

A Bridge for Children International

TALENT Basketball Program for Migrant Girls

I. Executive Summary

A Bridge for Children International's (ABC) TALENT Basketball Program mobilizes young migrant girls on the basketball court, empowering them to be confident, caring, courageous, and committed players and leaders. Students complete the program with stronger communication and collaboration skills, positive self-images, self-confidence, and moral character to play by the rules of the game.

In China, migrant communities are faced with:

- a) High rates of family unit mobility
- b) Insufficient access to government support
- c) Unaffordable or unavailable educational opportunity
- d) Social stigma, cultural, and socioeconomic marginalization

Given these circumstances, migrant children lack quality education opportunities. Migrant children mostly live outside the city center in surrounding districts, where formal education is not assured. Students frequently move with their parents to the next job opportunity, exacerbating instability in a child's development. Many lack a strong parental influence and grow to be disenfranchised – often falling into delinquency that decreases life chances. Young girls are acutely affected by these conditions, compounded by gender bias.

Our Program seeks to equip migrant girls with the following transferable skills to confront these challenges in the short and long term:

- a) Positive self-image and self-esteem
- b) Character development: Courage, Care, Commitment, Confidence
- c) Interpersonal Skill development: communication and collaboration
- d) Leadership Skills: problem solving, following the rules of the game

ABC's TALENT Basketball program is unique because it provides a venue for young girls to re-define themselves and expectations for what they can accomplish, developing transferable skill sets on the court and in the classroom so that girls are empowered to face challenges and make a positive impact in their communities.

Realizing donation funds in the amount of 30,000 USD during the Global Giving and Nike Foundation Girl Effect Challenge will provide court maintenance, curriculum development and delivery, and volunteer management resources to 200 migrant girls at 4 schools for 2 semesters for 1 year.

II. The Need

Chinese migrant girls face 1) high mobility due to parental employment instability; 2) Limited access to government welfare due to the *hukou* system;¹ 3) Unaffordable or unavailable educational opportunities; and 4) Socio-economic marginalization and gender bias.

The registered migrant population in Beijing has reached 7,040,000, making for 35.9 percent of the city's permanent residents². Seeking a better livelihood, migrant laborers must make a choice: relocate the entire family to the urban area, or leave their children behind.

The majority choose to keep the family intact, resulting in an estimated 100,000 migrant children who must attend unofficial migrant schools in Beijing. Children do not attend public schools due to *hukou* restrictions and prohibitive public school entry examinations and fees. Migrant schools are under equipped, understaffed, and in poor physical condition. Due to this and family financial factors, there is a 60% dropout rate of migrant girls after junior middle school³. This perpetuates a cycle of low education levels and decreased life chances in the migrant population, a population that sustains increased socioeconomic marginalization in Chinese society.

Given these circumstances, migrant children are especially vulnerable to low self-esteem, low self-image, and delinquency. Migrant girls especially are not afforded opportunities to develop positive self-images at a critical time in their individual growth; nor is there an environment where girls can exercise collaborative life skills or practice leadership skills as the member of a team.

Throughout Beijing, there are several successful partnerships between non-profit sports programs and migrant schools to address these challenges. A Bridge for Children International's TALENT Basketball Program is the only one that specifically addresses the need to empower underprivileged migrant *girls* to confront the double barriers they face: lack of educational opportunity as a migrant student, and lack of leadership opportunity as a female in Chinese society.

III. Goals and Objectives

The TALENT Basketball Program empowers girls on the court, teaching them to be confident, caring, courageous, and committed players and leaders. The practical curriculum provides opportunity for students to learn communication, collaboration, and leadership skills as the member of a team; it also instills a moral initiative to play by the rules of the game. The program seeks to provide an environment for each player to develop positive self-images. These are essential qualities of strong female leaders, and are essential tools in confronting social and personal challenges to make positive short and long term impacts in their communities – wherever they may be.

¹ A household registration record officially identifies a person as a resident of an area and includes identifying information such as name, parents, spouse, and date of birth. In China, the *hukou* also differentiates access to government benefits based on birth region, restricting transient workers from rural areas access to education and other benefits in the urban centers.

² "Migrant Population in Beijing Exceeds 7 Million" 2011-07-06
http://www.china.org.cn/china/2011-07/06/content_22930666.htm

³ "Migrant Population Swelling in Beijing" *China Daily*. 2007-12-05
http://www.chinadaily.com.cn/china/2007-12/05/content_6298917.htm

IV. Program Implementation

1. Migrant School Partnerships and Participant Recruitment

A Bridge for Children International reaches out through personal networks to migrant schools throughout Beijing, sharing information about the TALENT Program to generate interest. Based on the feedback we receive from individual schools, we cultivate relationships with school leadership in order to evaluate viable partnerships. Schools that are receptive to the services we seek to deliver, and committed to seeing the program through to completion, are selected for program delivery based on budget capacity. An agreement is signed to establish the partnership, in order to establish expectations for program delivery, the roles that will be fulfilled, and by whom.

After the agreement is solidified, the schools send ABC a list of interested students; we aim for 25-30 students per school. These lists then become the de facto rosters for program participants.

2. Volunteer Recruitment and Training

Volunteers are an essential component to service delivery. We recruit volunteers from a variety of sources, including word of mouth recommendation by former volunteers and organization associates, informal social network advertising, newsletters, and list-serves. In addition, advertisements are posted in local expatriate magazines such as The Beijinger, Time Out Beijing, and Beijing Kids.

The qualities that ABC seeks in its volunteers include passion, commitment, and working as the member of a team. Our volunteers have a passion for teaching underprivileged youth. They have commitment to consistent attendance and are dedicated to delivering the curriculum to their students. This requires travel time and personal financial expenditure, as most of the schools are on Beijing's outer perimeter. ABC Staff collaborate with volunteers with to coordinate sessions, and team-teach. This requires strong communication and interpersonal skills. A positive, patient, and energetic attitude motivates students.

Volunteers attend a mandatory training session. The training takes place over a full-day. It includes: coverage of the ABC mission and values. Our values are a core curriculum component known as the 4 Cs: Care, Confidence, Commitment, and Courage. Volunteers are also acquainted with the organizations vision, and given information about the target population with which they will be working.

In addition, volunteers receive practical training in classroom management, curriculum delivery, basketball skills training, and linking the sports skills training to character development training. Volunteers themselves learn through team building exercises to develop interpersonal connections to improve teamwork and service delivery throughout the semester. Finally, volunteers receive a brief orientation of the individual schools that they will serve.

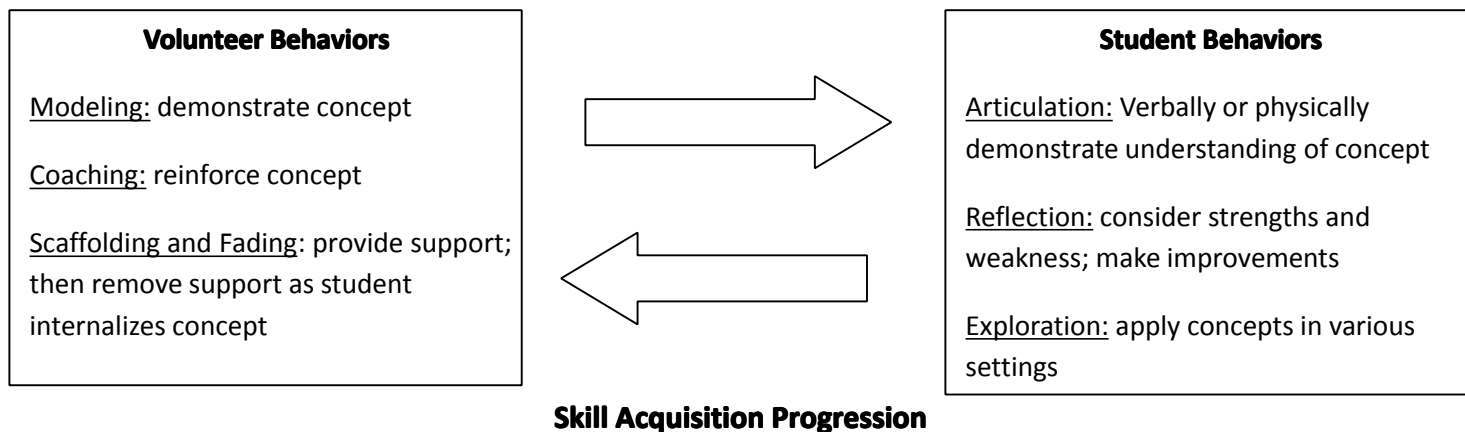
3. Curriculum Development and Delivery

Program curriculum was developed by an ABC volunteer who has competitive basketball experience at the college level. Training involves peer-led warm-ups, and teacher-led drills to learn and refine basic skills such as dribbling, passing, shooting, etc. Players are also taught the game rules and strategies.

Curriculum is delivered by volunteers on-site. Teaching methodology follows a research-based model of instruction (see figure below)⁴. First, volunteers explicitly teach the one of the 4 Cs values. They then model the value, allowing students to observe it in practice. Then, volunteers coach the students as they articulate or actuate the behavior themselves. Throughout the lesson, volunteers remind students of basic teaching points when necessary, ultimately evaluating the students’ internalization of concepts as they reflect at the end of the lesson in team conversations. Students explore implementation of these values throughout the program as they practice and refine the skills they are taught.

In conjunction with values lessons, volunteers use the same methodology to teach basketball skills. Techniques and rules are reviewed during practice and games throughout an individual session, and then throughout the semester.

Curriculum Delivery



Skill Acquisition Progression

Introduce new skill → **Reinforce short-term memory** → **Incorporate in long term memory**

4. Tracking Student Progress and Program Outcomes

ABC tracks student progress throughout the semester, and evaluates program impact at the conclusion of the semester. From the very first lesson, students record and reflect on what they learned in journals that are completed at the conclusion of each session. Students are given targeted questions that require them to elaborate a specific “C” covered in the lesson, as well as a basketball skill self-assessment. In this way, journals act as a tool to measure progress that can expose difficulties in understanding prompting volunteers to make adjustments in delivery so that students can understand.

Also throughout the semester, ABC staff observe classes every week and verify that volunteers are directly incorporating the curriculum components to verify that students are learning what they need to be learning as a quality control measure. Through observation of student behavior, such as demonstrating care, courage, confidence, or commitment, staff gauge the effectiveness of program delivery and address changes that need to be made.

In addition to this quality control measure, Volunteers provide lesson feedback forms including summaries of both students’ responses to lessons, and a self-analysis of program delivery techniques.

⁴ Adapted from “The Spalding Method,” Teacher’s Guide Spalding Education International (2010). The content delivery method is applicable across disciplines, and is based on multi-sensory engagement of children to develop critical thinking skills.

At program conclusion, parents and principles provide formal and informal feedback to reflect on how students grew or changed as a result of their participation in the program. ABC Staff observe students demonstrate understanding of lessons during the inter-school basketball tournament, which challenges students from all the program schools to implement the basketball and life skills they have learned.

V. Competitive Advantages and Value Proposition

-Only organization in China that exclusively specializes in empowering underprivileged migrant girls through sports technique and life skills training

-Only organization with curriculum that is developed on a research-based and multi-sensory delivery method tailored to children’s short and long term ability to retain information

-Low cost implementation, high social impact in migrant communities and volunteer groups

Alternative Models

There are currently no alternative models of migrant girl empowerment via sports training and character development in China.

Professional Services

Students benefit from the supervisory presence of their migrant school staff, ABC program staff, and basketball coaches. These individuals have the experience to provide solid models to students as they learn not only the skills and rules necessary to play basketball, but also the 4Cs (Care, Courage, Confidence, and Commitment) that strengthen and solidify interpersonal and leadership skills.

VI. Social Impact and Theory of Change

INPUTS	ACTIVITIES	OUTPUTS (Indicators)	OUTCOME
Expanded professional support network: -ABC program coordinators - Migrant school host teachers -Basketball teachers Capital Improvements: -Court maintenance -Classroom painting project	-Basketball skills training -Team building and leadership training -Confidence-building activities -Student self-reflection and analysis via journal writing -Inter-school tournament competitive opportunity	-Number of students who complete the program -Formal and informal feedback from volunteers, parents, and school administrators about participants’ behavioral and attitudinal transformations -Student journal comments	Participants... - Build self-confidence and a strong self-image -Experience character development (Care, Courage, Confidence, Commitment) -Develop interpersonal skills -Have pride in cultivating new tangible skill sets (Basketball technique)

Theory of Change

ABC’s TALENT Basketball Program enhances each female student’s emotional welfare and skill-building potential. These **inputs** will engage in **activities** such as life skills instruction, character development, interpersonal and leadership skills. Their **output** will be measurable by the number of students who complete the program. The **outcome** will be how that individual’s behavior and attitudes have developed

and matured in observable ways, as formally and informally reported by staff, volunteers, parents, school administrators, and the students themselves.

VII. Sustainability

Funding and Donation Sources

Goldman Sachs has approved the usage of employee contributions to ABC through its company-wide matching program. Under the arrangement, agreed to in 2008, each employee has the option to donate up to \$20,000 annually, with Goldman Sachs matching the respective amount.

Additional Funding Sources

GuavaTalk, a private partner company of ABC, has provided funding for the first year of the program.

ABC Partners

Some of ABC's partners include: NBA Cares China, Goldman Sachs Gao Hua, Empower Foundation, Lacoste Foundation, and the Yale Club of Beijing.

VIII. Organizational Information

History

A Bridge for Children International was founded in 2007 based on two beliefs: Every Child Deserves a Family. Every Child Deserves an Education. ABC was co-founded by Sam Kim, Steve Hwang and Young Kim.

Mission

ABC serves underprivileged children, specifically migrant children and orphans, by placing them into families and providing education opportunities.

ABC Programs

ABC serves underprivileged children through its CONNECT Domestic Adoption and Foster Home, TALENT Sports and Arts, and DREAM Education programs.

Social Impact

To date ABC has made the following social impact: Supported 27 orphans with our DREAM Foster Home and Education Program; placed 30 orphans through our CONNECT Domestic Adoption Program; financially supported 168 foster home families in Southern China; trained 171 rural and migrant teachers in specialized curriculum development and delivery; hosted 763 volunteers who have participated in our TALENT Arts and Sports Programs; supported 2, 510 migrant children who have participated in our Arts and Sports Programs; staff have logged 12,000 of hours of professional English and Mandarin Chinese Language Training, Computer Skills Training, Career Training and Counseling, and Life Skills Education provided to orphans through our DREAM Education Program.

Legal Status

ABC is a 501 (C)(3) Non Profit Organization registered in New York, USA.

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 New York, New York 10185 USA

Locations

Main office
 Huaqing Shangwu Huiguan, Building 7, 506
 Haidian District, Wudaokou
 Beijing, China 100083

BranchOffice
 1C Qu Yuan, Hao Hong Yuan,
 No. 3 Xi Ba He South Road
 Chaoyang District, Beijing, China 100028

IX. Budget

Program Material and Administrative Costs Captured by Request Amount (RMB ¥ = 6.376 USD)			
Court Maintenance			
Supply Quantity	Item	Cost Per	Total
16	Rims	170	2,720
4	Backboards	2550	14,200
64	Nets	10	640
140	Basketballs	40	5,600
24	Pumps	8	192
24	Needles	1	24
50	Ball Bags	4	200
200	Uniforms	100	20,000
200	Mesh Pennies	25	5,000
8	First Aid	100	800
			49,376
Volunteer Management			
Supply Quantity	Item	Cost Per	Total
40	Certificates	3	120
40	Photos	3	120
2	Volunteers meeting	797.5	1,595
40	Transportation	100	4,000
			5,835
Curriculum Delivery and Development			
Supply Quantity	Item	Cost Per	Total
200	Journals	6	1,200
200	Pens	1.5	300

200	Certificates	3	600
200	Photos	3	600
1 staff, 7 months	Curriculum Development Staff	3,500	24,500
1 staff, 7 months	Curriculum Delivery Officer	5,000	35,000
4 Staff, 64 months	Migrant Teacher Staff	50	3,200
1 Staff, 7 months	On-Site Program Director	5,250	36,750
3 months	Insurance	1,145.83	3,437.50
			105,587.50
Subtotal Before Tax and Fees			160,798.50
Tax and Administrative Fees			30,389.28
Total			191,187.78 29,985 USD

X. Additional Information

Board of Directors

Steve Hwang, Executive Director, Board of Directors

Steve is one of the founders of ABC. He is in charge of overseeing daily operations and setting organizational and program strategy. Previously Steve worked for the investment bank Goldman Sachs for more than seven years in New York, in commercial real estate and as a trader for a proprietary desk. Steve received his Bachelor of Arts in economics from Northwestern University. From Chicago, he currently lives in Beijing.

Judy Shen, Director, Board of Directors

Judy is the Director of our Talent programs which she began in 2006 under the name CAI, from the Chinese character 才 which means “talent.” Moved by the plight of migrant children in China, Judy set up CAI in Beijing while doing her Fulbright Scholarship. She now advises on our migrant children program, is involved in setting up new programs and maintains strategic relations with sponsors and donors. Judy used to be a corporate attorney and has an Associate Bachelors from University of Chicago and a Juris Doctorate from University of Pennsylvania Law School. She lives in California.

Stephen Chiu, Director, Board of Directors

Stephen leads strategic planning and identifies partnership opportunities for ABC. As Senior Finance Officer for World Vision US, Stephen oversees financial operational management for all privately funded international relief and development projects in Asia, Eastern Europe, and the Middle East. Previously Stephen was in corporate strategy at Fannie Mae, a government-sponsored enterprise which works in the US housing and mortgage markets. He also worked in private wealth at the investment bank Lehman Brothers and in management consulting at PricewaterhouseCoopers and information technology

services provider Perot Systems. Stephen's Associate Bachelors is from Harvard College and his Masters of Business Administration is from Haas School of Business at University of California, Berkeley. He lives in Washington DC.

Board of Advisors

Melody Zhang, Board of Advisors

Melody Zhang is a co-founder of Children's Hope International (CHI), an international adoption agency. She is also a founder of the Child Welfare League of China (CWLC). Over the past 18 years, Melody has dedicated herself to improving the lives of orphans and the living conditions of poor children's families. Under her leadership, and with the help of her caring staff, the organizations that she has worked for have successfully placed more than 5,000 orphans into families and helped to positively impact the families of over 30,000 Chinese orphans and other underprivileged children. Melody received her Masters Degree from Washington University. She is a mother of 3 adopted girls. She currently lives in Beijing.

Chris Lee, Board of Advisors

Chris Lee has assisted the original directors of ABC since the founding of the organization. Chris, along with his wife, Aimee, are both passionate about helping underprivileged and needy children in developing countries. He has visited orphanages in Mozambique, Zambia, South Africa, Cambodia and China. Chris is currently working as a corporate lawyer in Hong Kong and previously worked in New York. He received his B.A. in International Relations from Stanford University and J.D. from Harvard Law School.

Young Lee, Chief Financial Officer, Board of Advisors

Young Lee is a co-founder of ABC. Young is passionate about helping the underprivileged and needy, particularly when it comes to children. He has visited and assisted orphanages and worked in other social work capacities in Japan, China and the US. Currently, Young is an investment associate at Abbott Capital where he reviews private equity partnerships. Prior to joining Abbott, he worked as an associate at The Henry J. Kaiser Family Foundation in Menlo Park, CA, sourcing and leading due diligence on prospective private equity and hedge fund investments. He also worked as a product manager in the Online Business Services Division at Silicon Valley Bank and co-founded a small online company that matched university-based start ups with angel investors. Young received his Bachelor of Arts in economics from Stanford University, and his MBA from Columbia University. He is also a CFA charter holder. Young grew up in Southern California and now resides in New York with his wife Cindy.

David Weemhoff, Board of Advisors

David Weemhoff provides training and support for ABC Education Programs. David served as a principal (administrator) of schools in New Jersey, Arizona, and Michigan for 22 years. For the last fifteen years, he has trained hundreds of educators in the teaching of English speaking, reading, and writing emphasizing research-based content and methodology. David earned his AB Degree at Calvin College and his MA at Michigan State University. David resides with his wife in Michigan.