



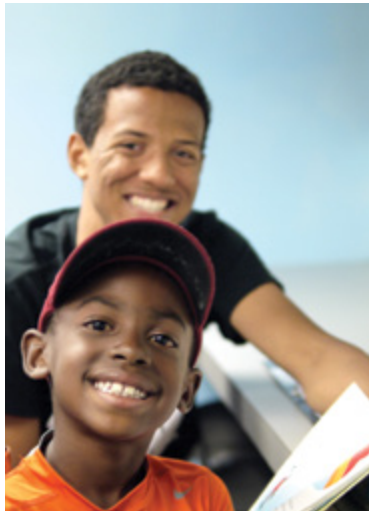
ONE-ON-ONE
TUTORING

TENNIS
INSTRUCTION

PARENT
COACHING



LIFE SKILLS



ADVOCACY



ENRICHMENT



2014



ANNUAL
REPORT



1988-2014 Transforming Lives For 26 Years

LETTER FROM THE EXECUTIVE DIRECTOR

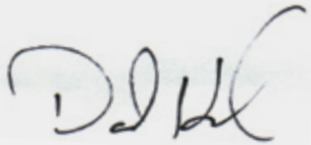
Dear EPATT Friends,

Many years ago, my old tennis coach Nick Carter told me: “You know the best tennis player in the world doesn’t even play tennis!” At fourteen, this statement made absolutely no sense to me. But as time went on, I realized that he was saying the best player never got introduced to the game. This simple statement has stayed with me all these years and sadly it now applies to education as well as tennis.

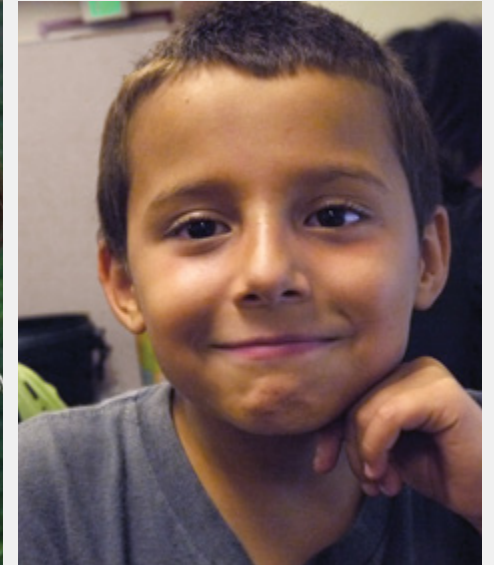
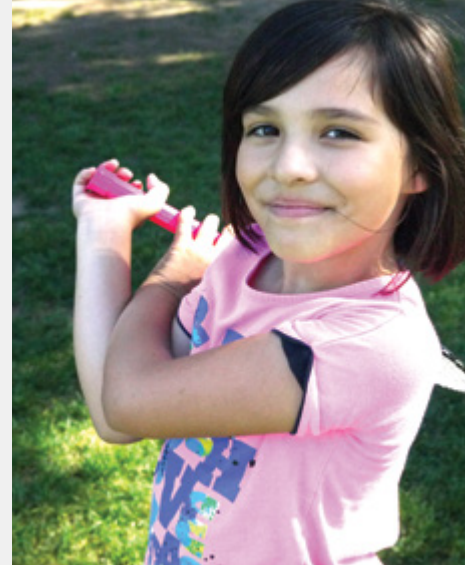
A child living in poverty who cannot read at grade level by the third grade is 13 times less likely to graduate from high school on time. However, if a child is proficient in reading, his/her graduation rate soars to 90%. EPATT has made this milestone a top priority. In fact, we are piloting a new K-2 program in the Ravenswood City School District that aims to bring kindergartners, first-graders, and second-graders up to – or beyond – grade level. We want to motivate our students to aspire to graduate from high school.

Hopefully one day, all kids will have the chance to pursue academic excellence – and tennis – and the barrier will not be lack of access. The EPATT staff strives every day to give our students opportunities, dreams and aspirations. Opportunities are only valuable if you put yourself in a position to take advantage of them. Our job and goal is to put our students in a position to create and seize opportunities.

Thank you to our supporters, our Board, our donors, our volunteers, our students and our parents for believing in what we do. Special thanks to outgoing Board Chair John Robinson and a warm welcome to incoming Chair Verity Powell. We couldn’t do it without all of you.



Dave Higaki
Executive Director



2014 HIGHLIGHTS

- EPATT maintained its high school graduation rate of 100%, compared with the reported East Palo Alto average of less than 40%.
- More than 170 Stanford University volunteers clocked nearly 15,000 hours in 2013-14.
- EPATT signed a Memorandum of Understanding (MOU) with the Ravenswood City School District Superintendent to offer EPATT after-school programming to grades K-2 in EPA.
- Over 400 families are on the EPATT waiting list.
- EPATT students, on average, spend at least 3.6 years in the program.
- EPATT students came from 49 different schools.
- EPATT students awarded approximately \$75,000 in private high school tuition.
- EPATT students earned scholarships for over \$20,000 in college tuition.
- EPATT impacted 120 K-12th grade students in the school year program.
- MSG students received a number of school-wide awards. One student even received the Palo Alto Student Leadership award from JLS Middle School.
- Ten students played on the EPATT tennis tournament team.



ESG parents significantly stepped up their involvement by volunteering over 800 hours at their children's schools.

Staff spent HUNDREDS of hours advocating for parents:

- with teachers in parent/teacher conferences
- with private schools to facilitate admission
- with the school district to arrange for special needs accommodations



WHAT IS EPATT?

EPATT began in 1988 when former Stanford All-American tennis player Jeff Arons started a summer tennis program for students in East Palo Alto, California. Its mission – to get kids “off the streets and on the courts” – was a great success. The program added academics and has evolved into a year-round after-school program that helps underserved children reach their potential academically, socially, and athletically. More than 26 years later, EPATT is recognized as one of the top education and tennis programs in the country. EPATT provides free one-on-one tutoring, group tennis instruction, and parent education for kindergarten through 12th grade students. EPATT operates on the Stanford University campus and in the community of East Palo Alto.



ACADEMICS

Personalized One-on-One Tutoring

At the beginning of the school year, over 170 Stanford student volunteer tutors are each strategically matched one-on-one with an EPATT participant.

Every child receives up to 4 hours of individual tutoring per week in a safe, structured environment where he/she is given the support needed to succeed academically. Close interaction between the Stanford tutors and EPATT staff ensures that the individual academic needs of students are being addressed. Students also participate in extracurricular activities such as college tours, camping trips, and community service projects.

TENNIS INSTRUCTION AND FITNESS

Healthy Kids, Real Skills

Each week, participants receive up to 4 hours of group tennis instruction. Tennis is an integral part of EPATT programming, providing the platform to teach students important life and non-cognitive skills such as resilience, managing emotions, strategy, having a growth mindset, and teamwork. EPATT’s coaching staff oversees practice sessions that promote sportsmanship, discipline, and fitness. Students have the opportunity to participate in USTA tournaments around the Bay Area. Several students play on their school’s tennis team, as well.

PARENT PARTNERSHIP

The Key to a Child’s Success

Parents are EPATT’s most important partners. EPATT staff communicates regularly with parents about their child’s progress. EPATT requires parents to attend quarterly meetings and workshops, to provide healthy dinners and snacks for participants, and to participate in one-on-one goal-setting sessions with staff. Parents are also responsible for providing EPATT staff with their child’s school report cards, standardized test results, and bi-weekly progress reports in order to personalize their child’s tutoring.

MISSION

Through partnerships with families, schools, and the community, EPATT promotes leadership, discipline, hard work and excellence among its K-12 students. Using the unique mix of one-on-one academic tutoring and tennis instruction, EPATT strives to enrich the academic, athletic, and life skills of its participants. EPATT distinguishes itself from other after-school programs through its emphasis on parent empowerment via workshops, one-on-one meetings, and accountability.



PROGRAMS

ACADEMIC-YEAR PROGRAM

EPATT's academic-year program is held at Stanford University. This program is divided into 3 groups:

Elementary School Group (ESG) for children in grades K-5.

Middle School Group (MSG) for children in grades 6-8.

High School Group (HSG) for children in grades 9-12.

SUMMER PROGRAMS

ESG and MSG summer programs are offered on the Stanford campus from June through July.

AFTER-SCHOOL TENNIS INSTRUCTION

In 2014 EPATT provided free after-school tennis instruction for K-5th grade youth at Cesar Chavez and Green Oaks Academy in EPA, in conjunction with the Ravenswood City School District.

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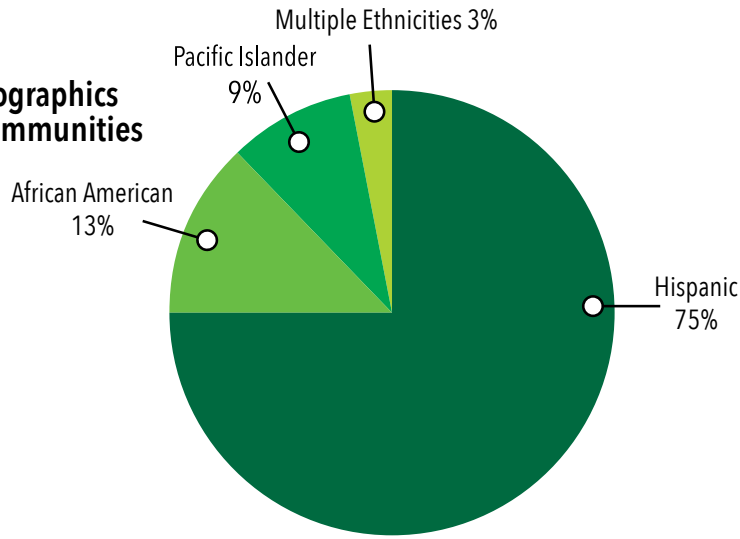
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EPATT SERVES THE COMMUNITIES OF EAST PALO ALTO & EASTERN MENLO PARK

EPATT's demographics mirror the communities we serve



"EPATT has motivated me to turn in my work and study for tests and quizzes." – EPATT student

EPATT HOSTED PARENT WORKSHOPS ON THE FOLLOWING TOPICS

- How to be a Successful EPATT Parent (for new families)
- Private vs Public School Options and Application Process
- Raising a Successful Student Athlete
- How to Change Mindset
- Healthy Lifestyles
- Understanding and Advocating for the Child with Special Needs
- College Financing
- Preventing Summer Slide
- Transitioning to High School
- Raising a College Grad
- Communicating with your Child's School

PARENT SURVEY RESULTS

- 83% said that having attended EPATT, their child is significantly better prepared for class
- 78% said attending EPATT meetings has made them a more effective parent
- 77% said their child's life has been very significantly impacted by EPATT
- 70% said that they have noticed a very significant change their child's attitude since coming to EPATT
- 78% said that EPATT has very significantly improved their child's performance at school
- 84% said that their child gets to participate in field trips they otherwise would not get to experience
- 90% said they are very or extremely satisfied with the impact EPATT has made on their child's fitness level
- 13% of parents graduated from college

STUDENT SURVEY RESULTS

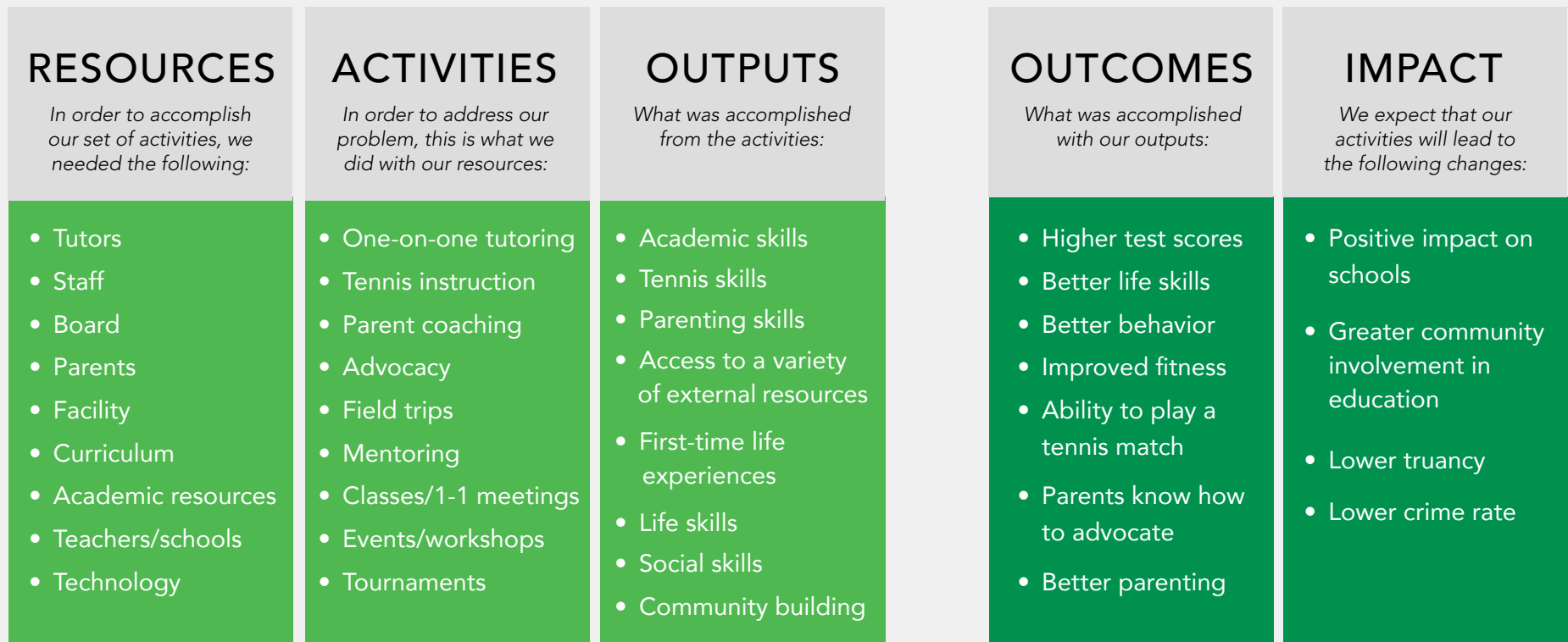
- 85% said they are definitely doing better in school since they started coming to EPATT
- 88% said they would tell other kids to participate in EPATT
- 80% said their academic skills have improved since they started coming to EPATT
- 38% of students said they hear gunshots at night where they live
- 50% of students said they don't feel safe walking in their neighborhood at night
- 56% of students said they have witnessed a fight at school
- 19% of students said they've been in a fight at school

STUDENT'S FAVORITE PART OF EPATT:

- 89% said field trips
- 80% said tutoring
- 73% said friends
- 67% said tennis

LOGIC MODEL

A logic model is a graphical tool used to evaluate the effectiveness of a program. EPATT created the logic model below to identify key performance indicators to measure program improvement and successful outcomes at EPATT.



STUDENT PROFILE

LUIS V.

Recipe for Success

When Luis V., now a 17 year-old senior at Carlmont High School, first started attending EPATT, he was an 8th grader at Garfield Middle School, struggling with reading. Nearly five years later, Luis says he knows for sure “that if I hadn’t started coming to EPATT, I might still be reading at the third-grade level.” Mix together EPATT staff and tutors with a large pinch of faith, and you’ve got Luis’ personal recipe for success.

“For me, it’s very black and white. EPATT helped keep me off the streets and stay away from drugs and other illegal activity, but most of all, my tutors helped me learn how to read.” With his acquired confidence in reading, Luis is taking a full load his senior year, including Algebra II, American Government, Biotechnology, Social Studies and he’s very proud to say he is also in English IV. “Not only did my tutors help me learn how to read, they’ve also taught me to open a book and read on my own and be more productive with my time.”

Raised by his mom and his older sister, Luis has been inspired by his mother’s cooking and has developed an intense passion for food. “One of my mom’s jobs is at a bakery and she’s a very good cook. I like to eat, especially my mom’s mole and green enchiladas with chicken, rice and beans smothered in hot sauce.” This passion for eating has turned into Luis’ personal career goal of one day opening his own restaurant. When not attending EPATT, Luis takes culinary classes at JobTrain in Menlo Park where he also earns high school credit. With plans to attend culinary school, like Le Cordon Bleu in San Francisco or the San Francisco Culinary School, Luis is not afraid to put in the time to work his way up. “I know I’ll work in other people’s restaurants first, and even if I can’t travel around the world, I’m going to experience it through my cooking.”

Where did Luis gain this level of belief of being able to one day own his own restaurant? “EPATT not only helped me be more responsible, they helped me with my problems. They were there for me when I had something to say and needed to get it off my chest.” It’s just that type of environment and positive influence Luis craved when he was having a hard time in school. EPATT has become his extended family and one that holds him accountable for his performance in school. A good example of teaching Luis about goal setting and achieving his goals is EPATT field trips. As a junior in high school, Luis learned that if he were to achieve a certain GPA (grade point average), he would earn the right to go to Lake Tahoe with his EPATT friends. “I’ll never forget that trip to Lake Tahoe. It’ll be my favorite memory of my time at EPATT, for sure.”

Another lasting memory for Luis will be how playing tennis taught him a life lesson and changed his mindset about the sport. He recalls, “I thought tennis was an easy sport before I started playing.” Luis was quick to find out that tennis is not as easy as it looks. “After participating, I have a different view of the sport and of life; everything is not always as it seems.” If he could, Luis would most definitely award the EPATT menu of coaches, tutors and staff the coveted Michelin award of 3-stars.



ALUMNA PROFILE

BLANCA VENTURA

Full Circle Game-Changer

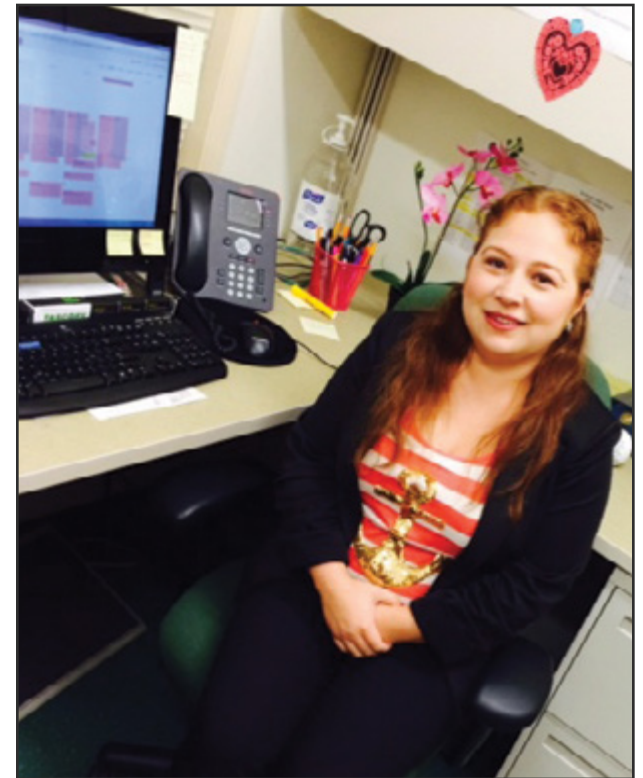
Call it grit. Call it gumption. For EPATT alumna, Blanca Ventura, EPATT was a game-changer. Ten years after graduating from high school, Blanca's resolution to reach her career goal paid off in August of this year. It was a journey full of twists and turns that even Blanca could not have expected, and she remains grateful to her EPATT family for their support and encouragement along the way.

"Even after leaving EPATT after my junior year of high school, Dave [Higaki, Executive Director of EPATT] never let me go. Dave would always call my home and check-in, or leave a message if we weren't home. Dave knows my entire family and he's become part of ours, too." This pillar of family, embraced at EPATT, continues to be a cornerstone of Blanca's life and now her career as well.

"In high school, I didn't know how I was going to go to college, but I knew somehow I would make it happen," recalls Blanca. At the Sequoia High School career center, Blanca was introduced to the Cañada College representative who showed her how to apply for financial assistance and complete her college application. It wasn't long after receiving a Smart Cookie Scholarship, which supports first and second-generation immigrant students from Latin America, that Blanca was taking classes and working at the Cañada career center. This would be her first job helping others like herself apply to college. "I had learned at EPATT how important the support and belief of the staff and tutors were to me, so it was incredibly fulfilling to be able now to do the same for others."

As Blanca's confidence grew, she took on leadership roles at Cañada College including becoming President of the Young Latino Leaders organization and a senator in the student government. Upon receiving her associate degree, Blanca was determined to become a probation officer and enrolled in San Francisco State's Criminal Justice Studies program. After 8 years of taking classes part-time and working in a 4-star hotel in San Francisco to "pay the bills and help my mom," Blanca had become disenchanted with helping kids who were already "in the system." Her focus changed with a single phone call. "My boss at Cañada College called me and told me there was a position opening for a bilingual parent liaison at Redwood High School in Redwood City and the deadline was in two days. I knew this was my chance to help kids stay out of the system. I had everything submitted by 3:00 a.m."

Suddenly, Blanca's own high school experience was coming full circle and her roots at EPATT had set her up to become a game-changer for other children and their parents, helping them understand the importance of an education. Sitting behind her new desk at Redwood High School, beaming with pride, Blanca is thrilled to "have the chance to instill the belief that I felt while attending EPATT into the kids and parents I meet every day. While I can't give them all a perfect life, I can give them my all." Now who could ask for more than that?



TUTOR PROFILE

AUSTIN BLOCK

Earning a Degree in Life

Attending Stanford University was never on Austin Block's radar. While a student at Harvard Westlake High School in Tarzana, California, a small private high school, Austin was into journalism and writing for the school paper. When a few of his friends decided to apply to Stanford their senior year, Austin thought, "Why not?" Now, in his senior year at Stanford, and set to graduate with a B.A. in Public Policy with a concentration in education, Austin says he has also earned a degree in "life" after tutoring at EPATT.

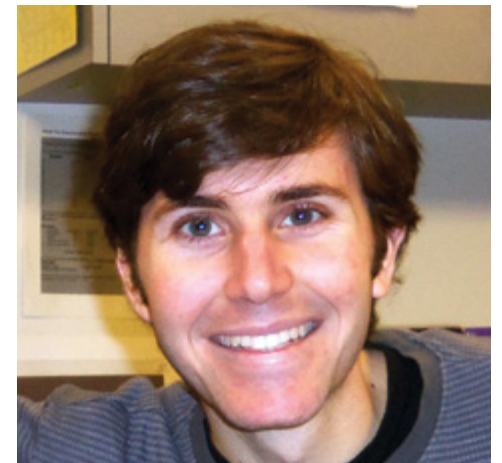
"I think I've learned more from EPATT than in most of my classes at Stanford, and that's not to knock Stanford classes. This experience has taught me how to work with people and how to be more empathetic and supportive while holding people to a high standard." Austin began tutoring during his sophomore year with EPATT's Middle School Group, where he developed a unique bond with Aurelio, now an 8th grader at Jane Lathrop Stanford Middle School. EPATT's goal for the Middle School Group is to create a positive peer environment and prepare each student to make a successful transition to high school.

This will be Austin's third year at EPATT. In addition to tutoring Aurelio for the third year in a row, he stepped up to be a Tutor Coordinator during his junior year. In this role, Austin recruits and trains future EPATT tutors and monitors the support system between student, tutor, staff and parents. With 11 tutors on his team, Austin has found that hosting team tutor meetings enables everyone to share new solutions to challenging situations. "EPATT has taught me different ways to succeed and that there is more than one way to solve a problem. Aurelio is one of the most inquisitive and perceptive kids I've ever met. His questions are incredibly insightful. We'll be working together and he'll stop and look at me and say, 'Why did you teach it to me that way?' He analyzes me! It keeps me on my toes."

According to Austin, working at EPATT and interacting with people on a personal level has given him a greater appreciation for what people can accomplish when allowed to be their best. It's taught him humility. "Working and tutoring at EPATT is not about me, it's not about what I'm going to teach these kids. It's about how I can be there for them. How can I help them get to where they want to be without doing it for them?"

Austin believes that the goal of every tutor should be that they tutor so well, their student doesn't need them anymore. "I think tutoring is about believing in the students. Being there for them and helping them develop the habits and the mindset they'll need to be successful on their own." Austin has experienced first-hand that not everyone learns the same way or may not be interested in every subject. "The challenge is figuring out how to help each student do better next time, and how to make a subject interesting to a specific student."

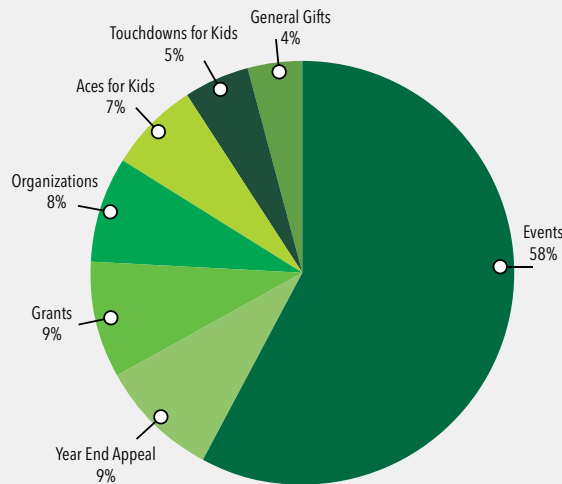
When Austin tells family and friends about EPATT, he explains, "EPATT is a tutoring organization that focuses on the whole person. It's there to support kids who might not have access or the chance to take advantage of the educational opportunities in Silicon Valley. We empower them to take hold of opportunities so they can do what they want with their lives." As for Austin, he would love to teach middle school or high school for a while after graduating from Stanford. Those will be some very lucky kids.



EPATT BY THE NUMBERS

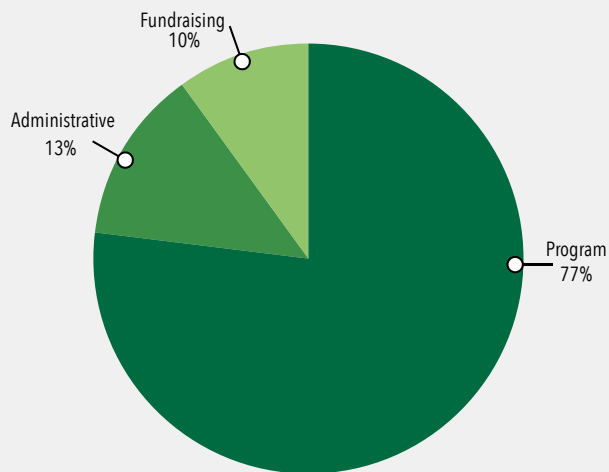
INCOME SOURCES

FY 2013/2014
Total \$1,108,440



EXPENSES

FY 2013/2014
Total \$872,911



BALANCE SHEET AS OF 8/31/14

ASSETS	
Current Assets	\$371,189
Fixed Assets	\$39,671
Long-term Assets	\$1,004,390
Total Assets	\$1,415,250

LIABILITIES AND NET ASSETS	
Operations	\$320,938
Endowment	\$1,004,390
Property and Equipment	\$39,671
Temp. Restricted Net Assets	\$50,251
Total Liabilities & Net Assets	\$1,415,250

"EPATT has helped me stay focused on what I need to do." – EPATT student

DONORS

Heartfelt thanks and deep appreciation to all our donors for your generosity during this fiscal year. Together we have made a lasting impact on the East Palo Alto community.

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– EPATT parent

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Pictured above right to left: Adrian Amaral, Kesha Weekes, Maribel Zarate, Christina Erwin, Lupe Talakai, Wesley Merritt, Dave Higaki



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