

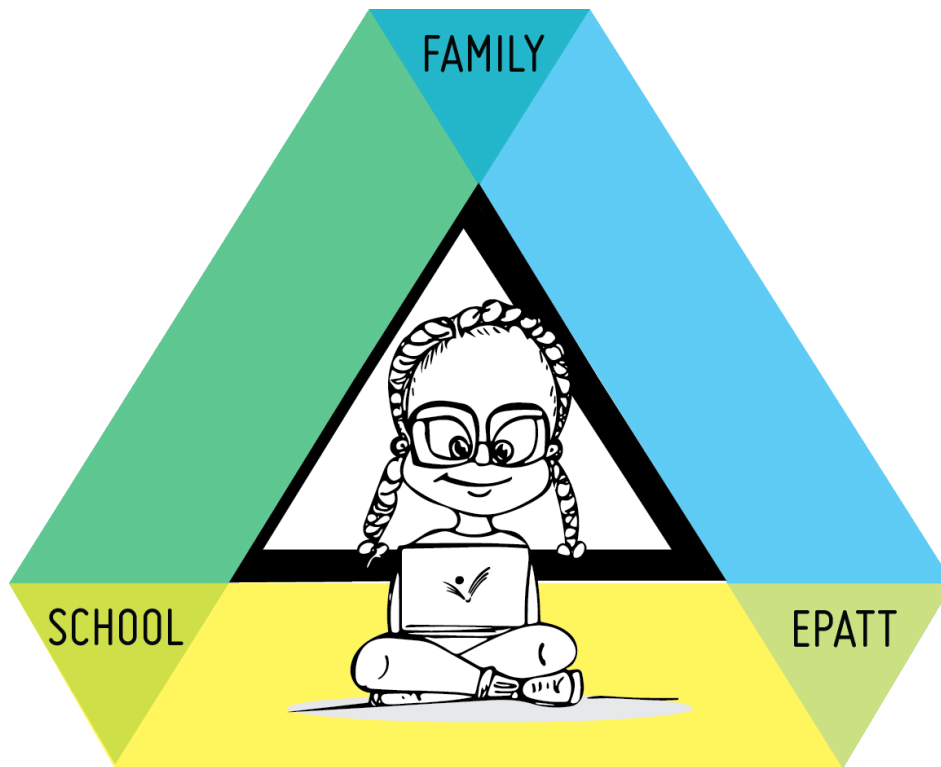


2017

Annual Report



Our mission is to change the trajectory of local youth through academics, parent education, student advocacy and tennis.



One way EPATT helps close the opportunity and achievement gaps for our students is by closing the communication gap. We facilitate connections between parents and their child's school (teachers, counselors and administrators) to surround students with the support they need to be successful. This team-based approach has been helping EPATT kids achieve the best possible academic, social-emotional and health/fitness outcomes.

LETTER FROM THE EXECUTIVE DIRECTOR

The other day, Mr. Sanchez, an EPATT parent, walked into the office and asked Christina Erwin, our Elementary School Group Director, "Did he go up?" The dad was referring to his son's Lexile reading measure. At EPATT, we use the Lexile Framework for Reading to gauge a student's reading level. Sadly, nearly 90% of our students arrive at EPATT reading far below grade level.

When Mr. Sanchez saw the surprised expression on my face, he explained, "Thanks to Christina, I now know my son's Lexile score. For years, his school report card listed his reading as 'satisfactory,' but she showed me that my fifth-grade son was in fact reading at a second-grade level."

Every September, Christina and Academic Director Kesha Weekes assess each student's Lexile score in order to design his/her quarterly work plan. They share this score, vis a vis the Lexile range for the student's grade level, with his/her parents. When parents see the disparity between their child's true reading level and where he/she needs to be, they are often alarmed. Rarely are they aware that their child is behind.

At EPATT, parents are our most important partners. As such, we offer monthly workshops where we coach parents on how best to support their child's academic performance: by monitoring their child's Lexile score online, building in family reading time and modeling a love of reading. These activities are instrumental to helping our students raise their reading game.

With Mr. Sanchez standing in the EPATT office, Christina looked up his son's latest Lexile score. It was in the upper range of the fourth-grade level. In less than a year, his son had improved the equivalent of one full grade level.

Thank you for making it possible for us to help our students succeed in school. We are deeply grateful for your belief in EPATT's ability to transform the lives of youth through academic support, parent education and tennis.

Best,



Dave



ABOUT EAST PALO ALTO TENNIS & TUTORING

For nearly 30 years, EPATT's free after-school and summer programs have used the unique mix of academic tutoring, parent education, student advocacy and tennis to create positive outcomes for our ethnically diverse students from local neighborhoods. EPATT began as a summer tennis program in East Palo Alto (EPA) in 1988 to get kids off the violent streets and "onto the courts". A year later, an academic component was added and EPATT was granted land at Cesar Chavez Academy in EPA to build eight tennis courts -- still the only courts in EPA today -- and provided classroom space to use after school. EPATT operated at Chavez for a decade, garnering national attention on CNN and the CBS Evening News as a symbol of hope for East Palo Alto. Space constraints drove EPATT to relocate to the Stanford campus, where it has been ever since. EPATT's innovative, award-winning programs have been replicated across the country.

Unfortunately, many of our students have struggled to overcome a culture of low expectations at school. At EPATT however, the staff and tutors strive to foster a culture of high expectations and help students make steady gains academically so that they are poised to graduate from high school college- and career-ready. By helping to close the achievement gap between our students and their more affluent peers, we are also helping to create a more diverse and better educated talent pool. Our goal is to ensure the best possible future for our students.

ONE-TO-ONE TUTORING

Every week, each student receives 2-4 hours of tutoring. Volunteer tutors -- 90% are Stanford students -- work closely with EPATT staff to learn how best to address the specific needs of their "tutee". Besides helping EPATT kids learn to read, master math and tackle other subjects, tutors also serve as positive role models and mentors. We've seen that having a caring adult and mentor in a child's life can shift his/her trajectory. Additionally, research shows that trust can be an antidote to stress, which is often present in our students' lives.

PARENT EDUCATION

More than half of EPATT parents are first-generation Americans and may not have had access to a formal education. EPATT's bi-lingual staff helps parents navigate the complexities of the American school system. The staff host parent workshops to ensure that they reinforce the career and college readiness skills taught in EPATT's classrooms. Equally important, the staff spends at least 50% of their week coaching parents on how to advocate effectively for their child.

TENNIS

EPATT's DNA is rooted in the sport of tennis. Daily practice gives our students a chance to be active, learn to compete and bond as a group. Ninety-four percent of students say that tennis is their favorite part of EPATT. Each week, they receive 3 hours or more of tennis instruction. EPATT uses tennis to teach important life skills like resilience, self-reliance, grit and teamwork. Students are encouraged to play on their school teams and join EPATT's tournament team, which competes in USTA-sanctioned events around the Bay Area.

"There is a connection between adversity, stress and academic performance... Supportive, buffering relationships with adults can prevent and even reverse the negative effects of prolonged exposure to stress."

From <https://www.turnaroundusa.org/what-we-do/the-science>



East Palo Alto is Changing

Silicon Valley is experiencing an unprecedented wealth gap, which is affecting EPATT families in dire ways. Our families are struggling with the stress of skyrocketing cost-of-living expenses, housing insecurity and a job market centered around technology. Gentrification is threatening to strip East Palo Alto of its vibrant diversity and strong sense of community. Many of our families, who have lived there for generations, fear that soon they will no longer be able to afford to stay.



EPATT Demographics

- 71% Hispanic/Latino
- 17% Pacific Islander
- 8% Black/African American
- 4% Multiple Ethnicities



HIGHLIGHTS FROM 2017

One senior graduated Valedictorian and received a full scholarship to Northwestern

96% college acceptance rate for 15 years

100% high school graduation rate for 15 years

EPATT awarded "Chapter of the Year" by the USTA Foundation

First -12th grade students attend 45 different schools

Average years for full-time staff members: 12



Invested in technology that displays real-time data about student academic performance

100% attendance at parent education workshops

Over 150 Stanford student volunteers tutored more than 12,000 hours

“EPATT means to me that someone actually cares about my child’s future other than me.”

– EPATT parent





PARENT: INES ALDAMA

"Kesha and Christina have taught me so much and made me laugh so hard. They are truly committed to helping my sons be successful in school and life. They have changed my boys in ways I never could have done on my own."

Ines' sons, Alex and Jonathan, have been in EPATT for six years. Ines moved to Redwood City from Mexico City when she was 12 years old. Today, she works as a nanny in Atherton. Her husband, Salvador, is a truck driver. More than anything, Ines and Sal want their boys to do whatever will make them happy; of course, they hope that their plan includes college!

Why did you want your sons to participate in EPATT?

I heard about EPATT from my aunt whose daughters were in the program and loved it. I saw how it helped them and knew that, when my sons were old enough, I wanted to enroll them, too. I moved to the U.S. when I was 12 years old. Unfortunately, I wasn't able to stay in school but I taught myself English. It was super hard. I've always told my sons that an education is the most important thing and I saw EPATT as a great opportunity for them. The staff work really hard to help my kids.

How has being in EPATT changed your sons?

EPATT has changed my boys for the better. Before EPATT, Alex used to not turn in assignments. It drove me crazy! His tutor helped him become more organized, gave him confidence and now his grades are so good. Also, one of Kesha's workshops was about the importance of spending 30 "quality" minutes every day with your child. That was such helpful advice.

Jonathan is about to be added to his school's Principal's List (Honor Roll). He used to think that was impossible but I would remind him, "Remember what Kesha said? You can do anything you put your mind to." And Dave taught Jonathan how important it was to read his assignments carefully. I never would've thought to tell my son that!

In addition to helping my sons academically, EPATT introduced Alex to row crew through Project SWEEP.* That led to him getting a four-year scholarship with a rowing club called the Redwood Scullers. I've never seen him as passionate about a sport as he is about rowing. He has won many races and I expect him to continue rowing in college and beyond.

What would you tell parents who are considering enrolling their child in EPATT?

The EPATT staff are incredible. Tutors can help your child do well in school. And sports help keep kids safe. What more could a parent ask for!

* Sarah Hirshorn, a former member of Stanford's lightweight rowing team, founded Project SWEEP, a rowing program created specifically for EPATT middle school students. It's currently in its third year of operation.



ALUMNA TUTOR: JENNA WATCHTEL

“If we want (students) to do well in kindergarten and beyond, we need to start by supporting them and their families from the second they enter the classroom.”

Please describe an experience at EPATT that inspired you to work with kids from EPA.

I had the privilege of working with several children during my time at EPATT but I'll never forget the time that the first child I worked with and I were playing a phonics games as part of his homework. We were giggling over some word play and all of a sudden he said, "I love learning with you." Knowing I could support someone to access his love of learning melted my heart!

How do you think tutoring at EPATT made a difference in your tutees' lives?

For the tutees, the impact of participating in EPATT extends far beyond homework help, traditional academic learning and developing tennis skills. It builds a solid relationship with a college student, turning the idea of college from something abstract into a concrete part of their journey. It also brings another adult into the tutee's life that cares about the child, is committed to the child and is an advocate for the child and the child's community. Plus, the time spent at EPATT is filled with laughter and joy -- something we can all benefit from.

How did tutoring at EPATT change you?

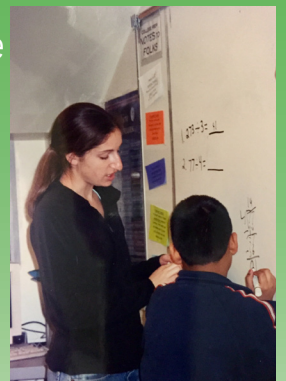
Tutoring at EPATT breaks down the barriers between communities and helps us see each other as one people. Just as it benefits the tutees, EPATT gives college students the chance to develop a meaningful, consistent relationship with a young person that the college student can learn from. Personally, my time at EPATT solidified my commitment to the East Palo Alto community which led me to begin my teaching career in the Ravenswood City School District after I graduated from the Stanford Teacher Education Program. Although my experience was well over 10 years ago, it continues to have an impact on both my personal and professional commitment to my community.

What would you say to someone considering tutoring at EPATT?

Do it! You will make lasting loving connections with children and peers that will no doubt impact you the rest of your life. Without having to leave campus, TCs get exposure to the challenges and issues facing under-resourced communities.



Jenna began tutoring at EPATT as a Stanford freshman in 2002. She eventually rose to become a Tutor Coordinator (TC) and served in this role until she earned her BA in English in 2006 and a MA in Elementary Education in 2007. (TCs are responsible for recruiting, training and managing tutors and serve as an extension of the EPATT staff.) After EPATT, Jenna taught in East Palo Alto schools for 5 years before joining the New Teacher Center (NTC), a national non-profit dedicated to accelerating teacher practice to improve outcomes for all children. Today, Jenna is Program Director for Early Learning. Besides her work at NTC, Jenna currently sits on the boards of the East Palo Alto Kids Foundation and the EPA-based All Five pre-school.





ACADEMIC DIRECTOR and MIDDLE SCHOOL GROUP DIRECTOR: KESHA WEEKES

Kesha earned her BA with honors from Stanford in 1997. In the intervening 20 years, she solidified her reputation as a force of nature, role model and respected educator in the Bay Area. She joined EPATT as Academic Director shortly after graduating from Stanford. She has grown up alongside hundreds of kids and their parents. Many of these kids are now in college. Some even have their own kids who attend EPATT. Nearly all of them say Kesha changed their life for the better.



Did you always know you wanted to work with kids?

I actually started out as a political science major at Stanford, but decided I was more interested in pursuing a career in social justice. I graduated with a major in Public Policy (with a concentration in Education). The seeds of being an agent of change were planted early by my mother. She has always encouraged me to serve my community.

What's kept you at EPATT for two decades?

Two things: relationships and results. At EPATT, I get back as much as I give. The kids and families are incredible and have taught me so much. The EPATT philosophy is that this is a place where everyone strives for excellence. We always want to be doing better. We want to see things improve. If it's not working, investigate and re-tool.

What were you surprised to learn at EPATT?

I learned early on that EPATT parents want to help their child succeed but often don't know how to support him/her. Many of our parents haven't had a formal education, may have cultural misunderstandings and don't understand how the school game is played in America, which is often compounded by a language barrier. I try to explain to parents "the rules of the game," sometimes by simply helping them understand the vocabulary that schools and teachers use.

What are you most proud of?

I'm proudest of helping students change their mindset about their own success. Some of them fail to succeed because they don't think they can, which can cause them to behave in ways that sabotage their own success. At EPATT, we get them to believe what we believe -- that they can do anything if they put in the effort, persevere and take advantage of the opportunities in front of them. Every day we encourage them to make the necessary changes to put themselves on a better path for their future. And I guarantee you, no one can stay the same in our midst.

*"Kesha is an inspiration to me,
the staff and the kids. She has made our
community a better place."*

- Dick Gould
John L. Hinds Director of Tennis
Stanford University

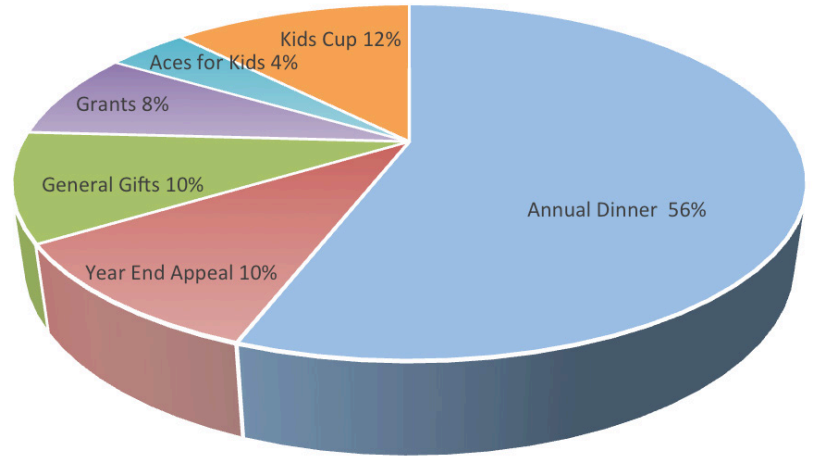
EPATT BY THE NUMBERS

EPATT's fiscal year runs September 1 to August 31.

OPERATING INCOME

Annual Dinner	\$588,964
Year End Appeal	\$109,195
General Gifts	\$104,356
Grants	\$83,606
Aces for Kids	\$43,000
Kids Cup	\$128,306
Total Income	\$1,057,427

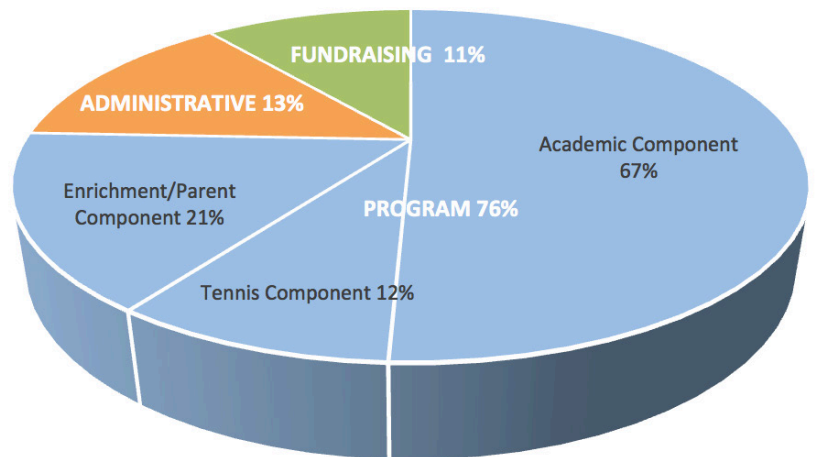
Operating Income



OPERATING EXPENSES

Program	\$755,117
Academic Component	
Tennis Component	
Enrichment/Parent Component	
Administrative	\$135,551
Fundraising	\$107,470
Total Expenses	\$998,138

Operating Expenses



BALANCE SHEET AS OF AUGUST 31, 2017

ASSETS

Current Assets	\$535,775
Fixed Assets	\$39,544
Long-Term Assets	\$1,366,763
Total Assets	\$1,942,082

LIABILITIES AND NET ASSETS

Operations	\$442,747
Board Designated	\$21,011
Endowment	\$1,366,763
Property and Equipment	\$39,544
Temp. Restricted Net Assets	\$72,017
Total Liabilities & Net Assets	\$1,942,082

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September 1, 2016 through August 31, 2017

We are deeply grateful to the following individuals and organizations for believing in our mission to change the trajectory of local youth. Thank you for your past and continued support.

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And we are so grateful to our volunteer tutors for their partnership and dedication.

KIDS CUP

Headliners Tracy Austin and James Blake joined former world champions to play in our Fourth Annual Kids Cup Pro-Am tennis tournament. Thanks to everyone who came out to support EPATT!

Special thanks to Event Chair Susan Lynch and photographers Cathy Gregory and John Lozano.



2017 Kids Cup Champions: Cal Club
(Captains: Aleem Choudhry and Ryan Clark)



EPATT STAFF



First Row: Christina Erwin, Alyssa Lytle, Anne Gould, Maribel Zarate, Pat Townsend, Amy Kohrman

Second Row: Adrian Amaral, Fale Kofutua, Tatiana Makoni, Tevita Talakai, Keshia Weekes, Dave Higaki

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