

# **STRATEGIC DOCUMENT FOR BOOSTERS CLUB rev.3**

New Life Community Development Corporation // [www.newlifecdc.us](http://www.newlifecdc.us)

82-10 Queens Boulevard Elmhurst NY 11373

Last revised: August 2015

**This document answers the following questions:**

1. What is the history and mission of Boosters Club?
2. What is the vision of Boosters Club?
3. Who is the target audience of Boosters Club and how are they identified?
4. What makes up the staff and leadership of the program?
  
5. a) How does the leadership and staff accomplish its mission and make the vision a reality?
5. b) How are staff developed?
  
6. a) What makes up the set of desired outcomes of the program?
6. b) How are outcomes tracked/ evaluated?
6. c) What are the outcomes forecasted for the following year?
  
7. a) How will it market its services?
7. b) What are some specific data regarding current customers?
7. c) How does customer information align with mission and vision?
  
8. What are the forecasts for the next 2 years?
  
9. a) How much does the program cost?
9. b) What is the program budget?

## **1. What is the history and mission of Boosters Club?**

In 2010, New Life CDC performed a Listening Campaign in order to find out the best use of a 4000 square foot space. We went to the neighborhood and asked close to 200 people what they would do with the space. The number one answer was “after-school support.”

The 3 years that followed was a time of prayer and preparation to determine if an after-school program was the next step in our service to the local community.

In 2013, New Life CDC received a generous financial gift that allowed us to start the program. Two years later, we continue to be in awe at what has developed. What motivates us, however, is that the best is yet to come.

We are called Boosters Club because we wanted to combat the academic decline in our local school district 24 by giving the students a “boost.”

**Our primary mission is to provide academic support during after-school hours and boost academic performance among at-risk elementary school students in the Elmhurst/ Corona neighborhood of NYC. Secondly, we cultivate a sense of destiny (self-esteem) and a love for service.**

## **2. What is the vision of Boosters Club?**

The vision is for all children in high-risk neighborhoods, like Elmhurst/ Corona to display strong academic performance, live with a sense of destiny and love for service.

Strong report cards, strong sense of destiny, strong service lead to strong neighborhoods.

Transformed report cards, transformed sense of destiny, transformed service lead to transformed neighborhoods from the inside out.

For definition of high-risk, reference:

<http://www.cccnewyork.org/wp-content/uploads/2015/01/CCCRiskRankingNYC.pdf>

## **3. Who is the target audience of Boosters Club and how are they identified?**

We target high-risk children in the Elmhurst/ Corona district (Community Board 4). We identify them through an intake process that evaluates family data in the areas of housing, educational level, income, school performance, health and family make-up.

#### **4. What makes up the staff and leadership of the program?**

Volunteers report to...

Learning Leaders (tutors) who report to...

Assistant Director who reports to ...

Program Director who reports to ...

Executive Director who reports to ...

Board of Directors

#### **5. a) How does the leadership and staff accomplish its mission and make the vision a reality?**

**The Daily Program** is listed below. The values in parenthesis are the primary values taught and modeled during that time, though all 3 values are stressed during the whole day.

230pm Pick Up

245pm Sign In

300pm Circle Time (strong self-esteem)

310pm Homework (strong report cards)

415pm Quiet Room (strong report cards)

445pm Instructional Time (all)

545pm Circle Time (strong self-esteem)

600pm Parent Pick Up (strong self-esteem)

#### **Learning Leader Skills**

Learning Leaders are paid and unpaid staff who are the primary teachers and tutors. They are trained in 3 levels of skills.

The skills below are listed according to levels.

#### **Skills listed according to levels**

Level 1 has 8 skills

Level 1: Homework mentoring

Level 1: Reading mentoring

Level 1: Asks about day and empathizes

Level 1: Hallway and bathroom expectations

Level 1: Forming a 10 person line

Level 1: Clean up of Homework Room

Level 1: Clean up of Big Space

Level 1: Lesson Planning

Level 2 has 5 skills

Level 2: Training a homework mentor

Level 2: Training a reading mentor

Level 2: Training someone for hallway, bathroom, line-forming

Level 2: Talking to parents

Level 2: Clean up/ Organizing of Quiet Room

Level 3 has 6 skills

Level 3: Quiet room management

Level 3: Quiet room trainer

Level 3: Circle time facilitation

Level 3: Circle time training

Level 3: Volunteer management

Level 3: Volunteer management training

### **Skills listed according to values**

A) Building Strong Report Cards

Level 1: Homework mentor

Level 1: Reading mentor

Level 2: Training a homework mentor

Level 2: Training a reading mentor

Level 3: Quiet room management

Level 3: Quiet room trainer

B) Building Strong Self-esteem

Level 1: Asks about day and empathizes

Level 1: Hallway and bathroom expectations

Level 1: Forming a 10 person line

Level 2: Training someone for hallway, bathroom, line-forming

Level 2: Talking to parents

Level 3: Circle time facilitation

Level 3: Circle time training

### C) Building Strong Service

Level 1: Clean up of Homework Room (leaving it better than how it was found)

Level 1: Clean up of Big Space

Level 2: Clean up/ organizing of Quiet Room (leaving it better than how it was found)

Level 3: Volunteer management

Level 3: Volunteer management training

Note: the skill of Lesson Planning (Level 1) builds all 3 values.

### **b) How do you develop staff?**

The 8 level 1 skills are taught prior to the beginning of the year. Training sessions are held for the staff to teach these 8 skills.

The balance of skills under level 2 and level 3 are taught by example/modeling during the school year. Skills under level 2 and 3 are learned by doing on a daily basis.

Learning leaders who grow proficient for levels 2 and 3 receive an increase in compensation.

## **6. What makes up the set of desired outcomes of the program? How are outcomes tracked/ evaluated? What are the outcomes forecasted for the following year?**

The expected outcomes are summarized by (1) strong report cards, (2) strong sense of destiny and (3) strong service. (These outcomes are tied to the 3 R's of the parent organization of New Life CDC. Those 3R's are: Relief, Restoration and Reinvestment.)

**What is a Strong Report Card? What is the desired outcome(s).**

We celebrate progress in pursuit of perfection. We use report cards to track and celebrate improvements in academic performance. Success for us is an improvement of 1 letter grade (or 10 grade points) within one school year.

**Our curriculum is tied to Common Core.** The worksheets we use are based on Common Core themes. Common Core themes are obtained from the DOE site.

**We use KidzLit and KidzMath.** These two curriculums are respected in the after-school arena. The activities suggested in these curriculums are then tailored to align with Common Core.

**Each month has themes.** Each of the themes are aligned with the Booster values of strong report cards, strong sense of destiny and strong service. For instance, January is about civic engagement and also aligns with the MLK Jr holiday. Example below:

October			November		
Kid/Family Traditions Around the World			Gratitude/ Generous		
Three Cheers for Catherine the Great	Set 6	Yellow (K-3)	Wagon Wheels	Set 3	Green (3-5)
In My Heart, I Am A Dancer	Set 1	Green (3-5)	Sylvester & the Magic Pebble	Set 3	Yellow (K-3)
The Lion and the Sun	Set 1	Yellow (K-3)	A Chair for my Mother	Set 3	Yellow (K-3)
Elephant Dance	Set 6	Yellow (K-3)	Relatives Came	Set 3	Yellow (K-3)
Love as Strong as Ginger	Set 3	Green (3-5)	The Old Woman Who Named Things	Set 4	Yellow (K-3)
Grandfather's Dream	Set 3	Green (3-5)	The Legend of the Lady Slipper	Set 7	Yellow (K-3)
Beatrice's Goat	Set 1	Yellow (K-3)	Hiromis Hands	Set 6	Yellow (K-3)
The Birthday Swap	Set 3	Yellow (K-3)	Paper Boy	Set 7	Green (3-5)
The Outside Dog	Set 2	Yellow (K-3)	My Great Aunt Arizona	Set 6	Green (3-5)
Dumpling Soup	Set 3	Yellow (K-3)			
A Band of Angels	Set 2	Green (3-5)			
How My Family Lives in America	Set 6	Yellow (K-3)			
The Whispering Cloth	Set 8	Green (3-5)			
Running Road ABC	Set 8	Yellow (K-3)			
Toma's & Library Lady	Set 8	Yellow (K-3)			
Himalaya	Set 8	Yellow (K-3)			

### What is Strong Sense of Destiny?

Worth + Purpose = Sense of Destiny

A strong sense of destiny result in the will and the way to achieve goals and dreams.

What we call "sense of destiny," Dr. Scott Kaufman of the University of Pennsylvania calls "hope." Reference the following article.

<https://www.psychologytoday.com/blog/beautiful-minds/201112/the-will-and-ways-hope>

Among students in a poor community, it is a strong sense of destiny, an acknowledgement that God has given them worth and purpose, is the vehicle that

boosts them above the challenges of their present circumstance. In Boosters Club, this is measured via pre- and post-surveys. Success for us is an improvement of 2 points within one school year.

### **What is Strong Service?**

Strong service is tied to the value of Reinvestment embodied by New Life CDC. Reinvestment is about creating a greater local neighborhood versus moving out to find one. Neighborhoods change. And if local residents do not create their desired neighborhood, outside forces will bring about that change. Change brought about by local residents, however, is the most sustainable since they live in the area and they are less likely to push for change that hurts their neighbors.

This kind of thinking does not come naturally. It needs to be modeled and taught. We therefore teach local responsibility and civic engagement even at a young age.

In Boosters Club, this is measured via pre- and post-surveys. Success for us is an improvement of 2 points within one school year.

## **7. How will it market its services?**

The most effective marketing vehicle has been through the schools. The parent coordinator is provided with program info. In the past, the parent coordinator has provided the information for Boosters Club to the school teachers and to the students.

Since the program has been in existence for two years, there is now sufficient word of mouth marketing to provide the right number of Boosters.

The program is currently made up of students from New Life Fellowship, New Life CDC and the surrounding community.

## **8. What are the forecasts for the next two years?**

Our forecast for the next two years are as follows:

- :: 15 to 20 Boosters; 30-50% low income
- :: 50% of the staff graduate to Level 3 skill level
- :: Collective academic performance improves by .5 to 1 letter grade from the beginning to end of the year
- :: Booster Investors are identified (reference next section)
- ::

## **9. How much does the program cost? What is the program budget?**

The program costs for 1 child is \$300. An inquiry into the other programs in the local community revealed that we are on the lower end of the fee scale. We intend to keep it this way to make it more accessible for families of low-income. The cost for siblings is \$350 (Currently exploring if this should be increased to \$400)

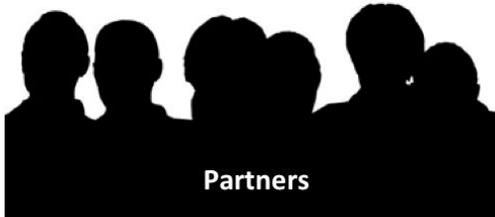
What is the program budget?

	DESCRIPTION OF ITEM	QTY	UNIT	QTY	UNIT	UNIT COST	YEARLY BUDGET
<b>I</b>	<b>INCOME</b>						
	Assume	14	Boosters				
	Assume	7	sibling pairs				
	Payment for one pair per mo	1	pair			350	
	Payments	7	pairs	10	months	350	24500
	Donations						30000
	<b>SUBTOTAL INCOME</b>						<b>54500</b>
<b>II</b>	<b>EXPENSES</b>						
	Trips						700
	Materials						700
	Fundraiser training and mentoring						6000
	Staff (5 paid staff; 5 volunteers)			10	months	4400	44000
	<b>SUBTOTAL EXPENSE</b>						<b>51400</b>
						<b>COST PER STUDENT</b>	<b>3,671.43</b>
	<b>INCOME LESS EXPENSE</b>						<b>3100</b>

What is the fundraising strategy for 2015-2016?

## Goal: \$3000/month

**For Every  
\$1/Mo Donated**  
Up to \$1000/Mo



**Booster Investors give a  
double match of \$2/Mo**  
Up to \$2000/Mo



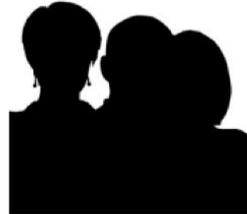
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### example

**John donates  
\$50/month**



**Booster Investors  
give \$100/month**



Booster Investors make up a small group of individuals who have made a 2 year commitment to matching 2:1 every monthly pledge. We are looking for a few individuals who would make a financial commitment by selecting one of the amounts below for the next two years.

1	person	1000	1000
1	person	500	500
1	person	300	300
1	person	200	200
			2000

Thank you for all your consideration and overwhelming generosity. Giving can be done online at [www.newlifecdc.us](http://www.newlifecdc.us). Checks are made payable to New Life CDC with "boosters club" in the memo line.

We acknowledge all those who have made this program possible since the 2010 listening campaign. Thank you for all your volunteer hours, prayers and giving.

## **Appendix**

### **Include document authored by M. Villodas**

#### Big Sib (Learning Leader 1)

- Empathetic
- Asks about day
- Actively interacts with kids

#### Routine Ruler (Learning Leader 2)

- 3.0 scale daily quality
- Can form a line w 5 - 10 kids
- Follow hallway and bathroom expectations

#### All Star (Learning Leader 3)

- HW completeness 100%
- HW checked/ corrected/ gone over
- study and projects worked on before due date
- clean/ organized/ neat work area

## Checklist for Preparation for the Fall

MISSION (ADMINISTRATION, OPERATIONS, CONTENT)

How many kids: 27 kids on roster; 20 kids consistently

- 1 - Brenda
- 5 - Part time staff in HW
- 1 - Part time in Quiet Room
- 6 - volunteers

\_\_ All tasks below to be completed by \_\_\_\_\_.

Set up the google folder for the year with the following documents:

\_\_ Attendance spreadsheet. Complete by \_Aug 28 by Melissa\_\_\_\_.

\_\_ Enrollment List including (This list should include answers to questions like:  
School? Requires pick up at school? Who picks up student at school? etc) .  
Complete by \_Aug 28 by Melissa\_\_\_\_\_.

\_\_ Finalize program application and ERKids application. Complete by \_Aug 28  
Melissa\_\_.

\_\_ Ledger spreadsheet. Complete by \_Brenda by Aug 28\_\_\_\_\_.

\_\_ Themes for the year. Complete by \_Sept 4 Friday\_\_.

\_\_ Books for the year. Complete by \_Sept 4 Friday\_\_.

\_\_ Fill in the names of Booster Staff below. We need commitment from staff by Aug 31 by  
Brenda\_\_\_\_\_.

1. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

2. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

3. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

4. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

5. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

6. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

7. Name: \_\_\_\_\_  
Title: \_\_\_\_\_

MARKETING (BRAND AWARENESS, ENROLLMENT)

\_\_ Complete this year's marketing plan by \_Aug 28 Melissa\_\_.

MONEY (SUSTAINABILITY, FUNDING)

\_\_ Complete this year's funding plan (How is this year financially sustainable?) by \_\_\_\_\_

#10 Inventory and set up/ break down \_\_\_Amy by today.