



2013

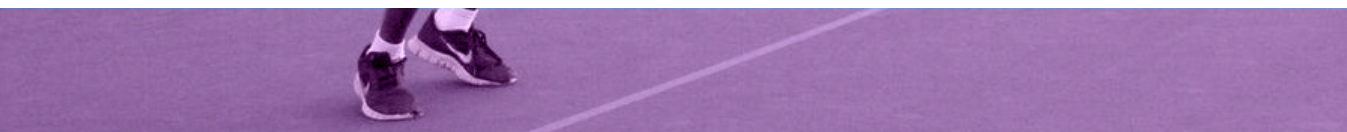
 **epatt**[™]
1988-2013: Transforming Lives for 25 years

Annual Report

What is EPATT?

Celebrating 25 Years

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 became East Palo Alto Tennis and Tutoring (EPATT), which has evolved into a year-round after-school program that helps underserved children reach their potential academically, socially, and athletically. Twenty-five years later, EPATT is recognized as one of the top education and tennis programs in the country. EPATT provides 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.



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 workshops, to provide healthy dinners and snacks, and to participate in one-on-one goal-setting sessions with staff. In these sessions, parents and staff discuss academic progress and plan for the future. Parents are also responsible for providing EPATT staff with their child's school report cards, STAR test results, and bi-weekly progress reports in order to personalize his/her tutoring. The staff serves as advocates for students and encourages parent participation with teachers and administrators.

Tennis Instruction and Fitness

Healthy Kids, Real Skills

Tennis is in EPATT's DNA. EPATT's coaching staff oversees practices that focus on tennis skills, life skills, and fitness. Teamwork, work ethic, and sportsmanship are cornerstones of the tennis component. Advanced students have opportunities to further their tennis by attending weekly tournament team practices and playing USTA tournaments. Each academic quarter, student's fitness levels are assessed to ensure they are working towards a healthy lifestyle.

Academics

Personalized One-on-One Tutoring

At the beginning of the school year, Stanford student volunteer tutors are strategically matched one-on-one with an EPATT participant. Every child receives a minimum of 3 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. Tutoring is structured to focus on academic skill-building to help students become more self-reliant. Students also participate in extracurricular activities such as college tours, camping trips, and community service projects.

Accountability

Learning to Take Responsibility

EPATT believes it is crucial that students and families be held accountable for their actions. Each family and student is evaluated quarterly on the EPATT Report Card, which measures Academic Impact, Parent Participation, Tennis/Fitness Progress, and Student Motivation. Students and parents must maintain a 3.3 grade point average (GPA) on their EPATT Report Card to remain in the program.



Our Mission

Through partnerships with families, schools, and the community, EPATT promotes leadership, discipline, hard work and excellence among its 120 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.



Dear EPATT Friend,

On my first day as a tennis coach for EPATT in the mid-1990s, it was readily apparent that EPATT was more than a tennis program. EPATT was creating opportunities and seeding dreams and hope into the soul of its participants.

From our humble start as a summer tennis program, EPATT has developed into a model for youth development tennis and education programming. Our academic, parent, and tennis curricula have received attention from coast to coast. EPATT was honored as the first recipient of Stanford University's community partnership award and has been profiled on national television and in numerous publications. Each year, we receive inquiries from other organizations who wish to learn more about our program and culture.

EPATT vans transport participants to their "second home," the Taube Family Tennis Stadium on beautiful Stanford campus. EPATT offers students a place where friends and neighbors are reunited in a positive and safe environment. At EPATT, students are surrounded by role models and adhere to our culture of high expectations and accountability. Our goal is to inspire kids and help them and their families overcome obstacles to achieve personal success.

EPATT is able to make a dramatic impact on its students because of its extraordinary staff. Academic Director Kesha Weekes has been with us for 16 years. Elementary School Group Coordinator Christina Erwin started in 2000. Operations Manager Joseph Lester joined in 2007. EPATT alum, Franklin Matthews directs our High School Group. The staff continuously strives to improve the program and help students and their families succeed. The staff is augmented by our exceptional Tutor Coordinators who recruit, train, and support over 150 volunteer tutors annually.

This past year, EPATT celebrated a milestone in our program's history - 25 years of facilitating opportunities and empowering and educating students and their families. On behalf of our students, families, and staff, I humbly thank you for your generous support. Thank you for believing in our program and mission. Together we are making a difference in the lives of our community.

Best,

Dave Higaki
Executive Director

"I was able to understand things that I didn't understand before, and when I didn't feel like doing my homework, my tutor was there to keep me working." – EPATT student

EPATT Programs

Academic-year program

EPATT's academic-year program is held at Stanford University, where K-12 students receive one-on-one tutoring, tennis, and fitness instruction. 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, MSG, and HSG summer programs are offered in East Palo Alto and on the Stanford campus from June to August.

After-school tennis instruction

EPATT provides 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.



2012-2013 Highlights

- EPATT celebrated its 25th anniversary, which generated a lot of local press coverage including articles in the San Francisco Chronicle magazine and the Palo Alto Daily.
- EPATT's Technology Fund raised over \$100,000 to ensure its students acquire 21st century computer skills.
- EPATT academically impacted 120 K-12th graders in the school-year program and coached more than 75 K-5th graders at Cesar Chavez Academy in tennis.
- Each EPATT student received a minimum of 70 hours of one-on-one tutoring. More than 170 Stanford University tutor volunteers clocked over 8,000 hours.
- EPATT hosted 15 bilingual parent workshops on topics such as *Understanding the A-G Requirements*, *Positive Parenting*, *Healthy Eating Habits*, *Post-High School Graduation Options*, *Understanding and Using School Databases*, and *Communicating Effectively with Schools and Teachers*.
- For the third year in a row, EPATT held a summer program, in conjunction with the Ravenswood City School District, at Cesar Chavez Academy in EPA. This program was made possible by a generous grant from the Silicon Valley Out-of-School Time Collaborative (SV2, the Packard Foundation, the Sand Hill Foundation, and the Sobrato Foundation).
- EPATT staff spent 2012-2013 revamping the K-5 reading, writing, and math tutoring curriculum in anticipation of the shift to the Common Core State Standards.
- EPATT students received a record number of school-wide awards -- 25! One student was honored with the President's Award at JLS Middle School.
- The Aces for Kids event at the Bank of the West Classic has been raising funds for EPATT for a decade. This year was no exception, netting more than \$60,000 for scholarships.

EPATT Impacts

- In the past ten years, 100% of EPATT seniors have graduated from high school, compared with East Palo Alto's average graduation rate of less than 50%.
- In the past decade, EPATT has facilitated more than 70 student scholarships to local private high schools.
- More than ten EPATT alumni are currently earning a living as tennis coaches. Several are US Professional Tennis Association (USPTA)-certified.
- In the past 13 years, EPATT has engaged nearly 2,000 Stanford University student volunteers who have provided exemplary one-on-one tutoring, amassing 125,000 free tutoring hours, valued at approximately \$7.5 million.

East Palo Alto	Palo Alto
<ul style="list-style-type: none"> • Population: 28,155 • County: San Mateo • Size: 2.5 sq. miles • 9% have a BA • Median family income: \$48,734 • Per capita income: \$17,942 • Tennis courts: 4 full-size, 4 Quickstart courts* • Mayor: Ruben Abrica <p>Source: US Census Bureau</p>	<ul style="list-style-type: none"> • Population: 64,403 • County: Santa Clara • Size: 26 sq. miles • 80% have a BA or higher • Median family income: \$156,308 • Per capita income: \$70,144 • Tennis courts: 51 • Mayor: Gregory Scharff <p>Source: City of Palo Alto, California Department of Finance (2012)</p>

*EPATT funded the construction with a grant from USTA Serves.

EPATT alumni have *graduated* from the following universities and colleges:

- California Polytechnic University, Pomona
- Creighton University
- DeVry University
- Fashion Institute of Design & Merchandising
- Gonzaga University
- Menlo College
- Notre Dame de Namur University
- San Francisco State University
- San Jose State University
- Santa Clara University
- Sonoma State University
- St. Mary's College
- Stanford University
- University of California, Berkeley
- University of California, Merced
- University of Oregon
- University of San Francisco
- Virginia Union University

“EPATT has been much on my mind since our tour. It is a beautiful thing to see those lucky, HAPPY children tending to their studies in such a nurturing environment... This is a much needed resource; I am sad that our schools and culture are failing these beautiful children and sad that we can only help a fraction of those that need it... The entire structure of your program is so well thought out and you have qualified, articulate people in place running the program. I was very impressed.” – EPATT donor



Student Profile: LaShea A.

When LaShea started at EPATT in the 6th grade, she was not happy. She felt like it was a waste of her summer. She wished she could be hanging out with her friends instead of being tutored and playing tennis. She felt out of her comfort zone. But her mother insisted she continue and eventually LaShea resigned herself to going.

In the summer before 8th grade, however, everything changed. “I remember (Academic Director) Kesha Weekes telling me that she was not there to ‘babysit’ me. I had to take responsibility for myself,” and that was a giant wake-up call. LaShea suddenly felt great appreciation for what she had at EPATT. The staff supported her at every step and she really looked up to them. “They would do anything for me,” she said. She also noticed that her body was getting strong; she shed more than 10 lbs. And she realized that she’d grown close with the other kids at EPATT and was actually enjoying herself.

EPATT was more than just an academic program. It was like a second home. “EPATT helped me to become a better person,” LaShea said. “Even my mom remarked at how much I’d changed. EPATT challenged me to do my best, and I started doing much better in school.”

LaShea has had the same tutor, PJ, for two years. Although they didn’t get along at first, they are now friends. “He asks me how my day is going. He really cares about me as a person. He’s more than a just tutor; he’s a mentor and role model.” And of Franklin Matthews, High School Group Coordinator, LaShea says, “I can talk to him about everything. He’s even shown up at my school to talk to my teacher when I was having trouble in math.” Franklin has helped LaShea master test-taking skills and her grades have improved as a result.

LaShea is in 10th grade and dreams of graduating from high school, attending Clark Atlanta University in Atlanta, Georgia, and eventually getting a degree from culinary school. She’s heard from her tutor what it’s like to start a business and she hopes to open her own restaurant in the future. She wants to serve comfort food in a homey setting. One of her favorite things about EPATT is having dinner together with her peers. She says she enjoys trying foods from different cultures (parents alternate providing a hot, nutritious dinner every night). She hopes to recreate the feeling of home that she gets at EPATT in her restaurant some day.

“EPATT’s not just a program, it’s a family.”



Alumni Profile: Adrian Amaral

Adrian started at EPATT when he was a sixth grader at Flood Elementary School in East Palo Alto. His younger brother, Benito, was already enrolled in the program and his family wanted the same support for Adrian and their youngest, Marcos. His parents worked in the dining halls at Stanford University and had heard about EPATT from other families in EPA. Once enrolled, Adrian immediately took to the EPATT program and began to raise his academic level. Recognizing his leadership and academic prowess, EPATT recommended him to private Pinewood School for his high school education. Adrian's affable and endearing personality helped him navigate a new social/economic environment while EPATT helped support his academics. He thrived as a student at Pinewood. Post-high school he attended St. Mary's College in Moraga, California, earning a BA in International Area Studies.

Drawing on his academic experiences and wanting a new challenge, Adrian's next step was to get out of his comfort zone and push himself to do new things. He was offered a job working in Spain for a multi-national company helping them with English documents. After a short period of time, however, Spain's economic troubles hit the company, forcing Adrian to find new employment. Spanish companies were only hiring nationals, leaving Adrian on the outside looking in. Eventually, through an EPATT connection, Adrian was able to get a great job at America International helping Spanish student athletes get information about US colleges' and universities' athletic programs. "In Europe, student athletes can't play at the university level so they look to the US to extend their amateur playing time," Adrian said. In his spare time, with connections from his previous employer, he taught English to business executives. "I loved Spain, the culture, and vibe. I grew as a person having to deal with real life issues on my own. The only downside was there were no public tennis courts where I lived," he said.

Reflecting on his days at EPATT, Adrian says that one of the most important lessons he learned was from Dave Higaki, Executive Director. "Dave taught me about life when I was out on the courts playing. He taught me that it's not just about me, I represent more than just myself and my actions affect other people." When asked how his life would've been different if not for EPATT, Adrian says, "I never would have tapped into my potential. Dave and Kesha Weekes, Academic Director, pushed me to excel. Now, years later, I'm still pushing myself to improve and get better every day." This past summer, Adrian returned from Spain and headed straight to EPATT. "EPATT will always be a second home to me and the staff is my family." His plan for the future? Prepare to take the LSAT exam and start applying to law school. He currently works full-time at Stanford, but manages to tutor a first grader at EPATT. Adrian's brother, Benito, graduates from Creighton University this fall, where he earned a soccer scholarship.

“My life would’ve been so different without EPATT.”



Tutor Alumni Profile: Alicia Kriewall

Alicia Kriewall tutored at EPATT from 2007 until she graduated from Stanford in 2011. At EPATT, she met students who were struggling in school and not receiving the support or education they deserved from their schools. “I was shocked at how many bright and gifted students wouldn’t have succeeded without EPATT, and (after graduation) I decided to be a teacher in an environment where students are given the chance to succeed, are pushed academically and believed in, just as they are at EPATT,” she said in a recent interview.

Today, Alicia is a first-grade teacher at Achievement First Brownsville, a charter school in the Brooklyn neighborhood of Brownsville, NY. Alicia has taught there for two years. Currently, she works in an integrated co-teaching classroom (ICT) alongside a special education teacher.

An anthropology and economics major at Stanford, Alicia decided to go into teaching. Alicia said, “Throughout college, I took classes on education and the economics of education. These were all fascinating to me because they showed a side to the education story in this country that I’d never considered. After this exposure to education, I knew I wanted a career in education reform. Once I started to explore career paths, I realized that teaching at a charter school in an underserved population would combine my desire to be a part of reform and my love for working with children. I believed, and I still believe, that it is a perfect career fit.”

Alicia’s most memorable student is Roberto. “I loved working with him because he exemplifies grit and hard work. He is the little engine that could!” When Roberto started at EPATT he had a 2.0 GPA. Today, he is in 8th grade, still at EPATT, and has a 3.7 GPA.

“I was shocked at how many bright and gifted students wouldn’t have succeeded without EPATT.”



“As an EPATT tutor, I have gained a passion for education and want to have a career in the education realm. Because of my experience as a tutor and a tutor coordinator, I have a better understanding of how much students need compassion and support in their lives academically and socially.” – EPATT tutor

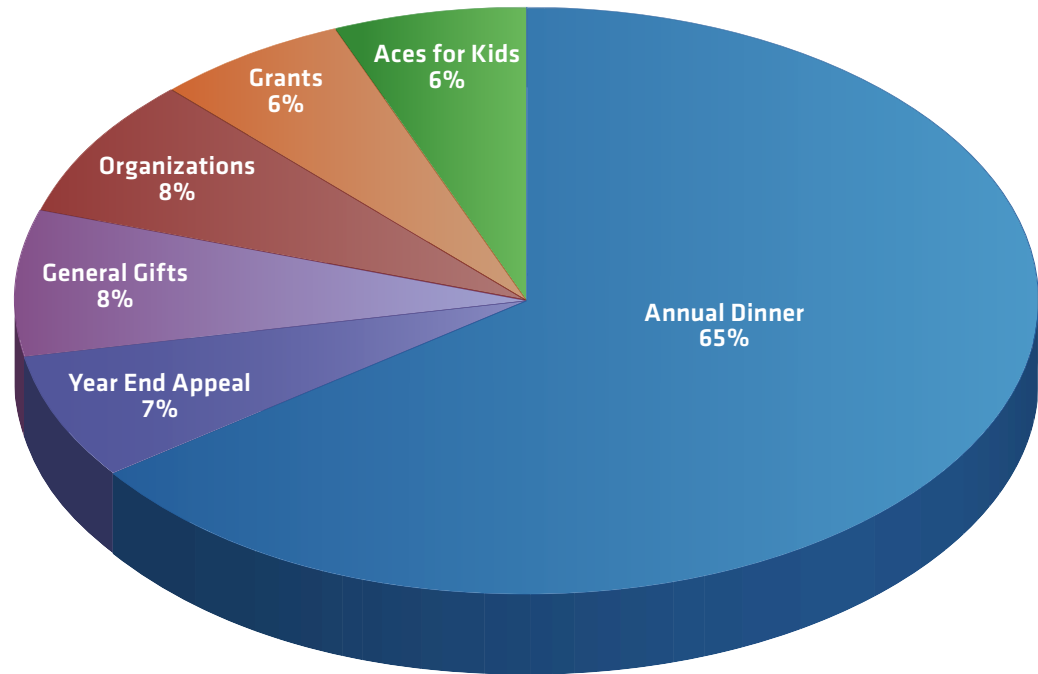
EPATT by the Numbers

Income Sources

FY 2013

Total \$852,497

- EPATT showed a positive net income this year for the fourth year in a row.
- EPATT raised over \$100,000 during a pledge drive to replace 50 aging computers with state-of-the-art machines.
- This year's annual fundraising dinner was the most successful in EPATT history.

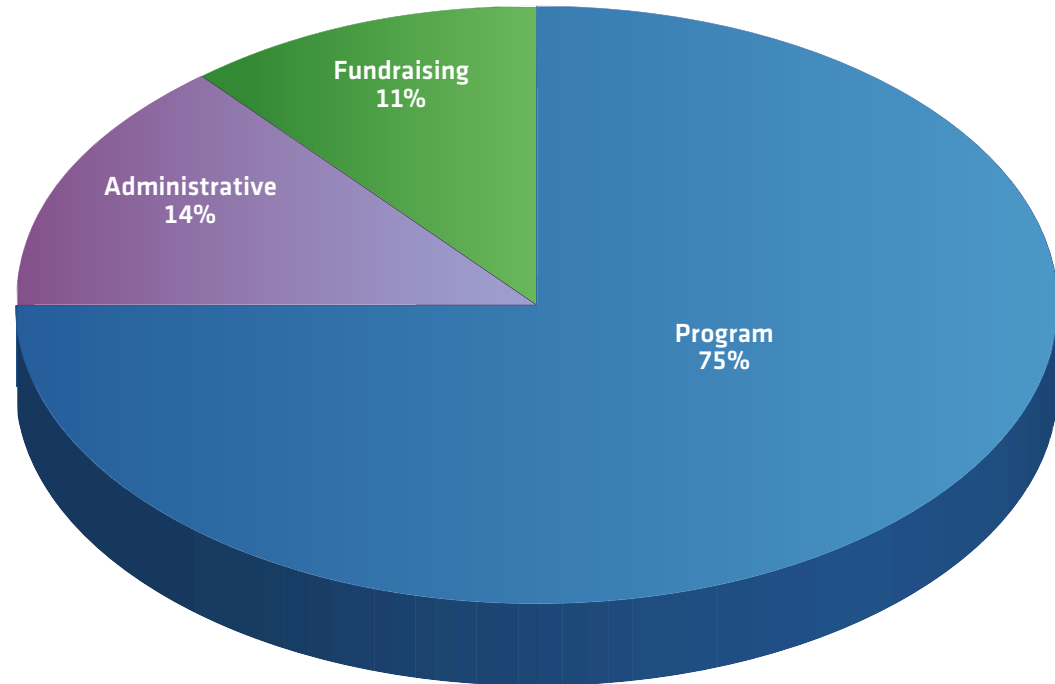


Expenses

FY 2013

Total \$841,081

- EPATT's actual expenses were in line with budgeted expenses.
- Three-quarters of EPATT's income goes to programming costs.
- EPATT has a responsible spending model that ensures maintenance of a balanced budget.



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.



September 1, 2012 through August 31, 2013

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Donate today by credit card at:
www.epatt.org/donate**

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(L-R: Joseph Lester, Christina Erwin, Dave Higaki, Franklin Matthews, Kesha Weekes)

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Christina Erwin - *Elementary School Group (ESG) Coordinator*

Joseph Lester - *Operations Manager and Volunteer Tutor Coordinator*

Franklin Matthews - *High School Group (HSG) Coordinator*

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www.epatt.org

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