
BRC Solutions Project

Funded by: Barbara Vohryzek
California Statewide CDC
426 D St. Davis, CA 95616

Prepared by: Oscar Haro

BRC SOLUTIONS PROJECT

ASSESSMENT REPORT 2008

Review of the BRC's Solutions Project

The Building Relations through Collaboration (BRC) is a collaborative and comprehensive student development program that is part of the Chico Student Success Center's retention efforts at CSU, Chico.

A gift of \$10,000 from Barbara Vohryzek's philanthropy organization was used to fund the BRC's Solutions project. Three BRC students participated in a summer internship with a non-profit organization in their home town. An internship stipend of \$3,000 was given to each of the students. The remaining \$1,000 was used for overhead support for of the internships. The internships provided:

- Exposure to quality, non-profit organizations and the opportunity to share what was learned from those organizations with other college students
- Children with "Home town" higher education role models

The BRC director communicated with the interns on a weekly basis; mentored them throughout the internship; and provided suggestions for improving their experiences.

The three students that were selected for this project were Sierra Norton (Business Administrations, senior), Emma Campos (Liberal Studies, sophomore), and Mara Moreno (Sociology, freshman).

Sierra Norton

Sierra's internship was with the Boys and Girls Club (BGC) in Chico. Sierra primarily worked in the "Development and Finance Department" and the "Human Resource Department". Sierra's internship with BGC began June 16th and ended August 15th. Sierra helped to implement, complete and enhance several BGC projects. Here is a list of Sierra's internship activities:

- Assisted with the implementation of the software program, Financial Edge, and the development "donor tracking" software. She also streamlined accounting/information technology processes
- Assisted with the event planning for the "13th Annual Links Across Time Golf Tournament"
- Assisted with tracking personnel background checks
- Assisted with volunteer inventory
- Provided website analysis and updates which included a more user friendly portal.

- Assisted with donor relations
- Evaluated reference check system
- Interviewed applicants, scored and evaluated them.
- Visited local business owners to make contacts for major special event donations

Emma Campos

Emma Campos' internship was at Sycamore Middle School in her hometown of Gridley, CA. Emma was able to help in two summer school classrooms, present information on higher education to both classes, and provide individual tutoring to students who were in need of extra help with English.

Here is a list of Emma's internship activities:

- Created a survey that was completed by students at the beginning of the summer and then again at the end of summer school. The survey gauged the students' thoughts on college. (Results appear in Appendix C)
- Shared with the students her personal academic journey.
- Gave a presentation on the different opportunities for higher education. This included a college information crossword puzzle each student completed.
- Created an activity geared towards having the students think about their life now and after high school.
- Developed interactive games for the students to play in class that involved the information on higher education they had been receiving throughout the summer.
- Coordinated presentations from two guest speakers.
- Provided instructional assistance to both classrooms.
- Tutored students after hours to help them improve their English language proficiency.

Mara Moreno

Mara went back to her home area of Coachella Valley and split her internship between the Big Brothers, Big Sisters of the Desert and the Boys and Girls Club of Coachella Valley. Mara's internship included the following activities:

- Organized extracurricular activities.
- Tutored students to develop their math and reading skills.
- Became a "Big Sister" to an eight year old "Little Sister".
- Participated in a variety of academic enrichment activities.
- Provided a wide array of general support to both programs.
- Acted as a mentor to many children with similar life experiences to herself.

Assessment Summary

Feedback was gathered from the student interns and the on-site internship supervisors. Appendix A and Appendix B include their complete and unedited comments.

It is apparent from the feedback we received from those involved, that the BRC's Solutions internships resulted in positive outcomes for the BRC's Solutions student interns, the children they served and the organizations for which they worked.

Sierra Norton

Sierra is set to graduate in December 2008 with a degree in Business Administration (Finance). With this internship, Sierra was able to discover that there are opportunities for careers serving the community. She also realized that there is a need for people with Sierra's skill set among non-profit organizations.

Sierra helped the BGC meet deadlines on projects that were running behind, implemented procedures that will make the BGC more efficient and functional, completed tasks that were on the back burner due to staffing shortages and enhanced the BGC's website.

"As a result of this experience I gained insight into the way a non-profit organization operates and reaffirmed my need and desire to work for a cause to make a positive impact on my community. The Boys and Girls Club is an organization that is heavily dependent upon volunteers and donors and I feel that my time there as an intern was invaluable to them. I was able to use my knowledge of business to improve their organization and complete many projects that had been dismissed due to lack of resources."

-Sierra Norton, BRC's Solutions Intern

"The Boys and Girls Club needed a more structured schedule with multiple projects for Sierra to do every day. One, two or three projects were not enough for Sierra. Her skills, knowledge and abilities made her very efficient and effective."

"Assessing the intern's skills will help the Club prepare appropriate tasks, projects and duties for future interns from the department."

-Scott Dinnits, - Human Resource Recruiter - Boys and Girls Club of the North Valley

Emma Campos

With continued mandated budget cutbacks to public schools, Emma's presence within the public education system was sorely needed and highly appreciated. When Emma introduced herself and explained her internship during the teacher/staff meeting just prior to the first day of summer school, she received a hearty round of applause.

Emma provided the classrooms she worked in with information for all educational options after high school. For many of the students, it was the first time anyone had spoken to them about college being an option. The fact that Emma had also been a student at Sycamore Middle School helped her message of believing they could go to college resonate with the students. "You taught me to dream big and follow my dreams" – Anthony, sixth grade student

Emma created an activity for the students that required them to think about where they would want to be in 10 years after high school. For one student, this was not a request ever made of her. "No one has ever told me to look in the future and decide what I want and what I have to do to get there." – Wendy, eighth grade student

The impact Emma had on the students is revealed in the letters of thanks written to Emma at the end of summer school.

Emma also devoted out-of-class time helping some students improve their English language proficiency. The students would not have received this extra tutoring without Emma's internship.

Emma had changed majors a few times during her time here at Chico. After her internship, she is sure that teaching is her calling. Emma is now focused on getting her coursework and credential completed so that she can get in the classroom full time.

Observations from the surveys completed by the students Emma served.

Pre-Summer School Survey:

- 94% of the students stated that they plan on completing a college degree, but only 47% would agree that they were smart enough to go to college. 12% did not feel they were smart enough to go to college.
- 80% of the students felt they were aware of ways to get financial assistance for college, yet 67 % either were not sure or did not feel they could afford college.
- A great majority of the student felt they were receiving encouragement to attend college from their family and teachers.

Post-Summer School Survey:

- 94% of the student stated they planned to get a college degree and 53% felt they were smart enough to go to college. There were no students that disagreed with the statement "I feel I am smart enough to go to college".
- 18% of students felt they could not afford college (a 13% drop) and 42% agreed that they could. The awareness of the availability of financial assistance increased to 89% (a 9% increase) and a mere 3% (9% drop) of students felt unaware of the availability of financial assistance.

"This summer I have learned a lot by working with the students. This has been a great experience that has reinforced my decision to become a teacher."

-Emma Campos, BRC's Solutions Intern

"The information that was presented helped my students realize that they all had potential in life and in their academic studies."

-Michelle Teesdale, Eighth Grade Teacher – Sycamore Middle School

"I have contact with the students who were in my class this past summer. Their attitudes are positive, and they share with me their goals for the future; they all want to go to college and they believe they can do it!"

-Chris Weaver, Sixth Grade Teacher – Sycamore Middle School

Mara Moreno

Mara's internship made her aware of the need that so many under privileged children have in her home region. Mara learned that support programs are crucial to these children. After her internship, Mara decided to change her major from Mathematics to Sociology so that she would be prepared to work as a professional in similar organizations.

Mara's internship at Big Brothers Big Sisters came at a time when there was an increase in the number of students enrolled in the BBBS program. Mara's presence allowed the program to continue to provide more youths with individualized programming. Mara was a much needed, home grown, positive role model for the students. Mara helped the children she worked with to realize that they have the potential to succeed in higher education.

"I had never known how much the valley was in need of these programs until this summer. I saw how many foster kids and underprivileged kids there were in the valley."

-Mara Moreno, BRC's Solutions Intern

"Mara's participation was extremely valuable for the Club Staff and the children they serve."
"I believe this partnership has much potential to succeed in the future. My only suggestion would be to enhance communication between the two agencies and the potential intern regarding BBBS enrollment procedures"

-Anita Galvan, Site-Based Program Coordinator – Big Brothers Big Sisters of the Desert

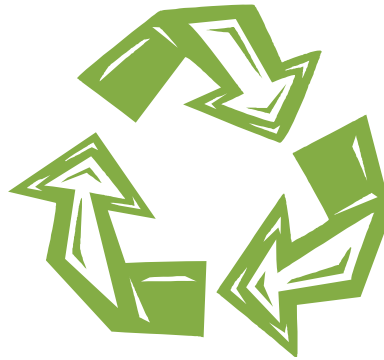
Opportunities for Continuous Improvement

The BRC staff has identified the following areas for improvement.

- Identify the interns and coordinate with placement entities by April 1st.
 - With the timing of the proposal, there was not much lead time to give this opportunity to all of the BRC students.
 - Programs would be able to plan for the intern's help and assess the intern's skill set prior to beginning the internship.
 - An earlier placement date would provide the opportunity for enhanced communication between the BRC and the on-site internship supervisors.
 - Outline clearer goals for the student interns. More planning time would allow for us to work with the employers to help define these goals.

Most importantly, this pilot project revealed an opportunity for a unique student development project, tentatively titled "The Home Grown Scholar". Using what we've learned from the BRC Solutions experience, it is obvious that school age children view the traditional college-age student as a role model. This is even more so when the college student is a member of the child's home community. The "Home Grown Scholar" model is represented in the simple illustration below:

RECRUIT



RETAIN

RETURN

Through the “Reach for Chico” program, the Chico Student Success Center will continue to **RECRUIT** from the underserved areas of California.

The “Building Relationships through Collaboration (BRC)” retention and leadership program will **RETAIN** these students by providing them comprehensive academic and personal support.

The students will have the opportunity to **RETURN** to their communities prepared to make a positive impact.

Appendix A

(BRC’s Solutions Original Funding Proposal – Spring 2008)



The “Solutions” Project

Background:

Established nearly a decade ago, the Business Resource Center (BRC) at California State University, Chico, is a campus-based, university-wide recruitment program that is highly-effective in delivering support services and personal growth opportunities to business students. Working closely with select high school programs that serve large numbers of students who will likely require extraordinary encouragement and support to secure a college education, the BRC works in concert with the CSU, Chico

admissions office to recruit, retain, and graduate a diverse student population. Results are impressive. In the last three years, CSU, Chico has more than doubled the number of enrolled First Time Freshmen (FTF) African American students and FTF Hispanic student enrollments have increased by more than 55%. The BRC's multi-cultural model invites all CSU, Chico students to participate in events and access the many support services offered by BRC staff members, and the Center is supported by both the President and Academic Provost of CSU, Chico.

The BRC provides a continuum of services and experiences that provides students with leadership skills, academic support, and personal growth opportunities. The continuum begins when students enter the BRC program as freshmen or sophomores. Efforts at this level focus on helping students develop "self leadership" skills based upon personal integrity and the provision of support services that help them meet rigorous academic expectations, which include tutoring, mentoring, and scholarships. These experiences and support services help students achieve academic success and help them begin to explore their strengths, values, and leadership potential. Students are then introduced to community service work that provides them with a new and expanded world view. They participate in fundraising activities and assist with outreach efforts within the university and on behalf of non-profit organizations (for example, in the last nine years, the BRC students have organized annual concerts, raising more than \$60,000 for the Make-a-Wish Foundation). Eventually students are presented with the challenges of group leadership, taking on new responsibilities within the BRC and throughout campus. BRC students also staff the BRC tutoring lab, providing them with meaningful on-campus employment that helps them meet the cost of their education.

Need Statement:

While this model has been quite successful, it has become clear that students would benefit greatly from a well-designed strategy that helps them transition from the secure BRC environment into the workplace. This can be accomplished by the creation of an internship program that utilizes a case-management model to ensure that students are provided with opportunities for developing:

- practical skills and contacts within their chosen business discipline,
- a broadened understanding of pressing social issues, and
- the confidence they need to become effective participants in the career planning and placement process that occurs in their junior and senior years of college.

Solution:

The BRC's management team has developed the **BRC Solutions Project** to create a unique community resource that also provides students with an opportunity to build skills and confidence, and gain a well-

rounded perspective on social issues. This project will focus on creating, overseeing, and evaluating internship placements for BRC students; carefully matching them with employers that are known for developing and implementing creative solutions to social problems within their local and global communities. This would serve as a valuable community resource, providing employers with skilled interns that can help them stretch scant human resources, while also providing students with a critical growth opportunity and closing the loop on the leadership development continuum that is begun by the BRC in students' freshman year.

In addition to serving as a tremendous resource for BRC students and employers, BRC Solutions would provide important role models for prospective "first generation" college students that reside in the communities in which the BRC has established relationships. These relationships include the Coachella Valley Unified School District, Sacramento-based Fathers and Families, and the Bay Area Leadership Foundation, which is located in Walnut Creek, California.

Funding Request:

The organizations listed above have provided the BRC with resources that have enabled development of the Solutions concept. They will also be pivotal in the identification of --and communications with-- employers who will be involved in the internship placements. A \$10,000 gift from your organization would be used to offset the direct costs of piloting the project. Initial launch will place three students – each earning \$3,000 for their summer internship placement. The BRC Director will monitor the placements and mentor the students through their internship service (\$1,000 will be used to offset these costs).

Evaluation of Results:

The BRC Director, under the supervision of the College of Business Assistant Dean of Student Services/Accreditation, will conduct both quantitative and qualitative analysis to measure the impact that the project has on both students and employers. A year-end report will detail his findings and recommendations for strengthening the model and moving the project beyond the pilot stage into full implementation.

Timelines:

Funding received by June 30, 2008 will allow the project to move forward in the university's funding year which begins July 1, 2008.

Contact Information:

For questions about funding timelines and processes, please contact:

Dee Hoffman Wills

College of Business, Assistant Dean, External Relations

530-898-4255

dhoffman-wills@csuchico.edu

For questions about the Solutions project or BRC, please contact:

Mr. Gary McMahon,

College of Business, Assistant Dean, Student Services/Accreditation

530-898-5672

gcmahon@csuchico.edu

Appendix B

(Student Intern Reports)

Sierra Norton

BRC Solutions Intern

BRC Solutions Summer Internship Program

How I made a difference at the Boys and Girls Clubs of the North Valley:

- **DEVELOPMENT AND FINANCE DEPARTMENT**
 - Assisted with the set-up and implementation of Raisers Edge financial and donor tracking software. Input essential data for the transition and helped to eliminate duplicate and unnecessary information. This streamlined the information sharing process for the Development and Finance departments and enabled them to work more efficiently with one another.
 - Impact: Deadline of July 1st was given to the Development Department in May. When I came on in the last week of June this was my first assignment. A job intended for one person in the Development department that would have taken her at least two weeks to complete on her own. With my help we made the deadline of July 1st and cut the projected timeframe from two weeks to 4 days.
 - Assisted with the set-up and facilitation of the 13th Annual Links Across Time Golf Tournament. Was responsible for raffle ticket sales and ensuring the enjoyment and comfort of the players and volunteers. Created all thank you letters and awards for tournament volunteers and sponsors. Set up templates for future use by the club.
 - Impact: Took generic certificates of appreciation for volunteers and personalized them with photos and messages. Was able to save several versions of awards and certificates as templates for the Clubs to easily use in the future.
 - Visited local business owners to make contacts for major special event donations. Learned the importance of community support and involvement in the success of non-profit organizations.

- **HUMAN RESOURCE DEPARTMENT**

- Assisted with website analysis and updates. Reviewed the website and noted changes that would be beneficial in the Employment and Volunteer section.
 - Impact: Current administrative assistant and office staff were unable to alter the format of the website. I was able to use basic html knowledge to change the look and content. Made the website more user-friendly and interactive. Created links to job descriptions and was able to create a new field indicating whether the position was open or closed.
- Evaluated reference check system and maintained reference checks.
 - Impact: Due to an employee being out on maternity leave without a full-time replacement, reference checks were put on the back burner. Was able to get them caught up and stayed on top of them throughout my time there.
- Involved in the complete hiring process. Evaluated applications and resumes, scheduled interviews, conducted interviews, scored and evaluated interviewees, and assisted in the creation of notification letters to applicants that did not meet job requirements. Was involved in the new employee orientation and contributed to the creation of interview questions for new positions.
 - Impact: Was able to assess and contribute to the selection of quality employees for the Clubs.
- Updated volunteer record keeping documents and tracking system. Assisted with volunteer inventory and filing of new and old volunteers.
 - Impact: Streamlined processes and forms to increase functionality and minimize confusion.
- Assisted with tracking background checks and entering results into a secure spreadsheet.
 - Impact: Another project that was put on the back-burner because there wasn't enough time to do it. Took records that had been piling up and input them into the computer.
- Created donation letters to solicit donations from local businesses for volunteer and staff incentives.

EXPERIENCE AS A WHOLE

As a result of this experience I gained insight into the way a non-profit organization operates and reaffirmed my need and desire to work for a cause to make a positive impact on my community. The Boys and Girls Club is an organization that is heavily dependent upon volunteers and donors and I feel that my time there as an intern was invaluable to them. I was able to use my

knowledge of business to improve their organization and complete many projects that had been dismissed due to lack of resources.

Emma Campos
Summer 2008
BRC Solutions Intern

First of all I want to thank you for giving me the opportunity to work with the students that attended summer school at Sycamore Middle School in Gridley, CA. I also appreciate the opportunity this internship offered me to tutor three children to whom English is a second language. At summer school I was able to work with two teachers; Ms. Michelle Teesdale who was the eighth grade teacher and Mr. Chris Weaver who was the sixth grade teacher. At the beginning and end of summer school I gave the students surveys; which I used to see how much they knew about higher education.

As it turns out the students thought they knew more about college than they really did know. After I looked over the surveys I asked the students some questions to find out directly from the survey. For the most part, the students did not know the answer, nor did they know what I was talking about. I then started to somewhat explain each question.

In the course of summer school I provided the students with information regarding higher education. I planned out lesson plans, activities, and I had two guest speakers. My activities went as follow:

The first day of summer school I introduced myself, and told the students a little bit about myself; where I went to grade school, high school and where I am now. I had the students ask me question about my college experiences and myself. This first day I didn't go in much detail about higher education. The first lesson I had planned for them was about higher education. I explained the meanings of technical school, community college, California State Universities, and

University California. There I broke it up in sections explaining to them what kind of degrees and or trades that are offered at each type of school. After I was done with my presentation I gave them a crossword puzzle. The crossword puzzle had college information. The students read the question, and then had to fill in the blank. The students turned this activity into a race to see who could finish first.

The second activity I had them do was illustrate scenes from their life. I had them get a piece of paper fold it into four squares. In the first box was them now, in the second box was them during high school, in the third box was them graduating high school and in the last box was them 10 years after high school. They then had to go in front of the class and explain to the class their drawing and what it meant to them. The purpose of this activity was to have the students make a plan, and follow it to the end. I personally feel this was a great activity by the response I got from some of the children. I was particularly moved by a student in eighth grade. When she went in front of the class she looked up me and said, “No one has ever told me to look in the future and decide what I want and what I have to do to get there”. I feel that this activity helped the students who have never set goals or have thought about setting goals know that it is time to dream and follow their dream.

In between activities Mr. Weaver’s class wrote me personal letters, which I keep dear to my heart. I never knew that a letter would mean so much. In the letters many of the students told me that they wanted to go to college, what they wanted to be when they grow up, and they thanked me for being part of their summer school experience.

My third activity with the students was the Pictionary game using only college terms. The students made it into a competition between boys and girls. After Pictionary we played Jeopardy. Jeopardy consisted of four different subjects; math, community colleges and technical

school, four-year universities and random college facts. For Jeopardy I divided the class into two groups. The student worked together as a group to come up with the answer. The students were all engaged and almost all knew the answers to questions.

My two guest speakers were Caren Fernandez and Agustin Mota. Caren is a Chico State graduate who currently is employed by the Education Opportunity Program and Student Support Services at Chico State. She told the students about the high school requirements and what her program offered freshmen students coming to Chico State. The second guest speaker was my uncle Agustin Mota. He was more of a motivational speaker. Agustin emigrated from Mexico, grew up in Gridley and graduated from Chico State. He told them about his experience and that they should also follow their dreams.

The next day after the guest speakers I had the students provide feedback about what they learned or something that they liked about the speakers. Some of the responses were:

“I liked how Caren opened up to us about her family.”

“I can relate to Caren, and I want to go to college.”

“I’m glad Agustin came because he told me if I try and work hard I can do it.”

“I want to be a hard worker, and become a nurse.”

I feel that the all students related to the guest speakers in one way or another.

When I wasn’t giving presentations to the classroom I was helping out other students. Every day I would help a 5th grade girl with English. I also helped in the classrooms. Miss. Teesdale also let me teach a couple of math lessons to the eight graders.

The last day of school I took donuts in to both classes. I wrote a thank you letter, and gave it to each student. In my letter I thanked them for giving me the opportunity to work with them, and gave them my email address. I told them if they ever have any question to feel free to email me with them. I also had the students fill out the same survey about higher education again. Mr. Weaver students' individually gave me thank you letters. Some of the quotes are:

“Thanks, so much for coming I want to go to Chico State too.”

“I liked when you told us about how you came to school in Gridley.”

“You taught me to dream big and to follow my dream.”

“Now I know I want to go to culinary school.”

Throughout the summer, as part of my internship, I also worked with the children three times a week for about three hours. We went over common words, read, prepared flash cards, had daily homework assignments, daily spelling tests and wrote stories. I took them to the town's library and got them all library cards.

I would like to thank you again for giving me the opportunity to work with the summer school student and being able to tutor. This summer I have learned a lot by working with the students. This has been a great experience that has reinforced my decision to become a teacher.

Mara Moreno

BRC Solutions Intern

Summer 2008

This summer I worked with two programs in the Coachella Valley, the Coachella

Boys and Girls Club and Big Brothers Big Sisters of America (BBBS). Big Brothers Big Sisters is partnered with the Boys and Girls club to help kids in need of a Big Brother or Big Sister. The "Big" is there to help out kids who are an only child or the oldest of the family. Many of the kids who had a Big were either foster kids or kids who lived with a family member other than the parents. I had never known how much the valley was in need of these programs until this summer. I saw how many foster kids and underprivileged kids there were in the valley. As a program we helped these kids by giving them more attention than the other kids since they did not get enough at home. We also helped them by tutoring them individually and helping them out with reading and any academic work. We held big activities for all the kids in the program and also took them out on trips once a month. The Big Brothers Big Sisters program strives to make the relationship between the "Big" and the "Little" a lifelong one, where the "Big" will help the "Little" by helping them out as an older sibling would.

I myself was a "Big" to an eight year old girl. I would visit my "Little" once a week for about five hours. We would play sports, do art activities and also have long talks about what she went through at home and some of my own experiences. The BBBS program tries to match the "Little" with a "Big" who is compatible with the child. I came from a single parent home and so did my "Little". I saw that this really worked when it came to meeting the child because we had both had similar life experiences so we had much in common to talk about.

Many of the kids in the Boys and Girls Club were partnered with high school volunteers and they only had to see their "Big" once a week for one hour. We had two different programs, site based and community based. The site based program required the volunteer to spend time with their "Little" in the club. The community based program was where the "Little" had a "Big" who was 18 years or older and was able to go on trips

with the “Little”. Usually community based is for those kids who want to keep the Big for a longer time.

In both the BBBS and Boys and Girls Club programs, the plan for me was to provide extra help to kids in need of a role model. As a role model, I was able to help them academically and personally. Many of the “Littles” improved academically and their behavior also changed dramatically. I saw how both these programs had a big impact in the valley. More kids are staying off the streets and getting more involved in school and in the community.

Many of the staff members in the Boys and Girls Club attended the club as youths and now work for the club. These staff members know that the club helped them succeed in life and changed their lives in a positive way.

I saw how dramatic of a change these two programs can make in the valley. Unfortunately, there are not many volunteers who will take on the responsibility of helping a younger person into leading a better life. The list in BBBS for kids to get accepted into the program is huge and as time goes by its gets longer and longer. BBBS is trying to recruit high school students to help kids with similar backgrounds succeed in life.

List of Activities

Every Wednesday of each month had activities in each club with the “Littles” and “Bigs”.

Played games and did ice breakers for everyone in the club to know each other.

Once a month, we had a barbecue, with all the kids from all four sites, at Lake Cahuilla.

Monday, Wednesday and Friday mornings we had tutoring for any of the kids that needed it.

Mondays, Wednesdays and Fridays at 1 P.M. we had art activities and computer activities for the kids.

Appendix C

(On-Site Internship Supervisor Reports)

EVALUATION OF SIERRA NORTON'S INTERNSHIP

Sierra's Internship Feedback

Activities, Benefits & Projects:

- Assisted with the implementation and set-up of finance Financial Edge software and development donor tracking software. Imputed essential data for the software change and helped to eliminate duplicate and unneeded information.
- This streamlined the information sharing process for the Development Department and the Finance Department.
- Assisted with the set-up and facilitation of the 13th Annual Links Across Time Golf Tournament; Created all thank you letters and awards for tournament volunteers.
- Assisted with tracking background checks and entering background checks into secure spreadsheet.
- Assisted with volunteer inventory and filing of new and old volunteers.
- Assisted with website analysis and website updates
 - Made website more user friendly and interactive; uploaded PDF job descriptions for public view for interested employee applicants.
- Created donation letters to solicit donations from local businesses for volunteer and staff incentives.
- Evaluated reference check system and maintained reference checks.
- Interviewed applicants, scored and evaluated them.
- Sent notification letters to applicants and interviewees that did not meet job requirements or minimal interview standards.
- Updated volunteer record keeping documents and volunteer tracking system.
- Visited local business owners to make contacts for major special event donations

Things to Work On:

- The Boys & Girls Club needed a more structured schedule with multiple projects for Sierra to do every day. One, two to three projects were not enough for Sierra. Her skills, knowledge and abilities made her very efficient and effective.
- Assessing the intern's skill will help the Club prepare appropriate tasks, projects and duties for future interns from the department.

To Whom It May Concern:

Please accept this letter of experience for Sierra Norton and the benefits the Boys & Girls Clubs of the North Valley has received through her internship. As Human Resource Recruiter I had the privilege of working with Sierra for three months during her internship with the Boys & Girls Clubs of the North Valley. Sierra volunteered over 120 hours of service during her internship.

Sierra immersed herself in the organization and worked with multiple departments. Sierra was able to work with the Development, Finance and Human Resource departments. Nonprofit organizations have limits on the amount of full time professionals providing services because of limited budgets. Sierra's internship provided the Club with a free full time qualified and knowledgeable professional providing many beneficial services to the Club. She enabled the organization to work on new projects and observe projects to evaluate their effectiveness or make recommendations for needed improvements.

Sierra was willing to help out wherever needed. She efficiently and effectively completed every project given to her no matter how small or large the task was. She assisted with the implementation and set-up of the Financial Edge software and imputed essential data from the old software to help development track donor contributions. Sierra assisted and improved the background check database and cancellation system. She improved our website and gave staff members techniques to make upgrades to the website. These are just a few of the many projects she worked on and completed during her internship.

Sierra's professional attitude and her own expectation of excellence were noticed by all those who worked with her. The departments she worked with would constantly ask for her support because they understood the skills, knowledge and abilities she had. She was a true value to the organization and we were able to accomplish many projects that we could not have done without her support.

Sierra understands the importance of community involvement and represented the Club with a high level of integrity and understanding. Her genuine care for the Club and community amazed us all.

The Boys & Girls Clubs of the North Valley is proud to have Sierra as a part of our family. Her work ethic and positive attitude spread to all those around her. The Boys & Girls Club was privileged to have Sierra's services this summer. Please contact me with any questions.

Sincerely,

Scott Dinitz
Human Resource Recruiter
Boys & Girls Clubs of the North Valley
Phone: 530-899-0335
sdinitz@bgcachico.org

EVALUATION OF EMMA CAMPOS' INTERNSHIP

Dear Oscar Haro,

I am writing in response to Emma's amazing assistance this summer. This was my first year of teaching and my first year of summer school. I had a very challenging group that really struggled academically and also with their self-esteem. Having Emma was very beneficial in approaching both of these areas. Emma was able to work one-on-one with several of my students so they could make greater growth in a shorter time period. Emma also brought in two amazing speakers, not including her own presentation, which really created a huge wake-up call for these students. The information that was presented helped my students realize that they all had potential in life and in their academic studies.

Emma has a very outgoing nature and a very giving nature as well. She was able to work with some of the more challenging students and get them to complete the material they were assigned. They seemed to accept her as soon as she stepped in the door. Emma seemed very interested in these students and was very helpful in helping me create a learning environment.

I enjoyed having Emma's presence in my classroom and all of her great insight that she brought with her. My summer school experience would have been less enjoyable and less effective if she wasn't able to bring in outside information. The only thing I would have maybe liked to have is more handout material that really broke down college and the requirements so that these students had a more hands-on visual to reflect upon. Other than that I thought Emma did a wonderful job, not only in helping students grow academically, but helping students grow mentally.

If you have any further questions please feel free to contact me via email or on my personal phone at 916-261-5466.

Thank you,

Michelle Teesdale

To Whom It May Concern:

I am writing this letter to provide input on the invaluable impact that Emma Campos had on my Summer School class at Sycamore Middle School in Gridley, California. During the four week program, I found Emma to be a natural educator to the students in my classroom. Immediately, she made a profound impression on the children when she shared her struggles in school growing

up. In addition, the students were able to relate to her as she described her experiences as a student at Sycamore Middle School.

Emma made it clear to the students from day one that she was an advocate for them; she outlined her objectives clearly so that each student understood why she was there. Throughout the four week duration, Emma engaged each and every student in my classroom with interactive lessons ranging from earning a high school diploma to receiving financial aid in college. I was very impressed that Emma sought out a representative from the Educational Opportunity Program at the California State University, Chico to come and speak to my students. Students reported to me that they believed they could be “just like Emma.” Furthermore, Emma also invited her uncle, a former Sycamore Middle School student, who now is a Senior Accountant for Del Monte, to speak to my students. His message not only reached my students, it also moved me.

I am currently teaching a new set of students, but on a daily basis, I have contact with the students who were in my class this past summer. Their attitudes are positive, and they share with me their goals for the future; they all want to go to college, and they believe they can do it! I hope Emma has the opportunity to reach students and affect them the way she so successfully did in my classroom this past summer.

Sincerely,

Chris Weaver
6th Grade Teacher
Sycamore Middle School

EVALUATION OF MARA MORENO'S INTERNSHIP

The following is an account of Big Brothers Big Sisters involvement with Chico State Intern Mara Moreno.

Mara Moreno was based at her hometown Coachella Boys and Girls Club. City of Coachella residents are predominantly low-income, in service-oriented jobs with low levels of education. As a Coachella native and Chico State student I feel Mara was a great role model and asset in helping children realize their potential to succeed in higher education. Mara participated in a variety of academic and extracurricular enrichment activities. She established herself as a helpful and effective intern with whom the children were happy to spend time.

Mara's participation was extremely valuable for the Club Staff and the children they serve. The Coachella Boys and Girls Club experienced a high volume of enrollments this summer leading to a higher staff to student ratio. Mara's presence relieved staff by taking smaller groups of students to provide more individualized programming. Mara helped students with their math and reading skills, organized extracurricular activities and in general provided positive role modeling.

Mara also participated in a one-to-one mentorship with a young girl in need of guidance. Mara's "Little Sister" is the middle child in a single parent home who felt she did not have anyone to talk to about her interest or concerns about life; mother worked full-time and her older sister was "too cool" to hang out with her. This child was very grateful for Mara's friendship and hopes Mara will come back next summer to continue their relationship.

I believe this partnership has much potential to succeed in the future. My only suggestion would be to enhance communication between the two agencies and the potential intern regarding BBBS enrollment procedures. On our part if we are aware Interns are coming in we can get their paperwork processed ahead of time and start them off as soon as they are available, rather than have them wait for their fingerprints to clear. Most volunteers' fingerprints take up to 2 weeks to clear through the Department of Justice and FBI. Our main reason to get them started as soon as possible would be to get them matched to a Little Sister resulting in a longer match relationship.

Overall, it was a great pleasure working with Mara Moreno. We hope to see Mara and more interns of her caliber in the future.

Thank you for your time and consideration.

Sincerely,

*Anita Galvan
Site-Based Program Coordinator
Big Brothers Big Sisters of the Desert
42-600 Cook Street Suite 110
Palm Desert, CA 92211
anitabbbsdesert.org
(760) 568-3977 office
(760) 972-9196 cell phone
2008 Gold Standard Award Winning Agency
Little Moments, Big Magic!*

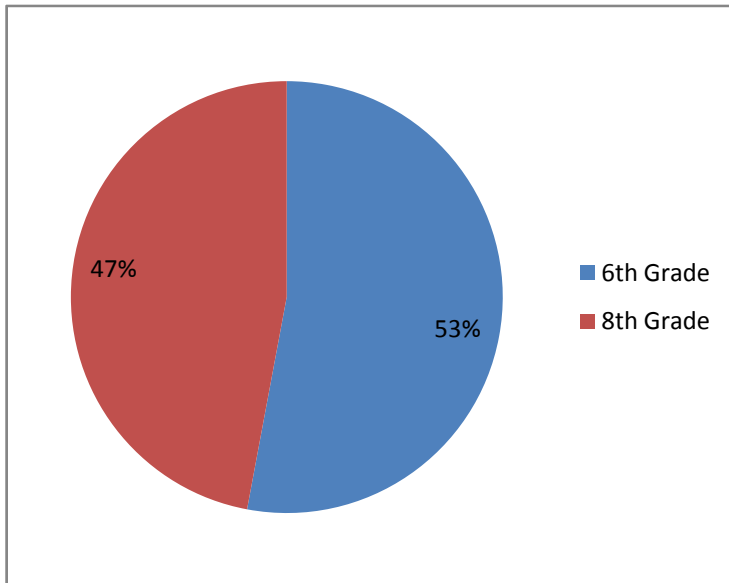
Appendix D

(Sycamore Middle School Data and Survey Results)

Demographic data for the students served by Emma Campos

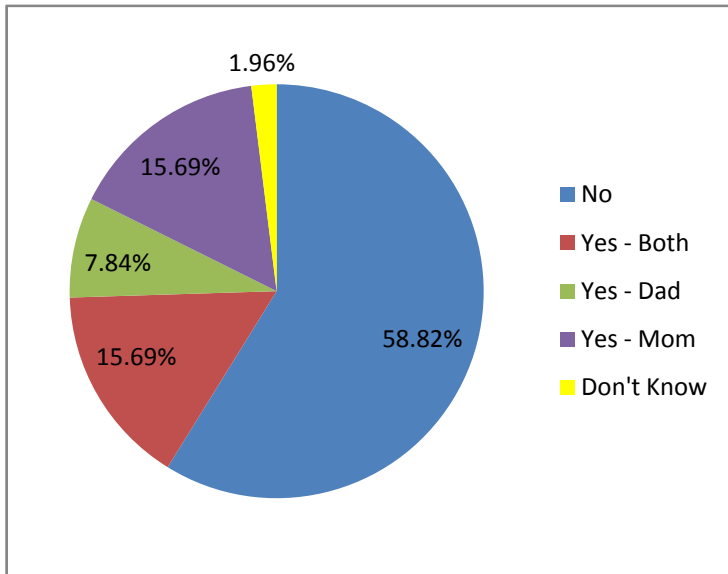
What is your grade level?

6th Grade	27	53%
8th Grade	24	47%
Total	51	



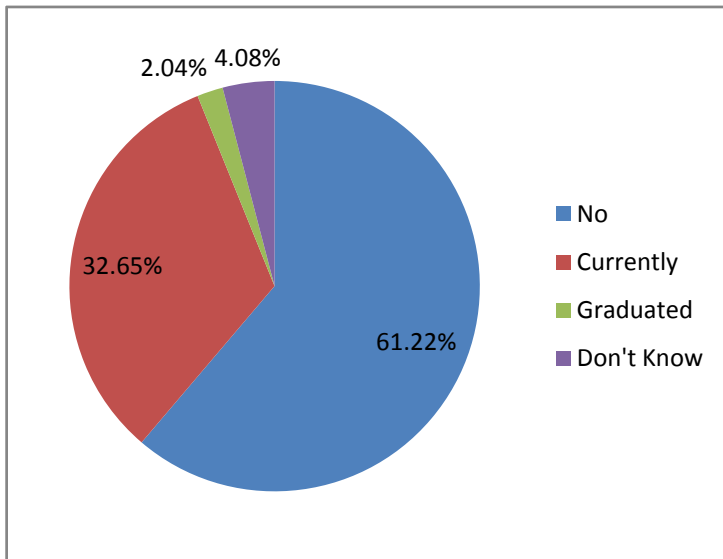
Did either of your parents go to college? If so, which parent?

No	30	58.82%
Yes - Both	8	15.69%
Yes - Dad	4	7.84%
Yes - Mom	8	15.69%
Don't Know	1	1.96%
Total	51	



Do you have siblings who attended or are currently attending college? If so, did they graduate?

No	30	61.22%
Currently	16	32.65%
Graduated	1	2.04%
Don't Know	2	4.08%
Total	49	

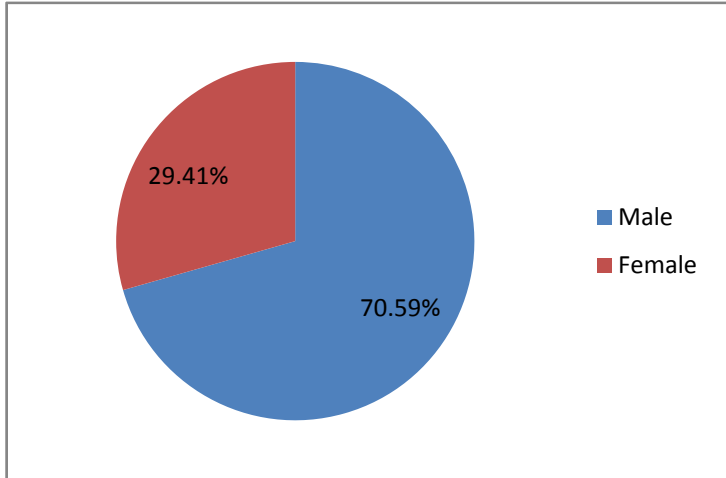


What is your gender: Male or Female?

Male	36	70.59%
Female	15	29.41%

Total

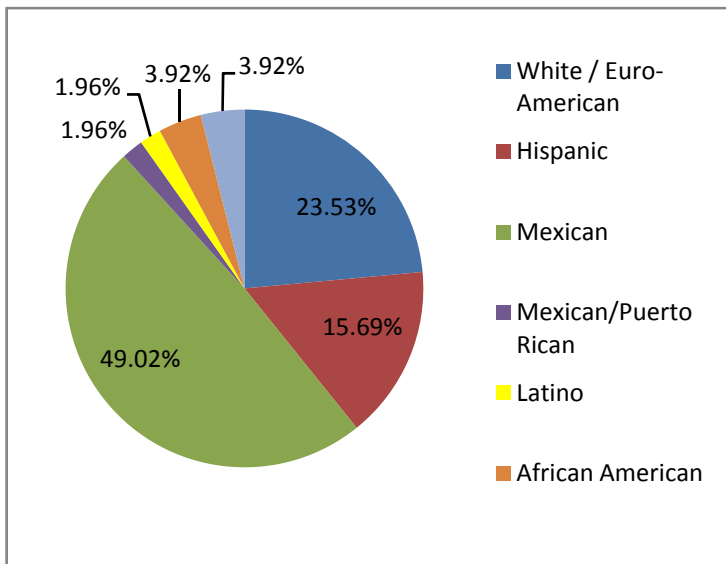
51



Question #6 – How do you characterize your ethnicity?

(Self Reported)

White / Euro-American	12	23.53%
Hispanic	8	15.69%
Mexican	25	49.02%
Mexican/Puerto Rican	1	1.96%
Latino	1	1.96%
African American	2	3.92%
Mixed	2	3.92%
Total	51	



Survey Summaries

College Awareness - Sycamore Middle School 2008 (Pre Survey)					
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan on completing a college degree after high school.	0%	2%	4%	64%	30%
I feel that I am smart enough to go to college.	6%	6%	41%	35%	12%
I can financially afford to pay for college.	10%	21%	36%	31%	2%
I am aware there are ways to get financial help to pay for college.	4%	8%	8%	53%	27%
I feel a college degree would benefit me.	0%	2%	8%	43%	47%
My family has encouraged me to go to college.	2%	4%	4%	56%	34%
My teachers have encouraged me to go on to college.	0%	4%	21%	55%	20%
I am interested in visiting a college campus.	0%	12%	6%	44%	38%

College Awareness - Sycamore Middle School 2008 (Post Survey)					
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I plan on completing a college degree after high school.	0%	0%	5%	32%	62%
I feel that I am smart enough to go to college.	0%	0%	47%	32%	21%
I can financially afford to pay for college.	5%	13%	39%	26%	16%
I am aware there are ways to get financial help to pay for college.	0%	3%	8%	58%	31%
I feel a college degree would benefit me.	0%	5%	8%	26%	61%
My family has encouraged me to go to college.	5%	3%	3%	40%	49%
My teachers have encouraged me to go on to college.	3%	0%	8%	44%	45%
I am interested in visiting a college campus.	0%	5%	16%	30%	49%