



EAST PALO ALTO
TENNIS AND
TUTORING

resilience | discipline
strategy | teamwork

2016 ANNUAL REPORT



Dear Friends,

In tennis, small adjustments can be game-changing.

A slight shift in the angle of your racquet, contact point, body position or balance can affect the direction and quality of your shot. As a tennis player, you learn to control what you can control and maximize what you can maximize to achieve the best outcome—moving your feet to the ball, hitting to larger targets and matching your strengths to your opponent's weaknesses.

Off the court, EPATT strives to **change the trajectory of the students and families we serve**. With gentle corrections, praise and approval, we help boost a student's self-confidence. By encouraging and modeling a growth mindset, we help improve a student's engagement in academics.

EPATT is known primarily for its tennis and tutoring. We don't stop there, though. **We coach parents. We advocate for parents. We mentor students and tutors. We provide enrichment opportunities.** We foster an environment where students feel a strong sense of belonging and take pride in their accomplishments.

As we approach our third decade helping students and their families on and off the court, we are humbled by the number of EPATT alum graduating from college, attending graduate school, enjoying fulfilling careers, and becoming contributing members of their communities. Our graduates are finding their purpose. Small adjustments are paying off in the long game.


Thank you for your belief in our mission. With your support, we're changing the trajectory of EPATT students. Together, we're making a difference in the lives of local youth.

With gratitude,



Dave Higaki
Executive Director





OUR MISSION: Changing the trajectory for youth in our community through academics, tennis and parent education.

ABOUT EPATT

East Palo Alto Tennis and Tutoring (EPATT) started out as a summer tennis program in East Palo Alto.

With the addition of an academic component, EPATT evolved into a year-round after-school program. More than 28 years later, EPATT is recognized as one of the top education and tennis programs in the nation. EPATT's formula of one-on-one academic tutoring, group tennis instruction and parent education has been a game-changer for thousands of participants. Through partnerships with families, schools and the community, EPATT promotes leadership, discipline, hard work and excellence among its K-12 students.

THE EDUCATIONAL DIVIDE

In Silicon Valley—one of the most innovative and educated areas in the world—there is a glaring academic achievement gap. Students from East Palo Alto are languishing behind their more affluent counterparts in neighboring communities. Despite the opportunity for 75% of our students to attend high-performing schools via the Tinsley Voluntary Transfer program, EPA student achievement has been historically poor. The playing field is not level and it's replete with economic and cultural challenges.



WHAT WE DO

EPATT aims to develop the whole child academically, athletically, socially and emotionally.

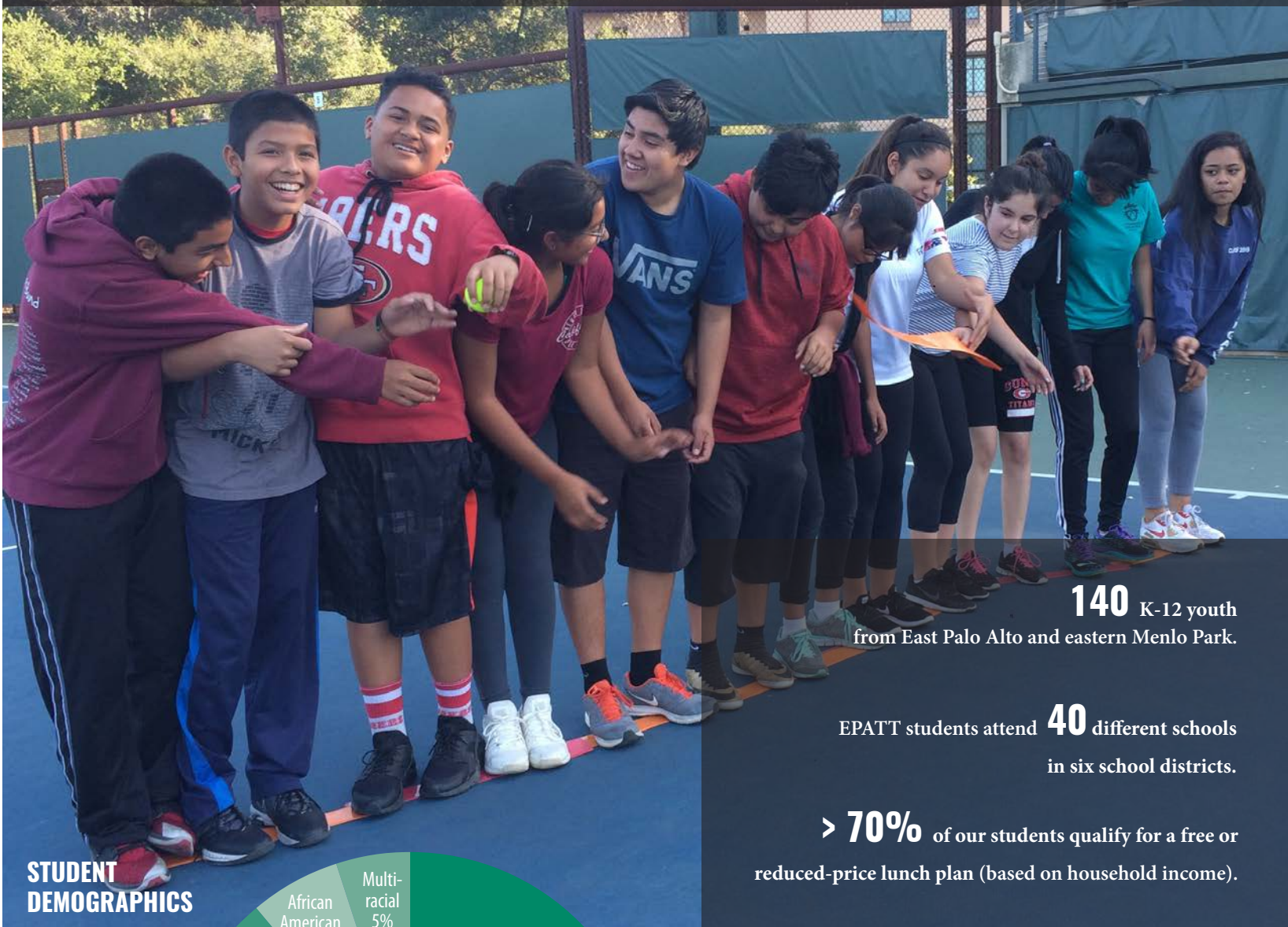
By working to ensure that our Kindergarten through high school students are performing at or above grade level, we are closing the achievement gap and unlocking the potential of our youth so that they can become the next generation of game changers.



“SIXTH GRADERS IN THE PALO ALTO UNIFIED SCHOOL DISTRICT ARE 4.6 GRADE LEVELS AHEAD OF SIXTH GRADERS IN EPA’S RAVENSWOOD CITY SCHOOL DISTRICT.”

New York Times article,
“Money, Race and Success: How Your School District Compares,” April 29, 2016

WHO WE SERVE

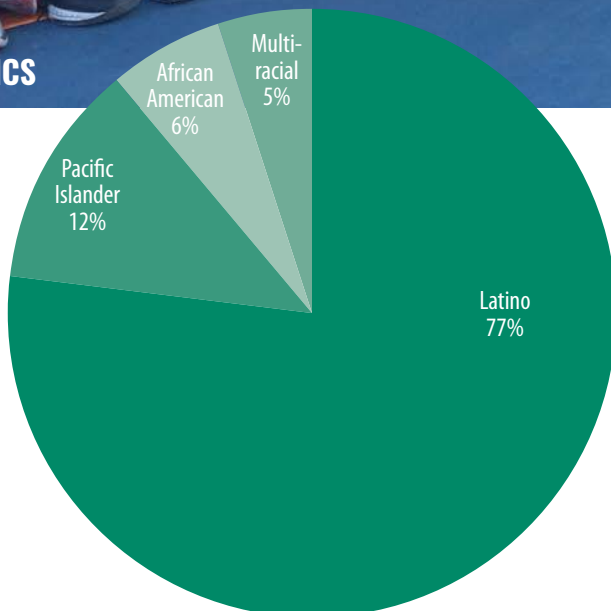


140 K-12 youth from East Palo Alto and eastern Menlo Park.

EPATT students attend **40** different schools in six school districts.

> 70% of our students qualify for a free or reduced-price lunch plan (based on household income).

STUDENT DEMOGRAPHICS



“MY STANFORD DEGREE IS A VALIDATION OF MY ACCOMPLISHMENT. EPATT IS A MEASURE OF MY SIGNIFICANCE.”

— Lauren Banks, former tutor

PROGRAMS: EPATT

The program is divided into three tiers:

Elementary School Group

Focused on literacy, learning through expression and exploration and mathematical skill development, ESG students learn proper communication and organization, and are expected to demonstrate respect and responsibility in the classroom.



Christina Erwin
ESG Director
Stanford '00
Joined EPATT in '00

Middle School Group

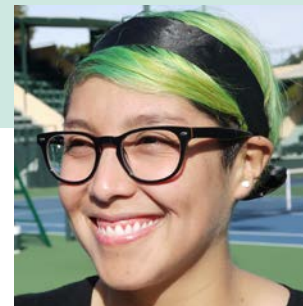
The goal is to create a positive peer environment and prepare each student to make a successful transition to high school. We work to help students improve their grades, and teach study and time management skills.



Kesha Weekes
MSG Director
Stanford '97
Joined EPATT in '97

High School Group

The overall goal is to produce college-ready, responsible individuals who are motivated to be their best selves, not only at school, but also in their community.



Maribel Zarate
HSG Director
UC Santa Cruz '05
Joined EPATT in '13



“KESHA HAS HELPED ME GO OUTSIDE OF MY COMFORT ZONE A BIT AND BROUGHT A LOT OF JOY AND CONFIDENCE IN MYSELF.”

— MSG student (anonymous survey)

PROGRAMS: Project Rally

In October 2015, EPATT began a pilot school-year program in partnership with the Palo Alto Unified School District.

In an effort to expand its impact beyond the Stanford campus, EPATT launched Project Rally at Fairmeadow Elementary School in Palo Alto.

The pilot provided **one-on-one tutoring, tennis instruction and parent coaching** to 20 Kindergarten and first-grade students from East Palo Alto and eastern Menlo Park.

We will continue to work with the same students for academic year 2016-17, with the objectives of **helping them read at their new grade level, learn grade-appropriate social-emotional behaviors and play tennis.**



Shirley Mak
Program Coordinator
UCLA '10
Joined EPATT in '15



Alyssa Lytle
Site Coordinator
Notre Dame de Namur '17
Joined EPATT in '15

Good to Know

All Project Rally participants were reading below grade level at the beginning of the pilot.

At the end of the school year,

78%

of students were reading at or above grade level.



HOW WE CHANGE THE TRAJECTORY

Academics

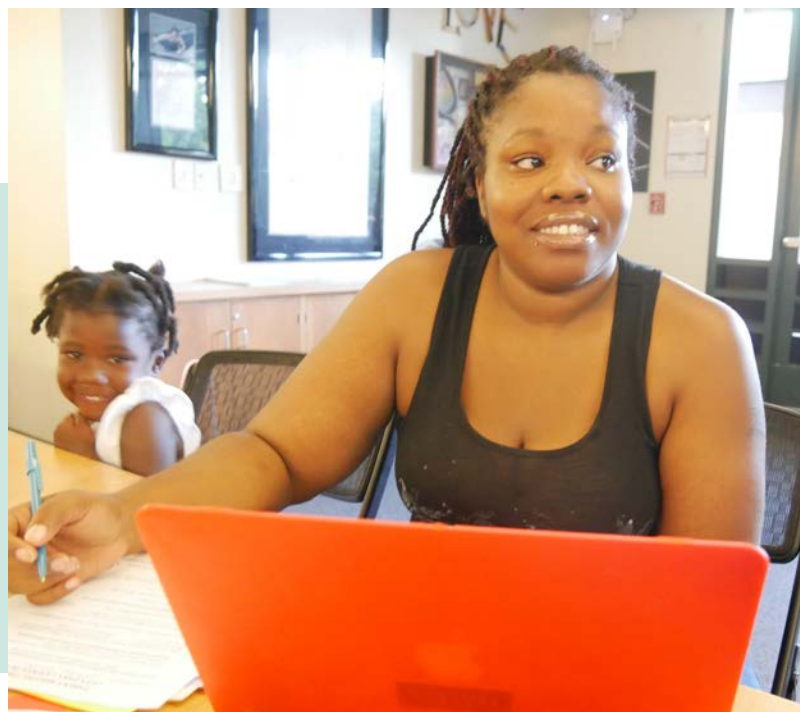
Individualized One-on-One Tutoring



At the beginning of the school year, **>150** Stanford student volunteer tutors are each strategically matched with an EPATT participant.

Every child receives up to **4** hours of 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 specific academic needs of students are being addressed.



Parent Education

The Key to a Child's Success

EPATT staff communicates regularly with parents about their child's progress. EPATT's bi-lingual staff helps parents, many of whom do not speak English, navigate the complexities of the American school system. By holding regular workshops, we teach our parents to be advocates for their child. Both students and parents receive grades on the EPATT report card. Parents are graded on workshop attendance, EPATT and school volunteer hours and adherence to EPATT policies.

TENNIS

Healthy Kids, Real Skills

Each week students receive **>4** hours of group tennis instruction.



Tennis fosters fitness and athleticism as well as life skills such as resilience, managing emotions, strategy, listening and teamwork. Students have the opportunity to participate in Saturday morning practices in East Palo Alto and in USTA tournaments around the Bay Area.

72%

of students report that tennis is their favorite part of EPATT



IMPACT RESULTS

100%

high school graduation rate

10

years

20

EPATT alumni
are currently
in a four-year
college or
university

97%

of students say that
EPATT has changed their
lives for the better

EPATT students received

\$80k

for college tuition scholarships

**“I’VE NOTICED A MARKED
DIFFERENCE IN BILLY’S
BEHAVIOR SINCE HE JOINED
EPATT. HIS MINDSET HAS
CHANGED FOR THE GOOD AND
HE SEEMS HAPPIER.”**

—EPATT student Billy S.-O’s Uncle Alex

>150

Stanford University
students volunteered

12k

tutoring hours

EPATT facilitated

110

private high school
scholarships

THE EPATT EFFECT: How EPATT is shrinking the achievement gap
Of students who have been in the program for three years or more:

58%

have improved their GPA since joining the program.

Standardized reading test (SRI) results for

67%

of our 5th graders from the beginning to the end of the school year increased, on average,

>3 years.

Standardized math test (SMI) results for

89%

of our 5th graders exceeded expected growth, on average, by

>1.6X.

“EPATT HELPS STUDENTS BECOME INDEPENDENT LEARNERS. STUDENTS GROW BY LEAPS AND BOUNDS FROM PARTICIPATION IN THIS PROGRAM!”

— Susan Churba, Learning Specialist, Hillview Middle School, Menlo Park

IN THEIR OWN WORDS

Student

Jason A., Woodside High School '17

For most of my life, I lived in a crowded three-bedroom apartment in San Francisco with my four brothers and mother. My father lived in East Palo Alto and was not an influential force in my upbringing until I was on the verge of failing sixth grade. He decided to move my mother, little brother and me to live with him.

He also enrolled my brother and me in EPATT.

I initially hated these changes. I was comfortable with not caring about school. I did not see any hope for a better future. That's where EPATT came in.

Unlike at my school, at EPATT I was held to a higher standard. My EPATT tutor motivated and inspired me to try harder in high school. At EPATT I was told that college was a viable option for me. EPATT staff gave me the confidence I needed and instilled the value of higher education in me.

Just as I was starting to do well academically, disaster struck at the end of my freshman year: the bank foreclosed on my father's house. My mother, father, brother and baby sister moved back to San Francisco to live once again with my older half-brothers. I was graciously offered the chance to move in with my aunt so I could stay at the same school.

*Living without my family really affected me and my grades suffered my sophomore year. Those were some of the hardest times for me because I had **no parental support at home**. Returning to school my junior year, I was determined to work the hardest I'd ever worked. I enrolled in four AP classes.*

EPATT helped me see that if I put in the effort, I could create opportunities for myself. With a college degree, I could get a better job. With a good job, I could help support my family. That's what drives me to push myself in spite of the fact that I don't live with my parents or siblings.

*I'm currently a senior in high school with a 4.5 GPA. I just learned that I was selected as a finalist in the QuestBridge scholarship program. QuestBridge helps high-achieving low-income high school seniors gain admission and full-scholarships to the nation's most selective colleges. I won't hear if I'm accepted at the school of my choice until December. But the **unconditional support I received from my EPATT tutors and the EPATT staff gave me the confidence to apply to QuestBridge and helped me with my application.***

In sum, I am grateful to my parents—and my EPATT family—for everything they've done to help me be the best version of myself.



IN THEIR OWN WORDS

Tutor Coordinator

Ajit Vakharia, Stanford '16

My name is Ajit Vakharia and I'm currently working in San Francisco as an analyst at a consulting firm specializing in telecom and tech strategy.

This is how EPATT changed my life.

*I came to EPATT at the start of my sophomore year at Stanford looking for purpose. I found it on my first day working with LeeMaster, a seemingly shy 6th grader. He was **struggling with school and lacking the motivation to improve.***

*Over the course of the year, I began to tell him more about myself and that helped build his trust in me. Slowly, I think I helped grow his confidence in his ability. In return, **he gave my Stanford experience meaning.***

*I had come to EPATT looking to **make a difference in the life of a student** but LeeMaster ended up making an indelible difference in mine.*

After two quarters as his tutor, I knew I wanted to expand from one-on-one tutoring to building relationships with multiple students so I became a Tutor Coordinator (TC). My new role involved managing a team of tutors and their tutees. I was now helping 10-20 people instead of just one.

For the first time in my life, I felt a deeply emotional obligation to lend myself wholeheartedly to a cause.

*As a TC, I believe I was a positive influence on the lives of EPATT students and my fellow tutors. **EPATT became my favorite ten hours of my week.** The relationships I built with the staff were so strong that they became an integral part of my college support system: Kesha was my go-to for girl and life issues, Lupe was my tennis buddy, and Adrian epitomized the fitness goals I will forever hold. **EPATT was the best part of my college life.***

EPATT changes those who are touched by the program – students, tutors and parents—for the better, and this is what distinguishes it from other after-school programs.

EPATT's staff is so close to perfect; they're truly the secret sauce that makes the program so successful. They are not just a second family to their students—they are like a second family to tutors, too.

I am eternally grateful to have been a part of that family.



Each year, Stanford students apply for 12 coveted Tutor Coordinator (TC) positions at EPATT.

TCs are responsible for recruiting, training and managing tutors and serve as an extension of the EPATT staff. TCs ensure that there is tutor oversight, problem resolution and the highest quality output from tutors.

Without having to leave campus, TCs get exposure to the challenges and issues facing under-resourced communities.

We regularly hear that a TC has been so moved by his/her time at EPATT that he/she changed his/her major or chose a career path that relates to education policy.

EPATT is thankful to its 2015-16 TCs and the 150 tutors who worked so hard all year to help change the trajectory for EPATT students.

EPATT BY THE NUMBERS

Financials for September 1, 2015 through August 31, 2016

INCOME

Annual Dinner	\$ 577,022
Year End Appeal	\$ 73,690
General Gifts	\$ 143,533
Organizations	\$ 83,568
Grants	\$ 50,000
Aces for Kids	\$ 68,080
Donor Restricted	\$ 43,496
Kids Cup	\$ 148,590
Total Income	\$1,187,979

EXPENSES

Program	\$ 765,979
Administrative	\$ 129,196
Fundraising	\$ 87,320
Total Expenses	\$ 982,495

BALANCE SHEET AS OF 8/31/16

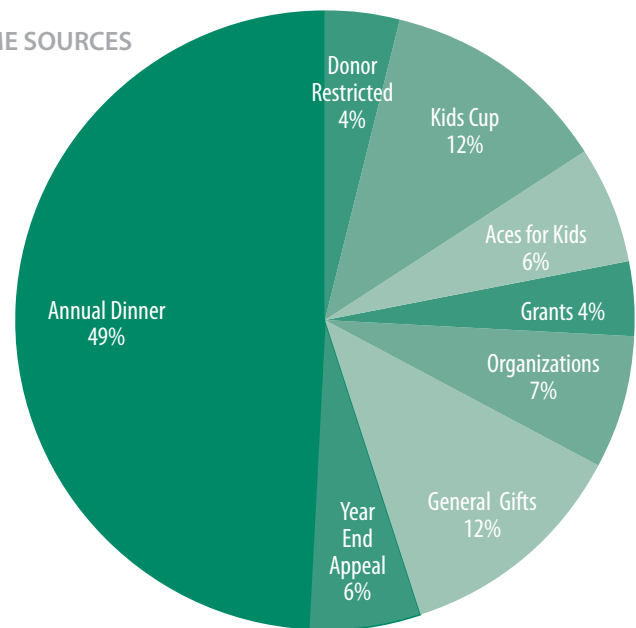
ASSETS

Current Assets	\$ 756,191
Fixed Assets	\$ 20,710
Long-Term Assets	\$ 1,046,115
Total Assets	\$1,823,016

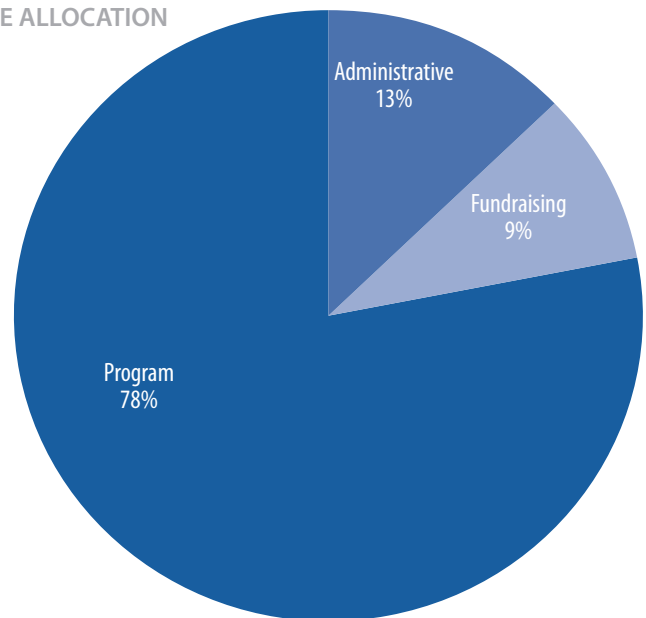
LIABILITIES AND NET ASSETS

Operations	\$ 486,025
Board Designated	\$ 200,000
Endowment	\$ 1,046,115
Property and Equipment	\$ 20,710
Temp. Restricted Net Assets	\$ 70,166
Total Liabilities & Net Assets	\$1,823,016

INCOME SOURCES



EXPENSE ALLOCATION



“THE WESTLY FOUNDATION LOOKS FOR PROGRAMS THAT HELP CHILDREN AT RISK SUCCEED ACADEMICALLY AND BUILD THEIR LEADERSHIP POTENTIAL. WE’RE PROUD TO SUPPORT EPATT’S WINNING COMBINATION OF ACADEMICS, SPORTS AND FAMILY ENGAGEMENT TO SERVE DISADVANTAGED STUDENTS IN OUR COMMUNITY.”

— Steve Westly, Founder of the Westly Foundation

KIDS CUP PRO-AM

The third annual Pro-Am fundraiser was a huge success and a great time for all involved.

Local tennis enthusiasts and corporate sponsors played alongside world-class pros and Stanford tennis coaches and varsity players, past and present, in this exhilarating doubles tournament. Many thanks to headliners Brad Gilbert and Justin Gimelstob and the other tennis legends and Stanford players who came out to support EPATT. The Pro-Am raised over \$140,000 to fund EPATT programming and expansion into East Palo Alto. This year Team Westly (Captain: Steve Westly) and Team Zoom (Captains: Ellie Victor and Leslie Murveit) won the Cup in their divisions.

Special thanks to John and Sue Diekman, Diana and Steve Dohrmann, Scott Russell, Clos La Chance Winery, John Crevelt of Krefeld Awards, the Alpine Hills Tennis and Swim Club and photographers John Lozano, Lorrie Duval, Dave Cardinal, Sunny Scott, Susan Thomas and Kathy LaPorte.



DONORS: SEPTEMBER 1, 2015 THROUGH AUGUST 31, 2016

Thank you to all our 2015-16 donors for your generosity and support. Together, we're shrinking the achievement gap by changing the trajectory for youth in our community.

\$10,000+

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“FOR ME, SERVING ON THE EPATT BOARD IS A TRULY UNIQUE WAY TO GIVE BACK TO MY COMMUNITY. IT’S BEEN A GENUINE PRIVILEGE TO SUPPORT THE EPATT STAFF AND OBSERVE THE KIDS LEARNING THE WONDERFUL GAME OF TENNIS. I KNOW THAT THE STANFORD TUTORS AND TENNIS COACHES ARE MAKING AN INDELIBLE IMPACT ON KIDS’ LIVES.”

— Jake Leschly, EPATT Board member, Entrepreneur

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Tatiana Makoni
Office Manager

Lupe Talakai
Tennis Manager

Vita Talakai
Tennis Coach

Pat Townsend
Attendance & Dinner Coordinator



(Front row: Vita Talakai, Shirley Mak, Kesha Weekes, Pat Townsend, Anne Gould, Christina Erwin, Maribel Zarate
Back row: Tatiana Makoni, Adrian Amaral, Julio Hermosillo, Dave Higaki, Lupe Talakai, Alyssa Lytle, Amy Kohrman Not pictured: Teresa Fatai)

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