, learning organization focused on continuous improvement, R.O.C.K. will need to invest in its people. Management is already at capacity and will require additional support in order to implement new tools, systems, processes, and the culture change

required for strategic priorities 1 and 2. Existing staff and managers will also require training and ongoing support as R.O.C.K. embraces a new curriculum and the use of data and continuous improvement in a new way.

Objectives and Timeline

OBJECTIVES

Develop all staff with the skills they need to operationalize the 2017-2020 strategic plan

TIMING

Year 1:
September 2017 – August 2018

MILESTONES

Skills assessment of coordinators is developed and conducted

Coaching mechanism is developed to ensure coordinators provide effective, individualized coaching to line staff

Professional development for coordinators is aligned with the planning and management skills they need to implement the strategic plan

Professional development for coordinators and line staff is aligned with the goals of the new curriculum

Add to/hire support for the leadership team to ensure it has the capacity and operational expertise to run an outcome-driven, learning organization

Year 2:
September 2018 – August 2019

Executive Director role and responsibilities analyzed with the intention to bifurcate

New senior leadership member (e.g., COO) with expertise in operations is added

Leadership team ways of working are established

Organizational Implications

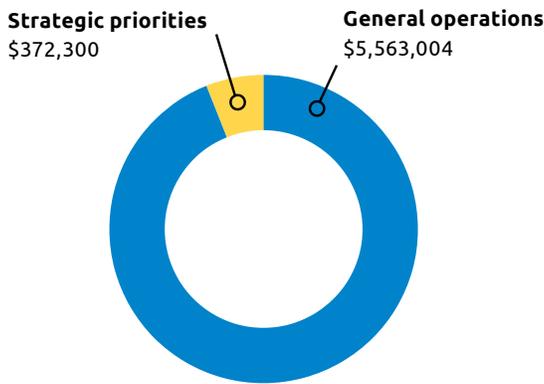
- R.O.C.K. will need to strengthen the management capacity of coordinators to provide program oversight and effective performance management. We will invest in professional development in two ways:
 - » One, R.O.C.K. will design new professional development for coordinators that focuses on: planning and managing the delivery of the new curriculum and program activities at school and community sites; coaching and supporting line staff to deliver the curriculum; and facilitating regular reflection meetings with line staff to ensure a culture of continuous improvement. R.O.C.K. will have this professional development for coordinators by August 2018.
 - » Two, R.O.C.K. will revise existing professional development for coordinators and line staff so that training focuses on: how to implement specific curricula; strategies to build relationships with youth within the structure of a curriculum; and develop their own social and emotional learning skills as they internalize and model the goals of the program. R.O.C.K. will have revised professional development for coordinators and line staff by August 2018.
- R.O.C.K. will need to assess the most appropriate way to divide tasks and responsibilities across the leadership team and ensure roles are clear for maximum efficiency and impact. By September 2017, R.O.C.K. will have assessed the current role of the Executive Director and identified the most effective way to bifurcate the position. This will enable R.O.C.K. to hire a Deputy Director or COO to take on operational leadership of R.O.C.K. by September 2018.

FUNDRAISING TARGETS

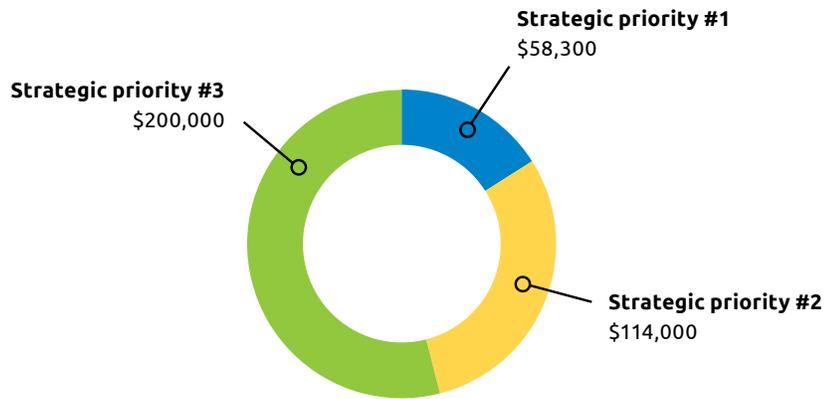
R.O.C.K. has historically received approximately 60% of our funding from public sources. This is because R.O.C.K. is addressing issues that local leaders and community members consider to be high-priority concerns, namely ensuring children and youth are socially and emotionally healthy and are ready to learn. Looking ahead, in order to implement this plan, R.O.C.K. will build off of the strong investment it has secured from government and ensure increased support from a broad cross-section of individuals, corporations, and foundations interested and committed to supporting R.O.C.K.'s strategic direction.

This plan requires R.O.C.K. to fundraise \$6,032,521 over three years. Of this, \$372,300 will be for strategic investments in program quality, staff capacity, and systems development for outcome measurement and continuous improvement so that R.O.C.K. can successfully deepen its impact in the community of Visitation Valley.

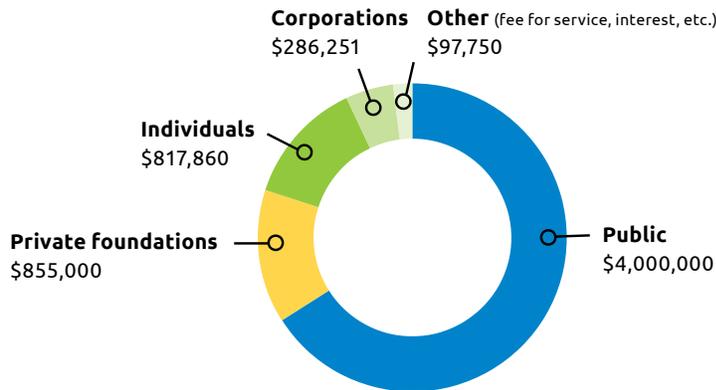
Below is a breakdown of the expenses associated with implementing the strategic plan and projected revenue by donor segment.



THREE YEAR PROJECTED EXPENSES



EXPENSES PER STRATEGIC PRIORITY



THREE YEAR FUNDRAISING TARGETS BY DONOR SEGMENT

CONCLUSION



Over the next three years, R.O.C.K. will be guided by the strategy outlined in this plan. It will support us in our efforts to provide high-quality learning experiences that support students' social and emotional wellbeing and academic preparedness. It will also help us to strengthen our own internal leadership, so that we are prepared to execute on the strategic plan and are set up for continued growth and development. R.O.C.K. is committed to this plan and excited to share it with both new and existing partners and investors. With this critical support, we have no doubt that we can create a better tomorrow for the children and youth of Visitation Valley. **JOIN US!**

APPENDIX A: LESSONS LEARNED FROM SITUATIONAL ANALYSIS

R.O.C.K.'s staff and Board of Directors dedicated six months of 2017 to a deep examination of our programs, outcomes and operational sustainability. We worked with consultants to lead a situational analysis in which we: conducted a competitive analysis to better understand how R.O.C.K. compares to other youth development organizations in the community; and gathered input from our funders, staff members, school partners, youth participants, parents, volunteers, and community leaders.

This data collection phase allowed us to describe the organization's unique value proposition in Vistacion Valley, understand our present situation (including our strengths, opportunities, and challenges), and to identify our stakeholders' vision for long-term impact. Below is a summary of key lessons learned from this effort.

Our Value Proposition or Key Differentiators

R.O.C.K. is positioned as a "market leader" in "full service" K-8 active and enrichment programming year-round – in-school, afterschool, and out of school. Similar organizations primarily serving K-8 youth in Visitacion Valley include the Boys and Girls Club and the Mission YMCA site in Visitacion Valley. Other organizations include the Samoan Community Development Center and Bayview YMCA.

Amongst these groups, R.O.C.K.'s key differentiators are outlined below.

- R.O.C.K. has over a twenty-year history of working with young people in Visitacion Valley; R.O.C.K.'s long-standing relationships within the community set it apart from other organizations.
- R.O.C.K. is one of the only organizations in Visitacion Valley offering consistently available weekend programming and outdoor education opportunities.
- R.O.C.K. is school-based and community-based, whereas most organizations in Vistacion Valley serving elementary and middle school are typically community-based only. Because R.O.C.K. has an in-school presence, the organization is able to create continuity between its in-school, afterschool and out-of-school programs.
- Amongst its competitors, R.O.C.K. offers the lowest adult-to-child ratio in order to foster deep connections between staff and children.

Our Strengths and Opportunities

- R.O.C.K. is described as a "home away from home" for children and youth and is a respected resource in the community.
- R.O.C.K. is known for embodying good practices in youth development and youth feel understood and loved. Staff are described as enthusiastic, loving, caring and trusted by R.O.C.K. kids and their families.
- R.O.C.K. is acknowledged across the board as outstanding in offering an array of programming that meet the diverse needs of youth; R.O.C.K. is also reported as being particularly strong at providing sports, fitness, and outdoor education and to exposing youth to new experiences outside of the community in which they live.

- Through more structured programming and curricula focused on specific outcomes, R.O.C.K. has the opportunity to take advantage of its high contact hours with youth (during school, afterschool, weekends, and summer) to maximize its impact.
- By providing more intentional project-based programming, R.O.C.K. could create more opportunities for youth to meaningfully participate in and lead activities.

Our Growing Edges (Challenges)

- Our stakeholders, both internal and external, are looking to the executive leadership to clarify and articulate the organization's impact and better communicate R.O.C.K.'s impact to the larger community. This has not been done sufficiently to date.
- Operationally, we need to expand our executive leadership team to ensure organizational sustainability, better prepare our part-time/line staff by focusing on more structured skill-building (including training on how to implement specific curricula), and create time and support for coordinators to improve skills in staff management and coaching/reflective performance management.
- R.O.C.K. currently struggles with the question of how to provide support to alumni, while also ensuring that we are wisely using our limited resources to strengthen our elementary and middle school programs.
- We struggle with the challenges of exciting and retaining middle school youth. One way to address this may be to offer incentives for participation, channel energy through project-based activities linked to technology, music, gaming, digital arts, film and re-design teen center.
- R.O.C.K. often deals with high turnover, and it has been up to 60% of part-time/line staff at times.
- We struggle to increase parent and caregiver involvement in our programming, especially at the middle school level. We would likely benefit from building stronger relationships with families and providing specific skill-building opportunities for them that tie to R.O.C.K.'s intended outcomes for children and youth.
- Low adult-to-child ratios can gate or prevent access to R.O.C.K.'s programs. This is particularly true in times when the organization is understaffed because we do not have the number of adults available to maintain the low ratios.

APPENDIX A: LESSONS LEARNED FROM SITUATIONAL ANALYSIS

Vision for Long-Term Impact

- Looking ahead, internal and external stakeholders want to see R.O.C.K. continue to offer comprehensive, but more structured, project-based programming to both elementary and middle school.
- External stakeholders in particular would like R.O.C.K. to develop expertise in the area of “transitions” at key stages of life during childhood and adolescence.
- Internal and external stakeholders would like R.O.C.K. to be more strategic about the deployment of resources for in-school support and invest resources to improve parental engagement, particularly at middle school.
- Internal and external stakeholders ranked high school as last priority for programming, but recommended supporting high school youth “in a more organized and specific way,” including mentorship and “warm handoffs” to other organizations better equipped to meet their needs.
- Internal stakeholders in particular would like to see R.O.C.K. expand within the Bay Area, once it has strengthened its program model and demonstrated clear impact.
- Internal and external stakeholders would like R.O.C.K. to invest in staff hiring, retention and staff preparedness.
- Internal and external stakeholders most commonly recommended R.O.C.K. focus on the following outcome measures:
 - » Resiliency
 - » Self-confidence
 - » Self-control/management
 - » Exposure and awareness of opportunities
 - » Optimistic about their future possibilities
 - » Healthy lifestyle
 - » Perseverance/“stick-to-itiveness”
 - » Grade level academic competencies/literacy levels
 - » Connection and fondness for their experience at R.O.C.K.



APPENDIX B: OUR PROGRAMS

R.O.C.K. programs keep Visitacion Valley children and youth engaged year-round. We work with them at school and, even more importantly, we provide learning and exposure opportunities on Saturdays and during the summer when kids are especially vulnerable.

School programming

R.O.C.K. is fully integrated into the schools where we work. We play a key role in the school communities of Visitacion Valley Middle School and El Dorado Elementary Schools.

During lunch break, we provide sports, recreation, and enrichment activities for kids. This allows time to build relationships between R.O.C.K. staff and students, it reinforces the development of social and emotional competencies, and provides support to the school administrations and teachers.

Afterschool, R.O.C.K. runs programs at the school sites to provide a stable, supportive environment for children and youth to continue learning and have fun. During their structured afterschool time, they participate in dance, sports, learn about technology, and broaden their horizons with offsite activities. Kids also get the opportunity to engage in enrichment activities like art, cooking, music, and science. All participants get homework assistance and middle school kids benefit from high school readiness activities.

Saturday programming

R.O.C.K. provides active learning opportunities on weekends. Saturday programs engage middle school youth in city adventures, service learning, and leadership development (Student Adult Leadership Training, or SALT). This is a unique opportunity to take kids out of their neighborhood and usual environment and broaden their horizons. Elementary school children benefit from sports clinics (Skill Drills). Both Saturday programs build the social and emotional competencies of participants. The Saturday programming for middle school students culminates in a rafting trip designed to provide constructive challenges, foster connection, and be fun!

Summer programming

Weekday summer camp options for middle school kids (Summer Escape) and elementary school kids (Go Camp) provide additional active learning opportunities for youth. The project-based learning camps enable kids to develop social and emotional competencies while exploring places outside of their neighborhoods and broadening their horizons.

Summer programming also includes age-appropriate overnight camping trips. These excursions often include activities like archery, ropes courses, and whitewater rafting. As with all of R.O.C.K. programming, the camping trips build and reinforce self-confidence, empathy, and self-control in kids. They also foster problem-solving and relationship building skills.

APPENDIX C: ORGANIZATIONAL BUDGET

Real Options for City Kids 3-Year Budget For period 9/1/17–8/31/20

	Year 1 (FY 2018)	Year 2 (FY 2019)	Year 3 (FY 2020)
REVENUES & SUPPORT			
Public Grants	\$ 1,011,949	\$ 1,469,855	\$ 1,493,855
Foundations	\$ 270,000	\$ 285,000	\$ 300,000
Individuals	\$ 200,000	\$ 260,410	\$ 357,451
Corporations	\$ 70,000	\$ 91,143	\$ 125,108
Other Fee for service, interest, etc.	\$ 30,000	\$ 32,500	\$ 35,250
TOTAL REVENUES & SUPPORT	\$ 1,581,949	\$ 2,138,908	\$ 2,311,664
EXPENSES			
Admin fees Banking, fees, rent, facilities, etc.	\$ 41,050	\$ 42,850	\$ 43,707
Consultants Board, marketing, etc.	\$ 25,060	\$ 68,060	\$ 69,421
Management Salaries	\$ 607,320	\$ 698,720	\$ 726,669
Program Staff Salaries	\$ 553,613	\$ 740,838	\$ 755,655
Taxes, Insurance (13%)	\$ 147,908	\$ 196,893	\$ 202,800
Benefits	\$ 48,444	\$ 87,787	\$ 94,467
Staff Development	\$ 18,000	\$ 20,000	\$ 22,500
Program Costs	\$ 65,200	\$ 89,625	\$ 91,418
Donors, Events	\$ 28,000	\$ 37,000	\$ 40,000
Cost of Strategic Priorities	\$ 53,300	\$ 179,000	\$ 140,000
TOTAL EXPENSES	\$ 1,587,895	\$ 2,160,773	\$ 2,186,636
NET INCOME / (LOSS)	\$ (5,946)	\$ (21,865)	\$ 125,028

NOTES

- Budget for Year 2 and 3 assumes we receive 100% of requested funds from DCYF for Beacon Centers for both Visitacion Valley Middle School and El Dorado Elementary School.
- Salaries and program costs assume support for up to 150 participants in R.O.C.K.'s core after school and summer day camp programs for Year 2 and 3.
- Consultants include funds for SFUSD teachers as requested from DCYF for Beacon Centers.

- Cost of Strategic Priorities accounts for the following percentages of the overall budget: Year 1 (3%), Year 2 (8%) and Year 3 (6%). In addition, costs include the following: Year 1 (Funds for curriculum development and program assistant), Year 2 (funds for operations director, program assistant and data manager), Year 3 (Funds for program assistant and operations director).
- Model assumes a CODB increase ranging from 2-4% for each budget category.
- Funds to cover a net loss in Years 1 and 2 will come from R.O.C.K.'s cash reserves.

APPENDIX D: LEARNING AGENDA

R.O.C.K.'s learning agenda is made up of the key organizational questions that we need to answer in order to pursue our intended impact. These questions are organized according to the relevant strategic priority.

	Topic	Key Questions	Timeframe for Completion
Strategic Priority #1: Become an Outcome-Driven Organization	Middle School Afterschool and Summer Programs	What topics/themes covered in the afterschool program would better meet middle school students' needs and interests? Are we a fun program?	Year 1 (2017/2018)
		How can R.O.C.K. increase the participation, responsibility and leadership of middle school youth in the afterschool program?	
		What would incentivize a middle school youth to attend the afterschool program?	
		Are we addressing the changing needs of our demographics (i.e., Spanish and Chinese speaking)?	
	Elementary School Afterschool and Summer Programs	Is program quality at the same level as the prior year? If not, why not?	Year 1 (2017/2018)
	In-School Program	Have our lunch time activities for children been safe and fun?	Year 1 (2017/2018)
Saturday Program	Is our program fun and engaging? Does it address the needs of our participants?	Year 1 (2017/2018)	
Strength of the Elementary to Middle School Continuum	What percentage of youth in Visitacion Valley Middle School attended El Dorado Elementary School?	Year 3 (2019/2020)	
Strategic Priority #3: Staff the Organization for Maximum Impact	Staff Retention (Full-Time Staff)	Are our full time staff members committed, inspired by our mission, and returning next year?	Year 1 (2017/2018)
		Have we listened to our staff and provided them with the appropriate support, incentives and career trajectory?	
Staff Preparedness	What experiences/training/mentoring do line staff need to receive in order to become more effective and dynamic classroom facilitators?	Year 2 (2018/2019)	
	Are our staff members adequately equipped to address behavior issues?		



BETWEEN 2017 AND 2020, R.O.C.K. WILL CREATE A BETTER TOMORROW FOR AT LEAST 700 ELEMENTARY AND MIDDLE SCHOOL YOUTH IN VISITACION VALLEY BY IMPROVING THEIR SOCIAL AND EMOTIONAL COMPETENCIES, INCREASING THEIR SCHOOL ATTENDANCE, AND BROADENING THEIR HORIZONS.

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